

### **ADVOCACY**

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Chapter			State_	Team #	Statio	n # Categ	gory
PORTFOLIO							Points
FCCLA Planning Process Summary Page 0–5 points	<b>0</b> Planning Process summary not provided	1 Inadequate steps in the Planning Process are presented	All Planning Process steps are presented but not summarized	<b>3</b> All Planning Process steps are summarized	4 Evidence that the Planning Process was utilized to plan project	5 The Planning Process is used to plan the project. Each step is fully explained	
Issue Type 0–3 points	<b>0</b> Not provided	Issue type	<b>1</b> identified	lssue type and level of focus		3 vel of focus identified, t, current and actual need	
Issue Research 0–5 points	<b>0</b> Not included	<b>1</b> Issue is mentioned	lssue is identified with limited research provided for one side of the issue	3 Issue is identified, researched, but it does not validate the concerns	4 Issue is identified, and evidence of the need is used to form the action plan	5 Issue is identified and researched with validity to the need for action, including various stakeholders identified and their position on the issue	
<b>Project Goals</b> 0–3 points	<b>O</b> Not provided	, ,	1 als are identified though ints of support	Project goals are identified points of support included		identified and well	
Elevator Speech/ Leave Behind 0–5 points	Not included	Talking poi developed	1-2 nts are evident, not well	2-3 Talking points are evident developed, leave behind it evident	em is effective and	4-5 ts and elevator speech are d on target for advocacy e behind item is well	
Target Audience 0–3 points	<b>0</b> Not included	Audience is mentic defined	1 oned but not thoroughly	2 Audience is defined but past opinions and action	research o actions, an	3 s) are well defined, in past opinions and ind provides method for arget audience(s)	
Evidence of Partnerships 0–3 points	<b>0</b> No partnerships provided			1-2 though lacks evidence of rviews with partners	Partnerships identified, interviewed with eviden		
Methods of Action 0–5 points	<b>0</b> Not included	1 Steps inadequate	<b>2</b> Presented but not organized	<b>3</b> Steps are well organized	4 Steps are presented, organized, summarized project fully explained	5 Plan is well developed and each step is fully explained	
Media Involvement 0–3 points	<b>O</b> Not included	Incomplete not curren	1 e list of media resources, t	2 Complete list of media re though fails to document successes	efforts or sources from	3 t of appropriate media n several various mediums efforts and successes	
Results of Advocacy/Action Plan Assessment 0–5 points	<b>0</b> No follow up was done	1 Outcomes inadequately stated, and no evaluation used	Q Outcomes inadequately stated, evaluation method used and results explained	3 Outcomes are measurable, complete and thoroughly done. A single evaluation method was used and results explained	Qutcomes are measurable, complete and thoroughly done. Multiple methods were used and results are explained	5 Outcomes are measurable, complete and thoughtfully done. Multiple evaluation methods were used and results explained well. Plans to improve future efforts are included	
Works Cited/ Bibliography )–3 points	<b>0</b> No resources listed		1 are incomplete, not not reliable for project	Reliable resources but inc style (see style sheet)	•	<b>3</b> t of current and reliable MLA or APA style (see	
Appearance 0–3 points	O Portfolio is illegible and unorganized		1 s neat, but may contain al or spelling errors and d poorly	Portfolio is neat, legible, professional, with correct and spelling	and Neat, legible t grammar grammar an	3 , professional, correct d spelling used with anization of information	

### Advocacy Rubric (continued)

Organization/	0	1-2	3-4	5-6	7-8	9-10
Delivery	Presentation is not	Presentation covers	Presentation covers	Presentation gives	Presentation covers	Presentation covers all
0 – 10 points	done or presented	some topic elements	all topic elements but	complete information	information	relevant information with a
	briefly and does not	·	with minimal	but does not explain	completely but does	seamless and logical
	cover components of		information	the project well	not flow well	delivery
Relationship of	the project 0	1	2	3		5
amily and	No evidence of	Minimal evidence of	Some knowledge of	Knowledge of career	Knowledge of caree	-
Consumer	relationship	career knowledge	relationship of	and FACS	and relationship to	FACS relationship is
Sciences	between career and	and FACS	career and FACS	coursework but not	FACS is evident and	evident and explained well
Coursework and	FACS			shared	shared	evident and explained Well
Standards	1763	coursework	coursework	Silaieu	Silateu	
0-5 points		relationship		F.C.	7.0	0.40
Knowledge of Public Policy	0	1-2	3-4	5-6	7-8	9-10
0-10 points	Little or no evidence	Minimal evidence of	Some evidence of	Knowledge of public	Knowledge of public	Knowledge of public policy
pow	of knowledge of	knowledge of public	knowledge of public	policy is evident but	policy is evident and	is evident and incorporated
	public policy	policy	policy	not effectively used in	shared at times in the	throughout the presentation
				presentation	presentation	_
Use of Portfolio	0	1	2	3	4	5
and Visuals during	Portfolio and visuals	Portfolio and visuals	Portfolio and visuals	Portfolio and visuals	Portfolio and visuals	
ouring Presentation	not used during	used to limit	used minimally	incorporated	used effectively	seamlessly between oral
0-5 points	presentation	amount of speaking	during presentation	throughout	throughout	presentation, portfolio
		time		presentation	presentation	and visuals
Voice – pitch,	0		1	2		3
tempo, volume 0-3 points	Voice qualities not use	ed Voice of	quality is adequate	Voice quality is good	•	ice quality is outstanding and
•	effectively			improve	ple	asing
Body Language/	0		1	2		3
Clothing Choice	Uses inappropriate ge	•	es, posture, mannerisms	Gestures, posture, m	· ·	stures, posture, mannerisms,
0-3 points	posture or mannerism	,	e contact is inconsistent/	eye contact, and clothing are e		e contact, and clothing enhance
	eye contact/inappropr clothing	riate clothin	g is appropriate	appropriate	pre	esentation
Grammar/Word	0		1	2		3
Usage/	Extensive (more than !	5) Some (	3-5) grammatical and	Few (1-2) grammation	cal and Pre	esentation has no grammatical
Pronunciation	grammatical and pron	•	iciation errors	pronunciation errors		pronunciation errors
0-3 points	errors	pronu		promanetation errors	. 01	
Responses to	0	1	2	3	4	5
Evaluators'	Did not answer	Unable to answer	Responded to all	Responded adequate	ly Gave appropriate	e Responses to
Questions	evaluators' questions	some questions	questions but without	to all questions	responses to	questions were
0-5 points		,	ease or accuracy		evaluators' ques	
					craidatois ques	without hesitation

Evaluator's	<b>Comments:</b>
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TOTAL (90 points possible)						
Evaluator #						
Evaluator Initial						
Room Consultant Initial						



### **APPLIED MATH FOR CULINARY MANAGEMENT**

Name of Participant				
Chapter	State	Team #	Station #	Category

FILE FOLDER							Point
FCCLA	0	1	2	3	4	5	
Planning Process	Planning Process	Inadequate steps in	All Planning Process	All Planning Process	Evidence that the	The Planning Process	
Summary Page	summary not provided	the Planning Process	steps are presented	steps are summarized	Planning Process was	is used to plan the	
0–5 points		are presented	but not summarized		utilized to plan project	project. Each step is	
						fully explained	
Works Cited/	0		1	2		3	
Bibliography	No resources listed	Resources	are incomplete, not	Reliable resources but in	correct Complete	list of current and	
0–3 points		current, o	r not reliable for project	style (see style sheet)		esources, in MLA or APA	
					style (see	style sheet)	
ORAL PRESENT	ATION						
Organization/	0	1	2	3	4	5	
Delivery	Presentation is not	Presentation covers	Presentation covers	Presentation gives	Presentation covers	Presentation covers	
0 – 5 points	done or presented	some topic elements	all topic elements but	complete information	information	all relevant	
	briefly and does not cover components of		with minimal	but does not explain	completely but does	information with a	
	the project		information	the project well	not flow well	seamless and logical	
w. l.l						delivery	
Knowledge of Subject Matter	0	1	2	3	4	5	
0-5 points	Little or no evidence	Minimal evidence of	Some evidence of	Knowledge of subject	Knowledge of subject	Knowledge of subject	
o s points	of knowledge	knowledge	knowledge	matter is evident but	matter is evident and	matter is evident and	
				not effectively used in	shared at times in the	incorporated	
				presentation	presentation	throughout the presentation	
Voice – pitch,	0		1	2		3	
tempo, volume	Voice qualities not use	d Voice au	ality is adequate	Voice quality is good, b	ut could Voice au	ality is outstanding and	
0-3 points	effectively	u voice que	anty is adequate	improve	pleasing	ancy is outstanding and	
Body Language/	0		1	2	picusiiig	3	
Clothing Choice	Uses inappropriate ges	stures. Gestures.	posture, mannerisms	Gestures, posture, man	nerisms. Gestures.	posture, mannerisms,	
0-3 points	posture or mannerism		contact is inconsistent/	eye contact, and clothing		act, and clothing	
	eye contact/inappropr	iate clothing i	s appropriate	appropriate	•	presentation	
	clothing					· 	
Grammar/Word	0		1	2		3	
Usage/ Pronunciation	Extensive (more than 5	,	5) grammatical and	Few (1-2) grammatical		tion has no grammatical	
0-3 points	grammatical and pron	unciation pronuncia	ation errors	pronunciation errors	or pronui	nciation errors	
Responses to	errors 0		1	2		3	
Evaluators'	Did not answer evaluat	tors' Unabla to	answer some	Responded adequately	to all Posnonso	es to questions were	
Questions	questions	questions		questions	•	ate and given without	
0-3 points	чисэнонэ	questions	•	questions	hesitatio	•	
VISUALS					nesitation		
Effectively Illustrate	0		1-2	3-4		5	
Content	-	Vicuals	<del></del>	3-4 Visuals support the pre	contation Visuals s	-	
0-5 points	Visuals not provided	the prese	e weak in supporting	but do not complemen		upport and complement	
		the prese	intation	content	t the the prese	intatioff	
Use of Visuals	0	1	2	3	4	5	
during Presentation	Visuals not used	Visuals used to limit	Visuals used	Visuals incorporated	Visuals used	Presentation moves	
0-5 points	during presentation	amount of speaking	minimally during	throughout	effectively	seamlessly between	
	<b>3</b> 1	time	presentation	presentation	throughout	oral presentation	
			-	•	presentation	and visuals	

### Applied Math for Culinary Management Rubric (continued)

**Points** 

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

Evaluator's Comments:	TOTAL (70 points possible)
	Evaluator #Evaluator Initial
	Room Consultant Initial



### **CAREER INVESTIGATION**

Name of Particip	ant							
Chapter			St	ate	Team #	Statio	on # Cate	egory
PORTFOLIO FCCLA	0	1	2		3	4	5	
Planning Process Summary Page 0-5 points	Planning Process summary not provided	Inadequate steps in the Planning Process are presented	All Planning Process steps presented but 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	
Self Assessment 0–10 points	<b>0</b> Not included	1–2 Vaguely referred to but incomplete evidence	<b>3–4</b> Some evidend self-assessme		5–6 Explained somewhat, but not documented sources of self- assessment	7–8 Documented resources used for self-assessment	9–10 Documented variety of resources used, described role of self-assessment in selection of career	
Evidence of Career Research 0–10 points	<b>0</b> Not explained	1–2 Some research done but incomplete information	3–4 Research is cu but from unre sources		5–6 Research is current but only partially describes job description	7–8 Research is current, appropriate for topic; from reliable sources	9–10 Research is current, from reliable sources, documented correctly, and appropriate for topic	
Experiences with Business, Industry, Agencies, and Organizations 0-5 points	<b>0</b> No samples provided	1 Limited samples are provided	Limited experiences w undertaken	vere	3 Few experiences explained; little variety of experiences	Good variety of experiences and of value to the career choice selected	5 Wide variety of valuable experiences and documentation is clear and easy to understand	
Samples of School Work 0–5 points	<b>0</b> No samples provided	1 Limited number of samples provided	Limited sampl FACS or acade coursework		Samples of FACS and academic coursework are provided	Explanation and documented evidence of how school work will be used be in selected career	School work is explained thoroughly as to how it will be used in selected career	
Use of Family and Consumer Sciences Coursework and Standards 0–5 points	<b>0</b> No explanation of FACS	1 Brief explanation provided of FACS coursework	Limited exam of Academic coursework a: relates to care choice	s it	3 Brief explanation, limited evidence of how coursework will be used in selected career	Relationship of FACS coursework and standards to selected career is briefly explained	FACS coursework and standards are explained thoroughly and related to selected career	
Career Planning 0–5 points	<b>0</b> No career goal stated	1 Briefly explained career goal(s)	States career goal(s) but no for achieving goal(s)	plan	3 Brief explanation of career goal(s) and how to achieve the goal(s)	4 States career goal(s) that includes plan for education/ training and other activities for achieving goal(s)	Clearly states career goal(s) and includes thorough explanation of plan and activities for achievement of goal(s)	
Works Cited/ Bibliography 0–3 points	<b>0</b> No resources listed	1 Resources are incomp current, or not reliable	-		2 e resources but incorre ee style sheet)	ect Complete lis	3 t of current and urces, in MLA or APA vle sheet)	
Appearance 0–3 points	<b>0</b> Portfolio is illegible and unorganized	Portfolio is neat, but grammatical or spelli is organized poorly	•		2 io is neat, legible, and sional, with correct graelling	_	3 e, professional, correct d spelling used with canization of	

# Career Investigation Rubric (continued)

Organization/	0	1-2	3-4	5-6	7-8	9-10	
<b>Delivery</b> 0 – 10 points	Presentation is not done or presented briefly and does not cover components of the project	Presentation covers some topic elements	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	
	the project					delivery	
Knowledge of Selected Career 0-5 points	<b>0</b> Little evidence of career knowledge	1 Minimal evidence of career knowledge	2 Some evidence of career knowledge	3 Knowledge of career is evident but not effectively used in presentation	4 Knowledge of career is evident and shared at times in the presentation	5 Knowledge of career is evident and incorporated throughout the presentation	
Relationship of	0	1	2	3	4	5	
Family and Consumer Sciences Coursework and Standards 0-5 points	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	
Use of Portfolio	0	1	2	3	4	5	
during Presentation 0-5 points	Portfolio not used during presentation	Portfolio used to limit amount of speaking time	Portfolio used minimally during presentation	Portfolio incorporated throughout presentation	Portfolio used effectively throughout presentation	Presentation moves seamlessly between oral presentation and portfolio	
Voice – pitch,	0		1	2	presentation	3	
tempo, volume 0-3 points	Voice qualities not used effectively	Voice qua	lity is adequate	Voice quality is good, b improve	ut could Voice qu	ality is outstanding and pleasing	
Body Language/	0		1	2		3	
Clothing Choice 0-3 points	Uses inappropriate gestu posture or mannerisms, eye contact/inappropria clothing	avoids and eye co	posture, mannerisms ontact is inconsistent/ appropriate	Gestures, posture, mar eye contact, and clothi appropriate	ng are eye conta	posture, mannerisms, ct, and clothing presentation	
Grammar/Word	0		1	2		3	
Usage/ Pronunciation 0-3 points	Extensive (more than 5) grammatical and pronun errors	•	) grammatical and tion errors	Few (1-2) grammatical pronunciation errors		ion has no grammatical ciation errors	
Responses to	0	1	2	3	4	5	
Evaluators' Questions 0-5 points	Did not answer evaluators' questions	Unable to answer some questions	Responded to all questions but without ease or accuracy	Responded adequately to all questions	Gave appropriate responses to evaluators' questions	Responses to questions were appropriate and given without	

Evaluator's Comments:		
	TOTAL	
	(90 points possible)	
	Evaluator #	
	Evaluation Initial	
	Room Consultant Initial	



### **CHAPTER IN REVIEW DISPLAY**

Name of Participant				
Chapter	State	Team #	Station #	Category

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

### Chapter in Review Display Rubric (continued)

**Points** 

ORAL PRESE	NTATION						
Organization/ Delivery 0 – 10 points	Presentation is not done or presented briefly and does not cover components of the project	1-2 Presentation covers some topic elements	3-4 Presentation covers all topic elements but with minimal information	5-6 Presentation gives complete information but does not explain the project well	7-8 Presentation cove information completely but do not flow well	relevant information with a	
Program of Work 0-5 points	<b>0</b> Not evident	M	1 issing or lacks variety	<b>2-3</b> Focuses on a fe	i	4-5 Shows variety/creativity with comprehensive member nvolvement. Reflects Purposes of	
Use of Display during Presentation 0-5 points	<b>0</b> Display not used during presentation	1 Display used to limit amount of speaking time	2 Display used minimally during presentation	3 Display incorporated throughout presentation	Display used effectively throughout presentation	5 Presentation moves seamlessly between oral presentation and display	
Voice – pitch, tempo, volume O-3 points	<b>0</b> Voice qualities not used effectively	d Voice qu	<b>1</b> uality is adequate	<b>2</b> Voice quality is good improve	•	3 Voice quality is outstanding and pleasing	
Body Language/ Clothing Choice 0-3 points	Uses inappropriate gest posture or mannerisms eye contact/inappropri- clothing	, avoids and eye	1 s, posture, mannerisms contact is inconsistent/ is appropriate	Gestures, posture, m eye contact, and clot appropriate	thing are	3 Gestures, posture, mannerisms, eye contact, and clothing enhance presentation	
Grammar/Word Usage/ Pronunciation 0-3 points	Extensive (more than 5 grammatical and pronu	,	1 -5) grammatical and ciation errors	Few (1-2) grammatica pronunciation errors		3 Presentation has no grammatical or pronunciation errors	
Responses to Evaluators' Questions 0-5 points	O Did not answer evaluators' questions	1 Unable to answer some questions	2 Responded to all questions but without ease or accuracy	3 Responded adequately to all questions	Gave appropriate responses to evaluators' question	5 Responses to questions were appropriate and given ons without hesitation	

accuracy	
Evaluator's Comments:	
TOTAL	
(90 points possible)	
Evaluator #	
Evaluator Initial _	
Room Consultant Initial	



### **CHAPTER IN REVIEW PORTFOLIO**

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

# Chapter in Review Portfolio Rubric (continued)

Points

							Points
ORAL PRESE	NTATION						
Organization/	0	1-2	3-4	5-6	7-8	9-10	
<b>Delivery</b> ) – 10 points	Presentation is not done or presented briefly and does not cover components of the project	Presentation covers some topic elements	Presentation covers all topic elements but with minimal information	Presentation gives complete information but does not explain the project well	Presentation covers information completely but does not flow well	Presentation covers all relevant information with a seamless and logical delivery	
Program of	0		1	2-3		4-5	
<b>Work</b> 0-5 points	Not eviden	t M	issing or lacks variety	Focuses on a	few areas Shows	s variety/creativity with rehensive member ement. Reflects Purposes of	
Use of Portfolio	0	1	2	3	4	5	
during Presentation 0-5 points	Portfolio not used during presentation	Portfolio used to limit amount of speaking time	Portfolio used minimally during presentation	Portfolio incorporated throughout presentation	Portfolio used effectively throughout presentation	Presentation moves seamlessly between oral presentation and portfolio	
Voice – pitch,	0		1	2	•	3	
t <b>empo, volume</b> 0-3 points	Voice qualities not use effectively	ed Voice q	uality is adequate	Voice quality is god improve	od, but could Voic	e quality is outstanding and pleasing	
Body Language/	0		1	2		3	
Clothing Choice 0-3 points	Uses inappropriate ge posture or mannerism eye contact/inappropriclothing	is, avoids and eye	es, posture, mannerisms e contact is inconsistent/ g is appropriate	Gestures, posture, eye contact, and cl appropriate	othing are eye c	ures, posture, mannerisms, ontact, and clothing enhance intation	
Grammar/Word	0		1	2		3	
Usage/ Pronunciation 0-3 points	Extensive (more than grammatical and pronerrors	, ,	3-5) grammatical and ciation errors	Few (1-2) grammat pronunciation erro		ntation has no grammatical onunciation errors	
Responses to	0	1	2	3	4	5	
Evaluators' Questions 0-5 points	Did not answer evaluators' questions	Unable to answer some questions	Responded to all questions but without ease or accuracy	Responded adequately to all questions	Gave appropriate responses to evaluators' questio	Responses to questions were ns appropriate and given without hesitation	

F			ments:
⊦va	แมลรถทำ	ร Com	ments:

<b>TOTAL</b> (90 points possible)	
Evaluator	#
Evaluator Initia	I
Room Consultant Initial	



### **CHAPTER SERVICE PROJECT DISPLAY**

Name of Participa	ıııı						
Chapter			State	Team #	Station	.# Cate	gory
DISPLAY							
FCCLA Planning Process Summary Page 0–5 points	<b>0</b> Planning Process summary not provided	1 Inadequate steps in the Planning Process are presented	2 All Planning Process steps are presented but not summarized	steps are summarized Pl	4 vidence that the lanning Process was tilized to plan project	5 The Planning Process is used to plan the project. Each step is fully explained	
<b>Display Appearance</b> 0-5 points	presentation	1 Many errors and is not aesthetically pleasing	<b>2</b> Has minimal appeal		<b>4</b> ood word, color, nd design choice	5 Creative, appropriate and of high quality	
Addressed a Specific Need Identify Concerns 0-4 points	<b>0</b> No evidence shown	1 Limited needs identif		s are Project addre at somewhat for family, sc	chool, identify need for Family need for er Sciences global consum	th methods were used to y an urgent and significant or school, community, or for Family and her Sciences, gather data te described in detail	
Target Audience Identify Concerns 0-3 points	No mention of the intended		1 eration for intended	It is evident that the project of designed for the intended au		<b>3</b> ropriate for the specific the intended audience	
Goals/Mission Set a Goal 0-3 points	o Goals are missing	audience Goals are lin	1 nited in scope	2 Goals and mission are expl	ained Goals/missio	3 on relate to needs and the project is evident	
Reflects FCCLA Purposes Set a Goal 0-2 points	<b>0</b> Did not refer to a purpose	2			2 ne link to FCCLA Purpo etail		
Family and Consumer Sciences Content and Skills Set a Goal 0-3 points	<b>0</b> FACS not mentioned	•	1 o of project to Family ner Sciences is not or vague	2 The project relates to Fami Consumer Sciences knowle and skills	edge FACS standa	3 ated to the national rds. Participant e many different FACS and action	
Project Scope Form a Plan 0-3 points	<b>0</b> No evidence	Project is lin	<b>1</b> nited in scope	2 Project may be similar to o efforts or an annual event. Challenges and barriers are evaluated	ther Project invol planning me and efforts, I technology,	3 ved multiple partners, etings, task descriptions has a wide scope, uses and is unique. Barriers ed and resolved	
Project's Organization Form a Plan 0-4 points	<b>0</b> Little organization is evident	1 Organization is difficu follow, not concise, n thorough	ult to The plan is th	orough, but The plan is the nized more organized in make on with	sequence ident alteri consi alteri	4 project members ified standards, examined native actions, considered equences of various native, and selected ptable alternatives	
Cooperative Efforts/Partners Form a Plan 0-3 points	<b>0</b> No evidence shown	Cooperative	1 effort is limited	<b>2</b> Partners are limited in scop	Participant(s	3 fort to involve partners. ) were creative and a recruiting cooperative	
Work Plan Form a Plan 0-3 points	<b>0</b> No work plan		1 work plan of ks has limited details	<b>2</b> Work plan has some details evidence of planning		3 explained in detail and	
<b>Timeline</b> <i>Form a Plan</i> 0-3 points	No timeline	A limited tin	1 neline is explained	Z Timeline explained with som detail. A work plan of assign tasks has limited details		3 many steps and asks are explained	
Activities/Tasks and Roles Form a Plan 0-3 points	None indicated	•	1 civities are limited limited members	Project involves most memb plan includes detailed activities/roles/tasks	membership	3 nds beyond the to include community, ditional volunteers	

### Chapter Service Project Display Rubric (continued)

							Points
<b>Budget</b> Form a Plan 0-3 points	<b>0</b> No budget provided	Budget is e	<b>1</b> evident	Budget reflects the pro goals	additional resou described. Many	ad and thoughtful with rces were sought and partners are evident to esources of the project	
Increase Awareness Public Relations Form a Plan 0-3 points	<b>0</b> No activities shown	increases a	1 evident the project wareness of FCCLA and Consumer Sciences	Multiple strategies for outreach and publicity	are evident of FCCLA are audiences:	3 sitively increased awareness nd FACS with many of these peers, community, public, icials, school administrators, board	
Project Impact Act J-3 points	0 Impact missing		1 community or embers is explained in vay	2 Impact of project is sh evident in a variety of data, statistics, survey information	methods and statistics	3 s significant with data, s, surveys and information	
Youth Involved and Yolunteer Recruitment Act 0-2 points	O Project is not youth led. V recruited		Project is youth led and	1 d members volunteered			
Uniqueness Act D-2 points	Project is not unique		Project has been done designed to a similar et	1 previously or is a project ffort	Project is unique in its problem or meet a nee	<b>2</b> approach to solve a	
E <b>valuation</b> Follow Up 0-4 points	<b>0</b> No evidence of follow up	1 Limited evidence of up and evaluation	f follow Evaluation is strategies ar follow up	re used for strategi surveys, reports. plans fo	es, interviews, str pre and post tests, pr Follow up includes us r replication, and includes fur	raluation involves multiple rategies, interviews, surveys, e and post tests, reports and ed technology. Follow up cludes replication plans, ture efforts, lessons learned, ind appreciation/recognition	
DRAL PRESENTA							
Organization/ Delivery 0 – 10 points	Presentation is not done or presented briefly and does not cover components of the project	1-2 Presentation covers some topic elements	3-4 Presentation covers all topic elements but with minimal information	5-6 Presentation gives complete information but does not explain the project well	7-8 Presentation covers information completely but does not flow well	9-10 Presentation covers all relevant information with a seamless and logical delivery	
Use of Display during Presentation O-5 points	<b>0</b> Display not used during presentation	1 Display used to limit amount of speaking time	2 Display used minimally during presentation	•	4 Display used effectively hroughout presentation	5 Presentation moves seamlessly between oral presentation and display	
/oice – pitch, empo, volume )-3 points	<b>0</b> Voice qualities not used	effectively Voice qual	1 lity is adequate Voice	<b>2</b> quality is good, but could	d improve Voice quality	<b>3</b> is outstanding and pleasing	
Body Language/ Clothing Choice 0-3 points	Uses inappropriate gest posture or mannerisms, contact/inappropriate o	, avoids eye and eye co	1 posture, mannerisms ontact is inconsistent/ appropriate	<b>2</b> Gestures, posture, m eye contact, and clot appropriate	hing are eye cont	3 s, posture, mannerisms, act, and clothing presentation	
Grammar/Word Jsage/ Pronunciation 0-3 points	0 Extensive (more than 5) g and pronunciation errors		1 ) grammatical and tion errors	Few (1-2) grammatic pronunciation errors	al and Presenta	3 ation has no grammatical inciation errors	
Responses to Evaluators' Questions 0-5 points	<b>0</b> Did not answer evaluators' questions	1 Unable to answer some questions	Responded to all questions but without ease or accuracy	3 Responded adequately to all questions	4 Gave appropriate responses to evaluators' questions	5 Responses to questions were appropriate and given without hesitation	

	, 4	B	
Evaluator's Comments:			
		TOTAL	
		(90 points possible)	

Evaluator #	
Evaluator Initial	

Room	Consultant	Initial	



# **CHAPTER SERVICE PROJECT PORTFOLIO**

Name of Participa	ant						
Chapter			State	Team #	Station	# Cate	gory
PORTFOLIO							Points
FCCLA Planning Process Summary Page 0–5 points		1 Inadequate steps in the Planning Process are presented	2 All Planning Process steps are presented but not summarized	<b>3</b> All Planning Process steps are summarized	4 Evidence that the Planning Process was utilized to plan project	5 The Planning Process is used to plan the project. Each step is fully explained	
Portfolio Appearance 0-5 points	<b>0</b> Not used during presentation	1 Many errors and is not aesthetically pleasing	<b>2</b> Has minimal appeal	3 Needs some improvement in content and design	4 Good word, color and design choice	5 Creative, appropriate and of high quality	
Addressed a Specific Need Identify Concerns 0-4 points	<b>0</b> No evidence shown	<b>1</b> Limited needs identif		ut somewhat for fam gue commu	ily, school, identify nity or Family need fo nsumer Sciences global o Consum	4 ch methods were used to an urgent and significant or school, community, or for Family and her Sciences, gather data described in detail	
Target Audience Identify Concerns 0-3 points	<b>0</b> No mention of the intended audience	Little conside	<b>1</b> eration for intended	2 It is evident that the prodesigned for the intend		<b>3</b> ropriate for the specific the intended audience	
Goals/Mission Set a Goal 0-3 points	O Goals are missing		1 mited in scope	2 Goals and mission are	explained Goals/missio	3 in relate to needs and the project is evident	
Reflects FCCLA Purposes Set a Goal 0-2 points	<b>0</b> Did not refer to a purpose			1 re briefly mentioned	The link to FCCLA Purpo detail		
Family and Consumer Sciences Content and Skills Set a Goal 0-3 points	<b>0</b> FACS not mentioned		1 o of project to Family ner Sciences is not or vague	The project relates to Consumer Sciences kn and skills	nowledge FACS standa	3 ated to the national rds. Participant e many different FACS	
Project Scope Form a Plan 0-3 points	O No evidence	Project is lir	<b>1</b> nited in scope	Project may be similar efforts or an annual e Challenges and barrie evaluated	r to other Project involvent. planning mers are and efforts, technology,	3 ved multiple partners, etings, task descriptions has a wide scope, uses and is unique. Barriers ed and resolved	
Project's Organization Form a Plan 0-4 points	<b>0</b> Little organization is evident	1 Organization is diffic follow, not concise, r thorough	ult to The plan is th	anized more organiz make on with	ed in sequence ident alteri consi alteri	4 project members ified standards, examined native actions, considered equences of various native, and selected otable alternatives	
Cooperative Efforts/Partners Form a Plan 0-3 points	<b>0</b> No evidence shown	Cooperative	1 e effort is limited	2 Partners are limited in	n scope Extensive eff Participant(s	3 fort to involve partners. ) were creative and recruiting cooperative	
Work Plan Form a Plan 0-3 points	<b>0</b> No work plan		1 work plan of sks has limited details	<b>2</b> Work plan has some devidence of planning	letails and Work plan is is extensive	3 explained in detail and	
<b>Timeline</b> <i>Form a Plan</i> 0-3 points	No timeline	A limited tir	1 neline is explained	Z Timeline explained with detail. A work plan of a tasks has limited details	ssigned processes, ta	<b>3</b> many steps and isks are explained	
Activities/Tasks and Roles Form a Plan 0-3 points	None indicated	•	1 tivities are limited limited members	Project involves most n plan includes detailed activities/roles/tasks	membership	3 nds beyond the to include community, ditional volunteers	

# Chapter Service Project Portfolio Rubric (continued)

							Points
Budget	0		1	2		3	
Form a Plan	No budget provided	Budget is	evident	Budget reflects the project	t's Budget is detai	led and thoughtful with	
0-3 points				goals	additional reso	urces were sought and	
					described. Mar	y partners are evident to	
					assist with the	resources of the project	
Increase	0		1	2		3	
Awareness Public	No activities shown	Efforts are	evident the project	Multiple strategies for med	dia, Project po	ositively increased awareness	
Relations		increases a	wareness of FCCLA and	outreach and publicity are	evident of FCCLA	and FACS with many of these	
Form a Plan		Family and	Consumer Sciences		audiences	: peers, community, public,	
0-3 points					elected of	ficials, school administrators,	
					and school	ol board	
Project Impact	0		1	2		3	
Act	Impact missing	Impact on	community or	Impact of project is show	n and Impact	is significant with data,	
0-3 points		chapter m	embers is explained in	evident in a variety of me	thods and statistic	s, surveys and information	
		a limited v	•	data, statistics, surveys ar		, ,	
			•	information			
Youth Involved and	(	)		1		2	
Volunteer	Project is not youth led.	Volunteers were not	Project is youth-led and	d members volunteered	Project is youth-led. \	/olunteers were recruited	
Recruitment	recruited		. ,			bership with people not	
Act						ticipate (older persons,	
0-2 points						sons with special needs)	
Uniqueness	(	)		1		2	
Act	Project is not unique		Project has been done	previously or is a project	Project is unique in its	s approach to solve a	
0-2 points	, '		designed to a similar ef	ffort	problem or meet a ne		
Evaluation	0	1	Ū	2	3	4	
Follow Up	No evidence of follow up	Limited evidence of	of follow Evaluation is	s evident. Some Evaluation i	nvolves multiple E	valuation involves multiple	
0-4 points	•	up and evaluation	strategies ar			trategies, interviews, surveys,	
		-p	follow up	0 ,	•	re and post tests, reports and	
						sed technology. Follow up	
				•		ncludes replication plans,	
				•		uture efforts, lessons learned,	
				арргестано	•	nd appreciation/recognition	
ORAL PRESENTA	TION				ď	nu appreciation/recognition	
Organization/	0	1-2	3-4	5-6	7-8	9-10	
Delivery	Presentation is not	Presentation covers	Presentation covers	Presentation gives F	Presentation covers	Presentation covers all	
0 – 10 points	done or presented	some topic elements	all topic elements	complete information i	nformation	relevant information with a	
	briefly and does not		but with minimal	but does not explain o	completely but does	seamless and logical	
	cover components of		information	the project well r	not flow well	delivery	
Use of Portfolio	the project						
		1	,	2	4	F	
during	0 Portfolio not used	1 Portfolio usod to	2 Portfolio usod	3 Portfolio incorporated Port	4 folio usod	5 Procentation moves	
during Presentation	Portfolio not used	Portfolio used to	Portfolio used	Portfolio incorporated Port	folio used	Presentation moves	
	•	Portfolio used to limit amount of	Portfolio used minimally during	Portfolio incorporated Port throughout effect	folio used ctively throughout	Presentation moves seamlessly between oral	
Presentation 0-5 points	Portfolio not used during presentation	Portfolio used to	Portfolio used minimally during presentation	Portfolio incorporated Port throughout effect presentation pres	folio used	Presentation moves	
Presentation 0-5 points Voice – pitch,	Portfolio not used during presentation	Portfolio used to limit amount of speaking time	Portfolio used minimally during presentation	Portfolio incorporated Port throughout effect presentation pres	folio used ctively throughout entation	Presentation moves seamlessly between oral presentation and portfolio	
Presentation 0-5 points  Voice – pitch, tempo, volume	Portfolio not used during presentation	Portfolio used to limit amount of speaking time	Portfolio used minimally during presentation	Portfolio incorporated Port throughout effect presentation pres	folio used ctively throughout entation	Presentation moves seamlessly between oral	
Presentation 0-5 points  Voice – pitch, tempo, volume 0-3 points	Portfolio not used during presentation  O  Voice qualities not used	Portfolio used to limit amount of speaking time	Portfolio used minimally during presentation  1  lity is adequate Voice	Portfolio incorporated Port throughout effect presentation presentation presentatio	folio used ctively throughout entation	Presentation moves seamlessly between oral presentation and portfolio 3 is outstanding and pleasing	
Presentation 0-5 points  Voice – pitch, tempo, volume 0-3 points  Body Language/	Portfolio not used during presentation  O  Voice qualities not used	Portfolio used to limit amount of speaking time	Portfolio used minimally during presentation  1  Ility is adequate Voice	Portfolio incorporated Port throughout effer presentation pres 2 quality is good, but could in	folio used ctively throughout entation nprove Voice quality	Presentation moves seamlessly between oral presentation and portfolio 3 / is outstanding and pleasing 3	
Presentation 0-5 points Voice – pitch, tempo, volume 0-3 points Body Language/ Clothing Choice	Portfolio not used during presentation  O  Voice qualities not used  Uses inappropriate ges	Portfolio used to limit amount of speaking time  d effectively Voice quatures, Gestures,	Portfolio used minimally during presentation  1  Ility is adequate Voice  1  posture, mannerisms	Portfolio incorporated Port throughout effect presentation presentation presentatio	folio used ctively throughout entation  nprove Voice quality nerisms, Gesture	Presentation moves seamlessly between oral presentation and portfolio 3 is outstanding and pleasing 2 s, posture, mannerisms,	
Presentation 0-5 points  Voice – pitch, tempo, volume 0-3 points  Body Language/	Portfolio not used during presentation  O  Voice qualities not used  Uses inappropriate ges posture or mannerisms	Portfolio used to limit amount of speaking time  d effectively Voice quatures, Gestures, avoids eye and eye control of the speaking time.	Portfolio used minimally during presentation  1  Ility is adequate Voice  1  posture, mannerisms ontact is inconsistent/	Portfolio incorporated Port throughout effect presentation presentatio	folio used ctively throughout entation  nprove Voice quality nerisms, Gesture g are eye con	Presentation moves seamlessly between oral presentation and portfolio 3 is outstanding and pleasing 3 es, posture, mannerisms, tact, and clothing	
Presentation 0-5 points  Voice – pitch, tempo, volume 0-3 points  Body Language/ Clothing Choice 0-3 points	Portfolio not used during presentation  O  Voice qualities not used  Uses inappropriate ges	Portfolio used to limit amount of speaking time  d effectively Voice quatures, Gestures, avoids eye and eye control of the speaking time.	Portfolio used minimally during presentation  1  Ility is adequate Voice  1  posture, mannerisms	Portfolio incorporated Port throughout effect presentation pres 2 quality is good, but could in 2 Gestures, posture, manneye contact, and clothing appropriate	folio used ctively throughout entation  nprove Voice quality nerisms, Gesture g are eye con	Presentation moves seamlessly between oral presentation and portfolio 3 is outstanding and pleasing 2 s, posture, mannerisms,	
Presentation 0-5 points  Voice – pitch, tempo, volume 0-3 points  Body Language/ Clothing Choice 0-3 points  Grammar/Word	Portfolio not used during presentation  O  Voice qualities not used  Uses inappropriate ges posture or mannerisms contact/inappropriate  O	Portfolio used to limit amount of speaking time  d effectively Voice quatures, Gestures, avoids eye clothing is	Portfolio used minimally during presentation  1 Ility is adequate Voice  1 posture, mannerisms ontact is inconsistent/s appropriate	Portfolio incorporated Port throughout effect presentation presentatio	folio used ctively throughout entation  nprove Voice quality nerisms, Gesture g are eye con enhance	Presentation moves seamlessly between oral presentation and portfolio 3 is outstanding and pleasing 3 es, posture, mannerisms, tact, and clothing e presentation 3	
Presentation 0-5 points  Voice – pitch, tempo, volume 0-3 points  Body Language/ Clothing Choice 0-3 points  Grammar/Word Usage/	Portfolio not used during presentation  O Voice qualities not used  Uses inappropriate ges posture or mannerisms contact/inappropriate  O Extensive (more than 5) §	Portfolio used to limit amount of speaking time  d effectively Voice quatures, Gestures, and eye clothing clothing is grammatical Some (3-5)	Portfolio used minimally during presentation  1  Ility is adequate Voice  1  posture, mannerisms ontact is inconsistent/s appropriate  1  g) grammatical and	Portfolio incorporated Port throughout effect presentation pres 2 quality is good, but could in 2 Gestures, posture, manneye contact, and clothing appropriate	folio used ctively throughout entation  nprove Voice quality nerisms, Gesture g are eye con enhance	Presentation moves seamlessly between oral presentation and portfolio 3 is outstanding and pleasing 3 es, posture, mannerisms, tact, and clothing	
Presentation 0-5 points  Voice – pitch, tempo, volume 0-3 points  Body Language/ Clothing Choice 0-3 points  Grammar/Word Usage/ Pronunciation	Portfolio not used during presentation  O  Voice qualities not used  Uses inappropriate ges posture or mannerisms contact/inappropriate  O	Portfolio used to limit amount of speaking time  d effectively Voice quatures, Gestures, and eye clothing clothing is grammatical Some (3-5)	Portfolio used minimally during presentation  1 Ility is adequate Voice  1 posture, mannerisms ontact is inconsistent/s appropriate	Portfolio incorporated Port throughout effect presentation presentatio	folio used ctively throughout entation  nprove Voice quality nerisms, Gesture g are eye con enhanc  nd Present	Presentation moves seamlessly between oral presentation and portfolio 3 is outstanding and pleasing 3 es, posture, mannerisms, tact, and clothing e presentation 3	
Presentation 0-5 points  Voice – pitch, tempo, volume 0-3 points  Body Language/ Clothing Choice 0-3 points  Grammar/Word Usage/ Pronunciation 0-3 points	Portfolio not used during presentation  O Voice qualities not used  Uses inappropriate ges posture or mannerisms contact/inappropriate  O Extensive (more than 5) gand pronunciation errors	Portfolio used to limit amount of speaking time  d effectively Voice quatures, Gestures, and eye colothing clothing is grammatical Some (3-5 pronuncia)	Portfolio used minimally during presentation  1  Ility is adequate Voice  1  posture, mannerisms ontact is inconsistent/s appropriate  1  Si grammatical and attion errors	Portfolio incorporated Port throughout effer presentation	folio used ctively throughout entation  nprove Voice quality nerisms, Gesture g are eye con enhanc  nd Present or pron	Presentation moves seamlessly between oral presentation and portfolio 3 / is outstanding and pleasing ss, posture, mannerisms, tact, and clothing e presentation 3 ation has no grammatical unciation errors	
Presentation 0-5 points  Voice – pitch, tempo, volume 0-3 points  Body Language/ Clothing Choice 0-3 points  Grammar/Word Usage/ Pronunciation 0-3 points  Responses to	Portfolio not used during presentation  O Voice qualities not used  Uses inappropriate ges posture or mannerisms contact/inappropriate  O Extensive (more than 5) g and pronunciation errors	Portfolio used to limit amount of speaking time  d effectively Voice quatures, Gestures, and eye clothing clothing is grammatical Some (3-5 pronuncia)	Portfolio used minimally during presentation  1 Ility is adequate Voice  1 posture, mannerisms ontact is inconsistent/s appropriate  1 so grammatical and attion errors	Portfolio incorporated Port throughout effer presentation	folio used ctively throughout entation  nprove Voice quality nerisms, Gesture g are eye con enhanc  nd Present or pron	Presentation moves seamlessly between oral presentation and portfolio 3 / is outstanding and pleasing ss, posture, mannerisms, tact, and clothing e presentation 3 ation has no grammatical unciation errors	
Presentation 0-5 points  Voice – pitch, tempo, volume 0-3 points  Body Language/ Clothing Choice 0-3 points  Grammar/Word Usage/ Pronunciation 0-3 points  Responses to Evaluators'	Portfolio not used during presentation  O Voice qualities not used  Uses inappropriate ges posture or mannerisms contact/inappropriate  O Extensive (more than 5) g and pronunciation errors  O Did not answer	Portfolio used to limit amount of speaking time  d effectively Voice quantures, Gestures, and eye clothing clothing is grammatical Some (3-5 pronuncial Unable to answer	Portfolio used minimally during presentation  1 Ility is adequate Voice  1 posture, mannerisms ontact is inconsistent/s appropriate  1 S) grammatical and attion errors  2 Responded to all	Portfolio incorporated Port throughout effer presentation	folio used ctively throughout entation  nprove Voice quality nerisms, Gesture g are eye con enhanc  nd Present or pron  4  Gave appropriate	Presentation moves seamlessly between oral presentation and portfolio 3 / is outstanding and pleasing s, posture, mannerisms, tact, and clothing e presentation 3 ation has no grammatical unciation errors 5 Responses to questions	
Presentation 0-5 points  Voice – pitch, tempo, volume 0-3 points  Body Language/ Clothing Choice 0-3 points  Grammar/Word Usage/ Pronunciation 0-3 points  Responses to Evaluators' Questions	Portfolio not used during presentation  O Voice qualities not used  Uses inappropriate ges posture or mannerisms contact/inappropriate  O Extensive (more than 5) g and pronunciation errors	Portfolio used to limit amount of speaking time  d effectively Voice quatures, Gestures, and eye clothing clothing is grammatical Some (3-5 pronuncia)	Portfolio used minimally during presentation  1  Ility is adequate Voice  1 posture, mannerisms ontact is inconsistent/s appropriate  1  is) grammatical and attion errors  2 Responded to all questions but without	Portfolio incorporated Port throughout effer presentation presservation	folio used ctively throughout entation  nprove Voice quality nerisms, Gesture g are eye con enhanc  nd Present or pron  4  Gave appropriate responses to	Presentation moves seamlessly between oral presentation and portfolio 3 / is outstanding and pleasing as, posture, mannerisms, tact, and clothing e presentation 3 ation has no grammatical unciation errors 5 Responses to questions were appropriate and	
Presentation 0-5 points  Voice – pitch, tempo, volume 0-3 points  Body Language/ Clothing Choice 0-3 points  Grammar/Word Usage/ Pronunciation 0-3 points  Responses to Evaluators'	Portfolio not used during presentation  O Voice qualities not used  Uses inappropriate ges posture or mannerisms contact/inappropriate  O Extensive (more than 5) g and pronunciation errors  O Did not answer	Portfolio used to limit amount of speaking time  d effectively Voice quantures, Gestures, and eye clothing clothing is grammatical Some (3-5 pronuncial Unable to answer	Portfolio used minimally during presentation  1 Ility is adequate Voice  1 posture, mannerisms ontact is inconsistent/s appropriate  1 S) grammatical and attion errors  2 Responded to all	Portfolio incorporated Port throughout effer presentation	folio used ctively throughout entation  nprove Voice quality nerisms, Gesture g are eye con enhanc  nd Present or pron  4  Gave appropriate	Presentation moves seamlessly between oral presentation and portfolio 3 / is outstanding and pleasing s, posture, mannerisms, tact, and clothing e presentation 3 ation has no grammatical unciation errors 5 Responses to questions were appropriate and	

points	posture or mannerism contact/inappropriate	ıs, avoids eye	and eye	, posture, mannerisms contact is inconsistent/ is appropriate	eye contact, and clothi appropriate	ing are eye conta	posture, mannerisms, act, and clothing presentation	
mmar/Word ge/ nunciation points	<b>0</b> Extensive (more than 5) and pronunciation error	•		1 5) grammatical and ation errors	Few (1-2) grammatical pronunciation errors		3 cion has no grammatical nciation errors	
ponses to luators' estions points	<b>0</b> Did not answer evaluators' questions	Unable to a some questi		2 Responded to all questions but without ease or accuracy	3 Responded adequately to all questions	4 Gave appropriate responses to evaluators' questions	5 Responses to questions were appropriate and given without hesitation	
Evaluator <sup>4</sup>	's Comments:					(90 poir	TOTAL	
						Evaluator # _ Evaluator Init Room Consul		
-2017 COMPE	ETITIVE EVENTS GUI	DE =	©Family	, Career and Commu	unity Leaders of An	nerica, Inc. ■ v	vww.fcclainc.org	213



### **CULINARY ARTS**

Name of Participar	nt
Chapter	State Team # Station # Category
AFETY AND API	PEARANCE
.6-20	<ul> <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> </ul>
Exemplary	<ul> <li>No visible jewelry or facial jewelry concealed with bandages. 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.</li> <li>Proper knife safety is demonstrated and small equipment is handled properly.</li> </ul>
.1-15	<ul> <li>Proper uniform including: professional chef attire and safe kitchen shoes made with non-slip soles and sealed non-melting uppers.</li> </ul>
Proficient	<ul> <li>Hair properly restrained with hairnet if hair extends past the neck line.</li> <li>Some visible jewelry or facial jewelry concealed with bandages. 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>
5-10	<ul> <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> </ul>
Satisfactory	<ul> <li>One or more team members have hair improperly restrained and hairnet is not worn when necessary</li> <li>Some visible jewelry or facial jewelry concealed with bandages. 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	<ul> <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> </ul>
Jnsatisfactor <b>y</b>	<ul> <li>All team members have hair improperly restrained and hairnet is not worn</li> <li>Abundant visible jewelry or facial jewelry concealed with bandages. Hand washing is not done when required. Station is sloppy and unorganized. Personal hygiene is at unacceptable levels for all team members. Food contact surfaces are not cleaned and sanitized. Knives and small equipment is handled carelessly.</li> </ul>
	Safety and Appearance SCORE
<b>EAM ORGANIZ</b> 4-16	The team has a clearly written plan and accurate timeline. All members are highly skilled in individual tasks. Workload is very
xemplary	evenly distributed and all team members contribute equally. Mise en place is well executed and the team displays excellent time management skills. Effective cleanup
-13	<ul> <li>The team has a written plan and mostly accurate timeline. All members are adequately skilled in individual tasks.</li> <li>Workload is evenly distributed and most team members contribute equally. Mise en place is organized and the</li> </ul>
roficient 8	team displays sufficient time management skills. Adequate cleanup
atisfactory	<ul> <li>The team has a poorly written plan and timeline. Some members are skilled in individual tasks while others seem challenged.</li> <li>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>
-3 Jnsatisfactory	• 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
	Team Organization SCORE

	rts Rubric (continued)							
FOOD PRODUCTION	ON							
16-18 Exemplary	<ul> <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> <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> <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> <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							
<b>FOOD TASTE / PR</b>	RESENTATION							
Exemplary	<ul> <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> <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> <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> <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 C	Comments:  TOTAL (94 points possible)							



### **DIGITAL STORIES FOR CHANGE Level II Only**

Name of Particip	ant						
Chapter			State	Team #	Static	on # Cate	gory
WEBSITE CONTEN Project Identification Page 0 or 4 points	Project Identification F includes incorrect info	<b>0</b> Page is missing, is not com		t Identification Page is pre school, city, state, FCCLA		•	Points
FCCLA Planning Process Summary Page 0–5 points	<b>0</b> Planning Process summary not provided	1 Inadequate steps in the Planning Process are presented	All Planning Process steps are presented but not summarized	3 All Planning Process steps are summarized	4 Evidence that the Planning Process was utilized to plan project	5 The Planning Process is used to plan the project. Each step is fully explained	
Evidence of Online Project Summary Submission 0 or 1 point		<b>0</b> Not provided		Proof of subm	1 hission from the online fo	orm is included	
Storyboard 0-5 points	<b>0</b> Not included	1 Very limited and disorganized	Does not include required elements	Includes most of the required elements and is generally followed	Includes all required elements and is followed	Is sequential, includes scripting, narration, sounds/music, image sketches or graphics, and technical aspects. Storyboard is followed	
Project Summary 0-15 points	<b>0</b> Not provided	1-2-3 Purpose, FACS relationship, research, background information, and goal of the project is minimally explained and presented	4-5-6 Purpose, FACS relationship, research, background information, and goal of the project is inconsistently explained and presented	7-8-9 Purpose, FACS relationship, research, background information, and goal of the project is explained but lacking detail or is disorganized	10-11-12 Purpose, FACS relationship, research background information, and goal of the project is explained and presented	13-14-15 Purpose of project, 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	
<b>DIGITAL STORY</b>	//VIDEO						
Introduction 0-5 points	<b>0</b> No obvious introduction	1 Introduction not relevant or appropriate for the presentation	2 Introduction not effective in capturing attention	3 Somewhat creative/attention getting	<b>4</b> Creative introduction	5 Introduction captured attention immediately	
Purpose and Focus 0-5 points	<b>0</b> Not included	Purpose, focus, and point of view is difficult to figure out	Purpose, focus, and point of view is inconsistent	Purpose, focus, and point of view is established but is not maintained throughout the presentation	Purpose, focus, and point of view is mostly clear and maintained throughout the presentation	Purpose, focus and point of view is clear and maintained throughout the presentation	
Subject Knowledge 0-5 points	<b>0</b> Did not mention	1 Minimal evidence of knowledge	<b>2</b> Some evidence of knowledge	3 Evidence of knowledge, but not used effectively in the presentation	4 Evidence of knowledge. Presentation is enhanced by participant's knowledge	5 Evidence of thorough knowledge. Effective presentation of current data and information to support viewpoints and issues of concern	
Creativity and Design 0-5 points	O Color, design and/or effects are over used o minimal they distract f the purpose and focus	from with purpose and	/or Color, design stent effects neith focus nor detract f presentation	ner enhance and/or e from the the pres	effects to support us sentation ef	5 ccellent and appropriate se of color, design, ffects, and original ideas support the resentation	
<b>Technical Quality Sound</b> 0-5 points	No sound or music was used in the project	Sound quality is poor (crackling, volume issues)	2 Sound quality is inconsistent	Sound quality is consistent throughout the project, neither enhances nor detracts	4 Sound quality is good throughout	5 Sound quality is excellent throughout	

# Digital Stories for Change (continued)

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

# Digital Stories for Change (continued)

ORAL PRESENTAT	ION						Poi
Organization/ Delivery 0 – 10 points	Presentation is not done or speaks briefly and does not cover components of the project	1-2 Presentation covers some topic elements	3-4 Presentation covers all topic elements but with minimal information	5-6 Presentation gives complete information but does not explain the project well	7-8 Presentation covers information completely but does not flow well	9-10 Presentation covers all relevant information with a seamless and logical delivery	
Knowledge of Subject Matter 19-5 points	<b>0</b> Little or no evidence of knowledge	1 Minimal evidence of knowledge	2 Some evidence of knowledge	Knowledge of subject matter is evident but not effectively used in presentation	4 Knowledge of subject matter is evident and shared at times in the presentation	5 Knowledge of subject matter is evident and incorporated throughout the presentation	
Relationship of Family and Consumer Sciences Coursework and Standards O-5 points	<b>0</b> Not included	1 Minimal evidence FACS coursework relationship	2 Some knowledge of relationship to FACS coursework	3 Knowledge of FACS coursework but not shared	4 Knowledge of relationship to FACS is evident and shared	5 Knowledge of FACS relationship is evident and explained well	
Voice – pitch, tempo, volume 0-3 points	<b>O</b> Voice qualities not use effectively	ed Voice	<b>1</b> quality is adequate	Voice quality is goo improve	•	3 ce quality is outstanding and ising	
Body Language/ Clothing Choice 0-3 points	Uses inappropriate gestures, posture or mannerisms, avoids and eye		1 res, posture, mannerisms re contact is inconsistent/ ng is appropriate	2 Gestures, posture, mannerisms, eye contact, and clothing are appropriate		3 tures, posture, mannerisms, contact, and clothing enhance sentation	
Grammar/Word Usage/ Pronunciation 0-3 points	Extensive (more than grammatical and pronerrors	•	1 (3-5) grammatical and nciation errors	Eew (1-2) grammat pronunciation erro		3 sentation has no grammatical ronunciation errors	
Responses to Evaluators' Questions 0-5 points	<b>0</b> Did not answer evaluators' questions	1 Unable to answer some questions	2 Responded to all questions but without ease or accuracy	3 Responded adequately to all questions	4 Gave appropriate responses to evaluators' questions	5 Responses to questions were appropriate and given without hesitation	

**Evaluator's Comments:** 

LEVEL II TOTAL (134 points possible)								
Evaluator	#							
Evaluator Initial								
Room Consultant Initial								



### **EARLY CHILDHOOD EDUCATION**

Name of Particip	oant								
Chapter				State	Те	am #	Sta	tion #	Category
PORTFOLIO									Points
FCCLA Planning Process Summary Page 0–5 points	<b>0</b> Planning Process summary not provided	1 Inadequate steps in the Planning Process are presented	steps are	ing Process presented ummarized	3 All Planning P steps are sum		4 Evidence that the Planning Process was utilized to plan projec		
Documentation of Coursework 0–4 points	Portfolio does not have a documentation of coursework that is in the pathway, career cluster or occupation for Early Childhood Education	Portfolio shows som documentation of limited coursework experience		Portfolio sho documentat adequate an coursework experience	ion of an nount of	docume	entation of coursework and	Portfolio shows excellent documentation of superk coursework and experience	
Lesson Plans 0–10 points	<b>0</b> Lesson plans are missing	1-2 Lesson plans are from one early childhood concept	Lesson pla		5-6 Lesson plans a complete, indi knowledge of developmenta and stages, an age appropria	icate al ages ad are	7-8 Lesson plans are complete with multiple evidence of the understanding o ages and stages and are age appropriate	of understanding and a application of	of an
Evidence of Skills 0-4 points	<b>O</b> Portfolio does not have evidence of skills	1 Portfolio has limited evidence of skills		Evidence is sl through mu varieties		incredibl	3 e of skills is y apparent portfolio	4 Portfolio has high quality evidence of superb skills	
Evidence of Developmental Knowledge 0-4 points	O Portfolio does not have evidence of developmenta knowledge	Portfolio shows limit evidence of developi knowledge	mental		ıt it is	Evidence knowled chart, di graphic c	3 of developmental ge includes a agram, essay or organizer to the concept	4 Portfolio indicates an exceptional level of developmental knowle in a clear and organized format	dge
ACTIVITY									
Activity Planning Form: Goal or Objective Rationale 0–8 points	<b>0</b> No written plan	<b>1-2</b> A written plan is limit scope		Written plan these explain		with an o	5-6 I plan is evident Objective/goal, I that is well Out	7-8 Objective/goal and rationale are well writte and thought out. Outcoare measurable	
Activity Planning Form: Setting, Supplies, Activity 0-8 points	<b>0</b> Not evident	1-2 Settings, supplies an activity are all explai		Settings, suppactivities are		activities with crea	5-6 supplies, and are well planned ativity and ateness for age	7-8 Setting, supplies and activities have a variety materials used. Resourc are creative, safe, are appropriate for the activ	es
Activity Planning Form: Applications and Evaluation 0-8 points	O  No applications or evaluation methods are evident	1-2 Application includes plans for modificatio there are limited eva methods listed	on and	Application p complete and plan for evalu multiple met	d there is a uation with	methods understa adaptati	-	7-8 Application plans are creative and thoughtful. The activity includes physical activity, science reading readiness or preparation which excee case study requirements and multiple evaluation strategies	ed 5,
Introduction 0-5 points	<b>0</b> Introduction is missing	1 Introduction is limited	Introducti one object	<b>2</b> on includes tive	Introduction in one or more objectives and instructions		4 Introduction include objectives, instructions and directions with clarit	objectives, instruct and directions with	tions n ind

# Early Childhood Education Rubric (continued)

**Points** 

							1 011113
ACTIVITY (con	itinued)						
Activity 0–10 points	<b>0</b> Activity is limited	1-2 Activity is evident with a focus on content	3-4 Activity is evident with a focus on content with extensive sequence evident	5-6 Activity is well organized. Has appropriate content, and is age appropriate	7-8 Activity is creative, well organized, rich in content and age appropriate	9-10 Activity is well organized, has rich content, is accurate, age level appropriate, has a sequence of activity, an appropriate pace and includes transitions	
Use of Resources during Activity 0–5 points	Resources are not used during activity	Resources used to limit amount of speaking time	Resources are used minimally during activity	Resources are used effectively throughout activity	Activity is creative, well organized, rich in content and age appropriate	5 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	1 Limited wrap up is evident	<b>2</b> The activity ends with a limited summary	3 The activity ends with an adequate summary	Activity ends with an appropriate summary as a reinforcement for the lesson	5 Activity ends with an appropriate summary as a reinforcement for the lesson and is clear what the lesson intended to accomplish	
PRESENTATION Voice – pitch, tempo, volume 0-3 points	Voice qualities not us effectively	ed Voice	<b>1</b> quality is adequate	<b>2</b> Voice quality is good, improve	but could Voice qua	3 ality is outstanding and	
Body Language/ Clothing Choice 0-3 points	O Uses inappropriate ge posture or mannerism eye contact/inapprop clothing	ns, avoids and ey	1 res, posture, mannerisms re contact is inconsistent/ ng is appropriate	Gestures, posture, ma eye contact, and cloth appropriate	nnerisms, Gestures, ing are eye conta	3 posture, mannerisms, ict, and clothing presentation	
Grammar/Word Usage/ Pronunciation 0-3 points	© Extensive (more than grammatical and prorerrors	,	1 (3-5) grammatical and nciation errors	<b>2</b> Few (1-2) grammatica pronunciation errors		3 cion has no grammatical nciation errors	
Responses to Evaluators' Questions 0-5 points	<b>0</b> Did not answer evaluators' questions	1 Unable to answer some questions	Responded to all questions but without ease or accuracy	3 Responded adequately to all questions	4 Gave appropriate responses to evaluators' questions	5 Responses to questions were appropriate and given without hesitation	

Evaluator's Comments:		
	TOTAL	
	(90 points possible)	
	Evaluator #	
	Evaluator Initial	

Room Consultant Initial	



### **ENTREPRENEURSHIP**

Name of Participant			

napter			State	Team #	Station	n # Category_	
PORTFOLIO							
CCLA	0	1	2	3	4	5	
Planning Process Summary Page 0–5 points	Planning Process summary not provided	Inadequate steps in the Planning Process are presented	All Planning Process steps are presented but not summarized	All Planning Process steps are summarized	Evidence that the Planning Process was utilized to plan project	The Planning Process is used to plan the project. Each step is fully explained	
Business	0	1	2	3	4	5	
<b>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	
Facility	0	1	2	3	4	5	
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 spaced needed for business. Utility and site needs are included on drawing. A comprehensive emergency plan is included. Plan for facility maintenance is included	
Supplies and	0	1	2	3	4	5	
<b>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 Function of Business.  Maintenance and repair lists are part of maintenance plan	
Organizational Chart	0	1	2	3	4	5	
and Job Descriptions 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	
Personnel	0	1	2	3	4	5	
Management 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	
Funding	0	1	2	3	4	5	
for Business 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	

Budget	0	1	2	3	4	5	
0–5 points	Budgetary listing of	Tax codes are not	Budget meets some	Budget lists all	Budget contains all form	s Budget is prepared	
	financials is missing	cited	requirements. Tax	elements, including	listed for operation of	according to generally	
			information is	income, expenditures,	the business, including	recognized accounting	
			missing	accounting	income and expense	procedures. A monthly	
			0	procedures, and tax	statements, accounting	income and expense	
				information. Some	procedures and tax	statement is included.	
				forms are included	information	Tax forms are included	
Laura Dagulations	0						
Laws, Regulations, and Codes	-	1	2	3	4	5	
0-5 points	Evidence is missing	Portfolio does not inclu		Portfolio contains	Portfolio contains all	Portfolio contains all	
o-5 points		health, environmental,	some copies of	all copies of	applicable sections of	applicable sections of laws,	
		fire insurance, and zoni	ng required laws,	required codes	laws, regulations,	regulations, and codes; cites	
		regulations and codes a	re regulations, and		and codes. Includes	relevant sections and lists	
		not included	codes		contacts	appropriate contacts overs	
Marketing Plan	0	1	2	3	4	5	
0-5 points	Not evident	Presentation has a	Marketing plan does	Marketing plan covers	Marketing plan covers	Marketing plan covers	
		limited marketing	not adequately cover	types of advertising.	chosen types of	chosen types of	
		plan	promotional	Advertisements	advertising. Different	advertising. Sample	
		pian			themes are	- ,	
			techniques.	promote business		ads carry out	
			Advertisements do		demonstrated	comprehensive	
			not promote business			marketing plan	
Works Cited/	0		1	2		3	
Bibliography	No resources list	ed Resources	are incomplete, not	Reliable resources but i	ncorrect Complete	e list of current and	
0–3 points		current, or	not reliable for project	style (see style sheet)	reliable r	esources, in MLA or APA	
				,	style (see	e style sheet)	
Appearance	0		1	2	, ,	3	
0–3 points	Portfolio is illegible and	Portfolio is	neat, but contains	Portfolio is neat, legible	and Neat legible	and professional, correct	
•	unorganized		cal or spelling errors and	professional, with corre	-	spelling used; effective	
	unorganizeu	-		•	organization o	, ,	
		is poorly o	rganizeu	grammar and spelling	Urganization	וווטווומנוטוו	
ORAL PRESENTA	ATION						
Organization/	0	1–2	3–4	5–6	7–8	9–10	
Delivery	Presentation is not done	Presentation	Presentation covers	Presentation gives	Presentation covers	Presentation covers	
0-10 points	or presented briefly and	covers some topic	all topic elements	complete information	information	all relevant	
	does not cover	elements	but with minimal	but does not explain	completely but does	information with a	
	components of project	Cicina	information	project well	not flow well	seamless and logical	
	components of project		iii o iii daadaa	project wen	not now wen	delivery	
Knowledge of	0	1	2	3	4	5	
Subject Matter	Little or no evidence	Minimal evidence of	Some evidence of			_	
0-5 points				Knowledge of subject	Knowledge of subject	Knowledge of subject	
o 5 points	of knowledge	knowledge	knowledge	matter is evident but	matter is evident and	matter is evident and	
				not effectively used in	shared at times in the	incorporated	
				presentation	presentation	throughout the	
						presentation	
Use of Portfolio and	0	1	2	3	4	5	
Visuals during	Portfolio and visuals	Portfolio and visuals	Portfolio and visuals	Portfolio and visuals	Portfolio and visuals	Presentation moves	
Presentation	not used during	used to limit amount	used minimally	incorporated	used effectively	seamlessly between	
0-5 points	presentation	of speaking time	during presentation	throughout	throughout	oral presentation,	
	presentation	or speaking unit	uumig presentation	•	•	•	
Voice ritch				presentation	presentation	portfolio and visuals	
Voice – pitch,	0		1	2		3	
tempo, volume	Voice qualities not used	d Voice qua	lity is adequate	Voice quality is good, l	but could Voice q	uality is outstanding and	
0-3 points	effectively			improve		pleasing	
Body Language/	0		1	2		3	
Clothing Choice	Uses inappropriate ges	tures, Gestures.	posture, mannerisms	Gestures, posture, ma	nnerisms, Gestures	, posture, mannerisms,	
0-3 points	posture or mannerisms		ontact is inconsistent/	eye contact, and cloth		act, and clothing	
	eye contact/inappropri	•	appropriate	appropriate		presentation	
Grammar/Word	0		1	арргорпасе <b>2</b>	Ciliance	3	
Usage/	Extensive (more than 5)	arammatical Cam-1	2 E) grammatical and	=	land Description	•	
Pronunciation	, ,	•	3-5) grammatical and	Few (1-2) grammatica		tion has no grammatical	
0-3 points	and pronunciation error	rs pronur	iciation errors	pronunciation errors	or pronu	nciation errors	
	0	1	2	3	4	5	
Responses to			Responded to all		Gave appropriate	Responses to questions	
Responses to Evaluators'			NCJDUNIUCU IU AN	nesponaea	ouve appropriate	responses to questions	
Evaluators'	Did not answer		•	adoguataly to -11	rocnoncos to	word appropriate and	
	evaluators' questions	answer some	questions but without ease or accuracy		responses to evaluators' questions	were appropriate and given without hesitation	

Evaluator's Comments:		i
	TOTAL	
	(90 points possible)	
2016-2017 COMPETITIVE EVENTS GUIDE	Evaluator #  Evaluation Initial  Room Consultant Initial  © Family, Career and Community Leaders of America, Inc.  www.fcclainc.org	108



### **ENVIRONMENTAL AMBASSADOR**

Name of Particip	ant						
Chapter			State	Team #	Station	# Cate	gory
PORTFOLIO							Points
FCCLA Planning Process Summary Page 0–5 points	0 Planning Process summary not provided	1 Inadequate steps in the Planning Process are presented	2 All Planning Process steps are presented but not summarized	3 All Planning Process steps are summarized	4 Evidence that the Planning Process was utilized to plan project	5 The Planning Process is used to plan the project. Each step is fully explained	
Evidence of Research 0-5 points	<b>0</b> Not explained	Some research done but incomplete information	Research is current but from unreliable sources and does not adequately cover the topic	3 Research is current, appropriate for topic, from reliable sources but does not adequately cover the topic	4 Research is current, appropriate for topic, from reliable sources, and adequately covers the topic	S Research is from current, reliable sources, documented correctly, and extensively covers the topic	
Knowledge of the Relationship of Environmental Concern to Participants' Home, School, and/or Community 0-6 points	<b>0</b> No relationship described	participant affected is potential s	1-2 n of how the s' environment(s) is inadequate and/or olution(s) for the e not provided	3-4 Explanation of how the participants' environmen affected is adequate, pot solution(s) for the proble provided	t(s) is participants ential affected is e m potential so	5-6 of how the ' environment(s) is extensive, multiple lutions for the problem d are both thorough	
Creativity and Duplication of Project 0-10 points	<b>0</b> Project not completed	1-2 Project did not address concern	<b>3-4</b> Project addressed the concern	5-6 Project effectively addressed concern and is easy for others to duplicate	7-8 Project creatively and effectively addressed the concern, reached a few other people, is easy for other to duplicate	9-10 Project creatively and effectively addressed the concern, reached a large number of people and is easy for others to duplicate	
Overall Environmental Responsibility of Project 0-4 points	<b>0</b> No regard for environmen responsibility in project ex	· · · · · · · · · · · · · · · · · · ·	1 resources, and activities e project were wasteful	Most materials, resource activities used for the pro chosen with respect to th environmental impact	ject were used for the eir out, chosen thorough kr	3-4 esources and activities e project were thought , and showed a nowledge of ttal responsibility	
Evaluation of Project 0-3 points	<b>0</b> No evaluation conducted	Evaluation unsuccessf	<b>1</b> method was ul	2 Evaluation was appropria	te Evaluation v	3 was thorough and . Ideas for positive	
Evidence of Educational Presentations 0-2 points	Evidence of three education not included	onal presentations is	Evidence of three educa included	L tional presentations is	Evidence of three educati included with the date, lo of completion	ional presentations is	
Scope of Educational Presentations 0-5 points	O No descriptions provided	1 Description of only one presentation provided	2 Description of only two presentations provided	3 Limited descriptions of all three educational presentations are included	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	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	
Effectiveness of Educational Presentations 0-5 points	O No evidence of presentation effectiveness provided	1 Limited evidence of presentation effectiveness provided	2 Detailed evidence of presentation effectiveness provided	3 Detailed evidence of presentation effectiveness provided. Ideas of how to improve effectiveness shared	Detailed evidence of presentation effectiveness provided. Ideas of how to improve effective shared	presentation  5  Detailed evidence of presentation effectiveness provided. Ideas of how to improve effectiveness shared	

#### Environmental Ambassador Rubric (continued)

**Points** Connection to **Family Consumer** Explained fully with Explained fully with Not included Vaguely referred to Explained but done so Explained fully Sciences poorly evidence of some evidence of mastery 0-5 points understanding of of the content area content area Works Cited/ 0 **Bibliography** No resources listed Resources are incomplete, not current, Reliable resources but incorrect style Complete list of current and reliable 0-3 points or not reliable for project (see style sheet) resources, in MLA or APA style (see style sheet) 1 2 Appearance Portfolio is illegible 0-3 points Portfolio is neat, but may contain Portfolio is neat, legible, and Neat, legible, professional, correct and unorganized grammar and spelling used with grammatical or spelling errors and is professional, with correct grammar and organized poorly spelling effective organization of information **ORAL PRESENTATION** Organization/ 1-2 3-4 5-6 7-8 9-10 Delivery Presentation is not Presentation covers Presentation covers Presentation gives Presentation covers Presentation covers 0 – 10 points done or presented complete information all relevant some topic elements all topic elements but information briefly and does not with minimal but does not explain completely but does information with a cover components of information the project well not flow well seamless and logical the project delivery Knowledge of 0 1 2 Environmental Little or no evidence of Minimal evidence of Some evidence of Knowledge of subject Knowledge of subject Knowledge of subject Concern knowledge knowledge knowledge matter is evident but matter is evident and matter is evident and 0-5 points not effectively used in shared at times in the incorporated presentation presentation throughout the presentation Use of Portfolio and 2 3 0 1 Visuals during Portfolio and visuals Presentation moves Presentation not used during used minimally used effectively used to limit incorporated seamlessly between 0-5 points presentation amount of speaking during presentation throughout throughout oral presentation, presentation portfolio and visuals presentation time Voice - pitch, 0 tempo, volume Voice qualities not used Voice quality is adequate Voice quality is good, but could Voice quality is outstanding and 0-3 points effectively pleasing improve Body Language/ 2 3 **Clothing Choice** Gestures, posture, mannerisms, Gestures, posture, mannerisms, Uses inappropriate gestures. Gestures, posture, mannerisms 0-3 points posture or mannerisms, avoids and eye contact is inconsistent/ eye contact, and clothing are eye contact, and clothing eye contact/inappropriate clothing is appropriate appropriate enhance presentation clothing Grammar/Word Usage/ Extensive (more than 5) Some (3-5) grammatical and Few (1-2) grammatical and Presentation has no grammatical Pronunciation grammatical and pronunciation pronunciation errors pronunciation errors or pronunciation errors 0-3 points Responses to Evaluators' Responded to all Did not answer Unable to answer Responded Gave appropriate Responses to Questions adequately to all evaluators' questions some questions questions but responses to auestions were 0-5 points without ease or questions evaluators' appropriate and accuracy questions given without hesitation **Evaluator's Comments: TOTAL** (90 points possible) Evaluator # **Evaluation Initial** 

**Room Consultant Initial** 



### **FASHION CONSTRUCTION**

Name of Participa	ant						
Chapter			State	Team #	Statio	n # Cate	gory
DISPLAY							Points
FCCLA Planning Process Summary Page 0–5 points	<b>O</b> Planning Process summary not provided	I Inadequate steps in the Planning Process are presented	All Planning Process steps are presented but not summarized	3 All Planning Process steps are summarized	4 Evidence that the Planning Process was utilized to plan project	5 The Planning Process is used to plan the project. Each step is fully explained	
Fabric Swatch 0–1 point		<b>0</b> No fabric swatch provided	I		1 Fabric swatch provided		
Information about Fiber/Fabric Constructions 0-1 point	No informa	<b>0</b> tion or incorrect informat	ion provided				
Fabric Care Information 0-1 point	No informa	<b>0</b> tion or incorrect informat	ion provided	Thoroug	1 gh and correct information	provided	
Cost Itemization Accuracy 0–3 points	<b>0</b> No cost information	•	1 issions in itemization s in calculations	Most items shown and or two errors in calcula		<b>3</b> ely accurate and	
Photo Storyboard 0–3 points	<b>0</b> No storyboard provide	ed Limited pl	1 hotographs and arrangement	Adequate photographs in a clear and logical fo	s arranged Appropri	3 ate number of phs, arranged well to	
Selection of Coordinates/ Accessories	0 Not enough accessories used Accessorie		1 es detract from display	2 3 Somewhat complementary Well chosen, very complementary		•	
0–3 points							
<b>Display</b> 0-5 points	<b>0</b> Display not used during presentation	Display has many errors, does not show evidence of originality and is not aesthetically pleasing	Display has minimal visual appeal and lacks originality	3 Display needs some improvement in content and design	Display has good word, color, and design choice	5 Display is creative, appropriate, and of high quality	
FILE FOLDER							
Time Log 0–1 point		<b>0</b> No time log provided			<b>1</b> Time log provided		
Organization/ Delivery 0 – 10 points	Presentation is not done or presented briefly and does not cover components of the project	1-2 Presentation covers some topic elements	3-4 Presentation covers all topic elements but with minimal information	5-6 Presentation gives complete information but does not explain the project well	7-8 Presentation covers information completely but does not flow well	9-10 Presentation covers all relevant information with a seamless and logical delivery	
Knowledge of Construction 0-5 points	<b>0</b> Little or no evidence of knowledge	1 Minimal evidence of knowledge	2 Some evidence of knowledge	3 Knowledge of fashion construction is evident but not effectively used in presentation	Knowledge of fashion construction is evident and shared at times in the presentation	5 Knowledge of fashion construction is evident and incorporated throughout the presentation	
Use of Display during Presentation 0-5 points	<b>0</b> Display not used during presentation	1 Display used to limit amount of speaking time	2 Display used minimally during presentation	3 Display incorporated throughout presentation	4 Display used effectively throughout presentation	5 Presentation moves seamlessly between oral presentation and display	
Voice – pitch, tempo, volume 0-3 points	<b>0</b> Voice qualities not use effectively	ed Voice qua	<b>1</b> lity is adequate	<b>2</b> Voice quality is good, b improve	ut could Voice qua	3 lity is outstanding and	

### Fashion Construction Rubric (continued)

Points

Body Language/ Clothing Choice 0-3 points	O Uses inappropriate gestures, posture or mannerisms, avoids eye contact/inappropriate clothing	1 Gestures, posture, mannerisms and eye contact is inconsistent/ clothing is appropriate	2 Gestures, posture, mannerisms, eye contact, and clothing are appropriate	3 Gestures, posture, mannerisms, eye contact, and clothing enhance presentation	
Grammar/Word Usage/ Pronunciation 0-3 points	<b>0</b> Extensive (more than 5) grammatical and pronunciation errors	Some (3-5) grammatical and pronunciation errors	<b>2</b> Few (1-2) grammatical and pronunciation errors	3 Presentation has no grammatical or pronunciation errors	
Responses to Evaluators' Questions 0-5 points	O Did not answer Unable to evaluators' questions some que		adequately to all respons	4 5 propriate Responses to es to questions were ors' questions appropriate and given without hesitation	
Effectiveness of Product Construction 0-3 points	0  Both form and function need improvement	1 Satisfactory form or function, but not both	<b>2</b> Good form and function	3 Outstanding form and function	
Overall Quality of Workmanship 0–3 points	<b>0</b> Low quality, not marketable	1 Marginal quality of workmanship	<b>2</b> Fair quality, somewhat marketable	3 Very good quality, marketable	
Creativity, Imagination, and Innovation 0-3 points	O No evidence	1 Little evidence	Some evidence	3 Highly creative, innovative	
Selected Skill Areas 0-24 points		ee separate Fashion Construction Skill A ansfer total points earned for 8 selecte		o .	

Evaluator's Comments:	TOTAL (90 points possible)	•
	Evaluator #	
	Evaluator Initial	_
	Room Consultant Initial	



#### **FASHION CONSTRUCTION**

#### Skill Area Rubric

Name of Participant				
Chapter	State	Team #	Station #	Category

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

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

Eval	luato	r'c (	Com	mai	atc.
EVal	Iuatu		COLL	HILL	ILS.



### **FASHION DESIGN**

Name of Participant					
Chapter	State	Team #	Station #	Category	

Chapter			State	Team #	Stati	ion # Cate	gory
PORTFOLIO							Points
FCCLA Planning Process Summary Page 0–5 points	<b>0</b> Planning Process summary not provided	1 Inadequate steps in the Planning Process are presented	2 All Planning Process steps are presented but not summarized	3 All Planning Process steps are summarized	4 Evidence that the Planning Process was utilized to plan project		
Label and Explanation 0–3 points	<b>0</b> No label developed or e	thoroughly explained	1 ept is present but not y thought out, well, creative, or e for the audience	Label concept is two or the following: creative, appropriate for the into audience, thoroughly the out or explained well	appropi ended audiend hought pattern:	fully explained  3  concept is creative, riate for the intended re, well thought out, evident s of buying behavior was hed and studied	
Knowledge of the Intended Audience 0–3 points	The participant displays knowledge of the inten- audience		1 pant displays limited e of the intended	The participant displays of the intended audience not done research about preferences or buying page 1	knowledge The par e, but has knowled audience	3 ticipant displays extensive dge of the intended te, and is explained	
Fabric Profiles	0	1	2	3	4	5	
0–5 points	No fabric profiles provided	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	Most fabrics used in the collection design are represented with an inadequate swatch and/or limited information for the four description requirements	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	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	All fabrics used in the	
Collection Design 0-12 points	<b>0</b> No collection design provided	1-2 The collection design does not include four complete outfits	3-4-5 The collection design includes four complete outfits, but are poorly designed, have little regard for function and fit	6-7-8 The collection design includes four complete outfits which are well designed, but would not function or fit well	9-10-11 The collection design contains four complete full color outfits, well designed, proper fit and function, but do not show high potential for intended audience	contains four complete full color outfits, well designed, proper fit and function, and	
Target Retailer	0	l		1		2	
0–2 points	No target retailer inforr	nation provided	Both the list of potenti explanations of choice		The list is thorough a thought out and con	and explanations are well	
Pricing 0–2 points	O No pricing information		Some collection pieces	1 s are missing or pricing t or are not appropriate	All collection pieces	<b>2</b> are represented and appropriate for the type,	
Career Path 0-5 points	<b>0</b> No career path provided	1 Includes two or less goals	2 Includes three goals	3 Includes four goals	Includes five career path goals, but they are not well written, realistic, achievable, or challenging	5 Includes five well written realistic, achievable, and challenging goals for various stages of career path	
Works Cited/ Bibliography 0–3 points	0 No resources listed		1 are incomplete, not not reliable for project	Reliable resources but in style (see style sheet)	reliable	3 te list of current and resources, in MLA or APA e style sheet)	
<b>Appearance</b> 0–3 points	O Portfolio is illegible and unorganized		1 s neat, but may contain al or spelling errors and d poorly	Portfolio is neat, legible, professional, with correct and spelling	and Neat, le	3 gible, professional, correct r and spelling used with e organization of	

### Fashion Design Rubric (continued)

COLLECTION SA	0		1	2-3		4	Poin
ollection Sample attern 4 points	Not provided	•	tern pieces are included nbly instructions are	All pattern pieces are i and complete assembl instructions are provid	y and lal ed easy as	tern pieces are included beled appropriately for ssembly and clear step- p assembly instructions	
ollection Sample ondition 4 points	Not provided	condition	1 sample is in poor and does not ly represent the design	2-3 Collection sample is ac and made out of the in fabric	tual size Collect	4 tion sample is actual size ade out of the intended It is well constructed and	
					approp presen	oriate for a professional	
DRAL PRESENT	ATION				·		
organization/ velivery – 10 points	Presentation is not done or presented briefly and does not cover components of the project	1-2 Presentation covers some topic elements	3-4 Presentation covers all topic elements but with minimal information	5-6 Presentation gives complete information but does not explain the project well	7-8 Presentation covers information completely but does not flow well	9-10 Presentation covers all relevant information with a seamless and logical	
elationship to amily and onsumer Sciences oursework and tandards -5 points	O No evidence of relationship between project and FACS	1 Minimal evidence of project and FACS coursework relationship	Some knowledge of relationship of project and FACS coursework	3 Knowledge of project and FACS coursework but not shared	4 Knowledge of project and relationship to FACS is evident and shared	delivery  5  Knowledge of project and FACS relationship is evident and explained well	
nowledge of extiles, Fashion, and pparel -5 points	<b>0</b> Little or no evidence of knowledge	1 Minimal evidence of knowledge	2 Some evidence of knowledge	3 Knowledge of subject matter is evident but not effectively used in presentation	Knowledge of subject matter is evident and shared at times in the presentation	matter is evident and	
se of Portfolio and ollection Sample uring Presentation -5 points	O Portfolio and sample not used during presentation	1 Portfolio and sample used to limit amount of speaking time	2 Portfolio and sample used minimally during presentation	3 Portfolio and sample incorporated throughout presentation	4 Portfolio and sample used effectively throughout presentation	5	
oice – pitch, empo, volume -3 points	Voice qualities not used effectively	d Voice qua	1 ility is adequate	<b>2</b> Voice quality is good, be improve	·	3 uality is outstanding and	
ody Language/ lothing Choice -3 points	Uses inappropriate ges posture or mannerisms eye contact/inappropri clothing	, avoids and eye c	1 posture, mannerisms ontact is inconsistent/ s appropriate	Gestures, posture, mar eye contact, and clothi appropriate	ng are eye cor	3 es, posture, mannerisms, ntact, and clothing e presentation	
rammar/Word Isage/ ronunciation -3 points	<b>0</b> Extensive (more than 5 grammatical and pronuerrors	nciation pronuncia	1 5) grammatical and ation errors	<b>2</b> Few (1-2) grammatical pronunciation errors	or pron	3 cation has no grammatical nunciation errors	
esponses to valuators' (uestions -5 points	<b>0</b> Did not answer evaluators' questions	1 Unable to answer some questions	Responded to all questions but without ease or accuracy	<b>3</b> Responded adequately to all questions	Gave appropriate responses to evaluators' questions	5 Responses to questions were appropriate and given without hesitation	
Evaluator's	Comments:				(90 po	TOTAL ints possible)	
				Fueluete	r Initial		



### **FCCLA CHAPTER WEBSITE** Level II

Name of Participant				
Chapter	State	Team #	Station #	Category

WEDSITE CONTER	T – DOCUMENTATIO	N							Point
Home Page		0				1-2			
0-2 points	Site does not have a uni	que home page	Home pag	e specific for o	chapter use	e. Includes soc	ial media	feed(s) and visitor tracker	
Project		0				1		` '	
Identification Page	Project Identification Pa	ge is missing, is not completed, or	r Project I	dentification F	Page is pres	sent, contains	participa	nts' names, chapter	
0-1 point	includes incorrect inform		-		•	-		ame, and project title	
FCCLA	0	1	2	3		4	,	5	
Planning Process	Planning Process	Inadequate steps in All Plan	nning Process	All Planning F	rocess	Evidence tha	at the	The Planning Process is	
Summary Page	summary not provided		are presented	steps are sun		Planning Prod		used to plan the project.	
0–5 points			t summarized			utilized to pla		Each step is fully	
		are presented Survive				utilized to pic	p. 0,000	explained	
Evidence of Online		0				1		случанием	
Project Summary		Not provided		Pro	of of subm	ission from th	e online f	orm is included	
Submission		not provided		110	01 01 300111	1551011 110111 (11	ic ommic i	orm is meladed	
0 or 1 point									
Website Content		0				1			
Page, Subpage or	Did not use	one page, subpage, or tab for each	rh	8 or more	website na	ages, subpage	s. or tabs	for information areas	
Tabs for 8 minimum	Dia not asc	Page, saabage, or tab ior car		5 51 111010		-0-0, 540pubc	-,		
areas									
0 or 1 point									
Documentation/	0-1	2	3			4		5	
Works Cited/	None cited, or sources	Copyright is questionable	Copyright stat	ements and	Copyrigh	nt statements	and W	ork is original, copyright	
Bibliography	are cited but no	and sources list is	permissions a		permissi	ons are includ	led st	atements with	
0-5 points	permissions for using	incomplete	for most sour	ces but in	for all so	urces. Comple	ete p	ermissions granted are	
	copyrighted work are	,	inconsistent fo		list in M	LA or APA styl		cluded for all sources, in	
	included							1LA or APA style	
WERSITE CONT	ENT - INFORMATI	ON						5	
						0.40.41.45		42.44.45	
Promotion of	0	1-2-3	4-5-0			9-10-11-12		13-14-15	
Family and	None provided	Website is limited in the	Website prom			promotes FC		ebsite promotes with	
Consumer Sciences		promotion of FCCLA and	FCCLA or FACS	•		S as importan		nthusiasm FCCLA and	
and FCCLA		FACS	both, inconsis			ot moved		ACS as essential for all	
0-15 points			messages abo	ut the	beyond	current		udents. Expands user	
			programs		expectat	ions		nowledge and moves	
							b	eyond expectation	
Membership	0	1-2-3	4-5	5		6-7		8-9-10	
Information	None provided	Limited information is	Some informa	tion is	Informat	tion to recruit,	, G	rowth oriented	
0-10 points		provided for membership	provided for n	nembership	retain, a	nd recognize	re	ecruitment, retention,	
		growth	growth		member	ship is include	ed ai	nd membership	
							re	ecognition is provided	
Awards/	0	1-2	3			4		5	
Recognition	None provided	Very few awards or	Some chapter	and/or	Chapter	and/or memb	er 2-	-3 years of chapter and/or	
0- 5 points	·	recognitions included	member acco		-	ishments are		nember accomplishments	
		•	provided by o	•		for all FCCLA		re provided for all FCCLA	
			FCCLA levels	•	levels			vels	
Chapter Leadership	0	1-2			3-4			5	
0-5 points	None provided	Chapter officers are	listed	Chapter offic			Chapter	officers and detailed	
•	p			responsibiliti		vided	•	pilities are provided in	
					p. 01			o-read format	
Contact Information	0	1-2			3-4		cusy t	5	
0-5 points	None provided	Minimal informatio	n provided	Contact infor		ovided hut	Contact i	nformation provided	
	p. 0.1/404	mar mormado		requires user				rated into website	
Sponsors/Thank	0	1-2-3	4-!		to icave W	6-7	unu mice	8-9-10	
You Section	None provided	Limited information and	1-3 partners a		4-5 parti		1	5 partners are recognized,	
0-10 points	rione provided	no links provided	recognized an		•	ed and websit		rtnership is explained, and	
5 25 points		no miks provided	_		-		-		
Activities	^	4.3	links are inclu	ueu	iiriks are	included	WE	ebsite links are included	
Activities	0 Nama mandalah	1-2	3		C	4	_	5 	
Information and	None provided	Limited information	Limited inforn			information		omprehensive information	
Calendar		provided, but no calendar	provided but	calendar is		napter activitie		bout chapter activities and	
0-5 points		is available	not updated		-	oter calendar i		napter calendar is up-to-	
					up-to-da	+-	۵.	ate	1

# FCCLA Chapter Website Rubric (continued)

Program of Work	0	1-2-3	4	1-5		6-7	8-9-10	
0-10 points	None provided	Minimal informat activities included program of work	ion or Limited part	icipation in and national mited areas	local, stat	ticipation in te, and national s in program of	Excellent participation in local, state, and national programs is included in a comprehensive program of work	
WEBSITE CONT	ENT – DESIGN AN	ID NAVIGATION						
Browser	0-1	2		3		4	5	
<b>Compatibility</b> 0-5 points	Website includes components that are no functional without additional plugins. Is no functional on mobile devices	functional on 1 bit and is not function mobile device vie	are only 1 or more bi rowser, not function nal for device viewi wing		in at leas		Website is fully functional in at least 3 different browsers and is functional for mobile device viewing	
<b>Appearance</b> 0-5 points	O-1 Design choices negative impact appearance. Many errors in word/te detract from the projec	fully support the xt Noticeable errors	project. Design is inc project. applied or n begin appropriate	•	appropria Minimal	nal, legible, and ate for audience. errors in word spelling or	5 Neat, professional, legible, and appropriate in appearance for audience. No errors in word choices, spelling or grammar	
Navigation	0		1-2		3-4		5	
0-5 points	Very difficult to navigat find information. Does viewer to home page ea	not return informations:	erlinks broken, some on not easily located	Hyperlinks wo mostly easy to		can ea naviga	erlinks work and viewer sily locate information and te site	
Licensing	The website was active	0		Croative Commit		5	at in included on the control	
0 or 5 points		ensed by the participant	A (	reative Commoi	is license o	or copyright stateme	nt is included on the website	<u> </u>
ORAL PRESENT Organization/		1-2	3-4	5-6		7-8	9-10	
<b>Delivery</b> 0 – 10 points	Presentation is not done or speaks briefly and does not cover components of the project	Presentation covers some topic elements	Presentation covers all topic elements but with minimal information	Presentation g complete info but does not e the project we	rmation explain	Presentation covers information completely but does not flow well	Presentation covers all relevant information with a seamless and logical delivery	
Knowledge of Subject Matter 0-5 points	<b>0</b> Little or no evidence of knowledge	1 Minimal evidence of knowledge	Some evidence of knowledge	Knowledge of matter is evide not effectively presentation	ent but	Knowledge of subject matter is evident an shared at times in th presentation	d matter is evident and	
Relationship of	0	1	2	3		4	5	
Family and Consumer Sciences Coursework and Standards 0-5 points	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 and FACS coursework b shared		Knowledge of caree and relationship to FACS is evident and shared	and FACS	
Voice – pitch,	0		1		2		3	
e <b>mpo, volume</b> 0-3 points	Voice qualities not used effectively	d Voice qua	lity is adequate	Voice quality improve	is good, bu	t could Voice of pleasing	quality is outstanding and	
Body Language/	0		1	mprove	2	picasii	3 3	
Clothing Choice 0-3 points	Uses inappropriate gest posture or mannerisms eye contact/inappropri clothing	, avoids and eye c	posture, mannerisms ontact is inconsistent/ appropriate	Gestures, pos eye contact, a appropriate	ture, manr and clothing	g are eye co	es, posture, mannerisms, ntact, and clothing ce presentation	
Grammar/Word Usage/ Pronunciation 0-3 points	Extensive (more than 5 grammatical and pronu	inciation pronuncia	1 i) grammatical and ition errors	Few (1-2) grad		or pro	3 tation has no grammatical nunciation errors	
Responses to Evaluators' Questions 0-5 points	O Did not answer evaluators' questions	Unable to answer some questions	Responded to all questions but without ease or accuracy	Responded adequately to questions	all	Gave appropriate responses to evaluators' question	Responses to questions were s appropriate and given without hesitation	
							_	
Evaluator's	Comments:			Evaluator	#	LEV	/EL II TOTAL	

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



### **FOCUS ON CHILDREN**

### Rubric

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

### Focus on Children Rubric (continued)

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

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

-	
TOTAL	
(90 points possible)	
Evaluator#	
<b>Evaluation Initial</b>	
Room Consultant Initial	



#### **FOOD INNOVATIONS**

#### Rubric

napter			State	Team #	Station	# Categor	
DISPLAY							
FCCLA Planning Process Summary Page 0–5 points	<b>0</b> Planning Process summary not provided	I Inadequate steps i the Planning Proce are presented	•	3 All Planning Process steps are summarized	4 Evidence that the Planning Process was utilized to plan project	5 The Planning Process is used to plan the project. Each step is fully explained	
Original Prototype Formula(s) 0-10 points	O  No prototype formula(s) provided/formula(s) do not fit within the current food product topic	1-2 One or more versions of the prototype and fin prototype presen and fit within the current food product topic	ted formula(s) are	5-6 Original, each modified version with the current formula(s) are well-written, fit the current food product topic, and track changes from previous versions	7-8 Prototype formula(s) are well-written, fits within the current food product topic, and tracks changes. The final formula(s) meet product goals and represents an adequate understanding of scientific and culinary principles	product topic, and tracks changes. The final formula(s) meet product goals and	
Product Testing Method 0-10 points	No evidence of product testing provided	1-2 Product testing d not follow the specifications	3-4  Product testing followed specifications but the chosen method was not appropriate for the focus group audience	5-6 Product was tested twice according to specifications with an appropriate evaluation method for the focus group. Samples of the method and results are presented	7-8 Product was tested twice according to specifications with an appropriate evaluation method fo the focus group. Samples of the method and results are presented. Most feedback from testing is implemented	appropriate evaluation or method for the focus group. Samples of the method and results are presented in a professional manner.	
Process Storyboard 0-2 points	<b>0</b> No process storyboard presented			1 Limited photographs, confusing arrangements		<b>2</b> photographs, arranged	
Nutrition Information 0-5 points	<b>0</b> No nutrition information provided	1 Nutrition informat does not meet specification requirements	ion Nutrition information is complete (see specifications for requirements) but most of the information is incorrect	Nutrition information is complete (see specifications for requirements) and the majority of the information is correct	Well to tell a story  4  Nutrition information is complete (see specifications for requirements) correct Demonstrates an appropriate level of knowledge for participant category	is complete (see specifications for	
Equipment, Safety and Sanitation 0-3 points	No equipment list or sa and sanitation precauti	ons AND safe	1 equipment list is incomplete ety and sanitation precautions propriate	The equipment list is i OR safety and sanitati precautions are inapp	ncomplete The equip on safety and	3 ment list is complete and I sanitation precautions	
Product Summary 0-2 points	<b>0</b> No product summary provided		Product summary is la	1		2 Product summary is thorough and well-written	
Actual and Suggested Pricing 0-3 points	one packa inaccurate		1 I cost of one serving and ackage is missing or urate AND suggested pricing sing or inappropriate	Actual cost of one ser one package is missing inaccurate OR suggest is missing or in approp	g or one pack ed pricing suggeste	3 ost of one serving and kage is accurate; d pricing is appropriate	
Appearance 0-3 points	<b>0</b> Display is illegible and u	unorganized Displa gramı	1  y is neat, but contains matical or spelling errors organized poorly	Display is neat, legible professional, with congrammar and spelling	, and Neat and I	3 professional, correct and spelling used, effective on	

### Food Innovations Rubric (continued)

**Points** 

Design Suggested product packaging not provided   Packaging design obe not exhibit creativity and innovation, and would be effective in containing, shipping, and storing the product packaging not provided   Packaging is spipping, and storing the product packaging not provided   Packaging obe p	## Company of the proof of the	0 ested product packal ded  0 gested product pack	ging not	exhibit crea and/or wou containing, the produc Packaging i information and/or lack	design does not ativity and innovation, ald not be effective in shipping, and storing t    s missing required n (see specifications)	Packaging design exhib creativity and innovation would be effective in conshipping, and storing the ackaging contains all of	on, and and incontaining, effective product storing actual include	ging design exhibits creativity novation, and would be ve in containing, shipping, and the product. Description of materials to be used is ed	
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Voice – pitch, tempo, volume 0-3 points  Body Language/ Clothing Choice 0-3 points  Grammar/Word Usage/ Pronunciation 0-3 points  Fixensive (more than 5) Pronunciation 0-3 points  Pronunciation 0-4 points  Pronunciation 0-5 points  Pronunciation 0-7 points  Pronunciation 0-8 points  Pronunciation 0-9 points  Pronunciation 0-1 presentation 0-1 presentation 0-1 presentation 0-1 presentation 0-1 presentation 0-2 points  Pronunciation 0-3 points  Pronunciation	HOL U	sed during	used to limit	amount	used minimally	incorporated	used effectively	seamlessly between	
Voice - pitch, tempo, volume       0       1       2       3         0-3 points       Voice qualities not used effectively       Voice quality is adequate effectively       Voice quality is good, but could improve       Voice quality is outstanding and pleasing         Body Language/ Clothing Choice 0-3 points       0       1       2       3         0-3 points       Uses inappropriate gestures, posture, mannerisms, avoids eye contact/inappropriate clothing eye contact/inappropriate clothing clothing is appropriate       Gestures, posture, mannerisms, eye contact, and clothing are appropriate	u-5 points prese	entation	of speaking t	ime	during presentation	throughout	throughout	oral presentation	
tempo, volume 0-3 points  Body Language/ Clothing Choice 0-3 points  Dispoints  Ourse qualities not used effectively  Ourse qualities not used effectively  Ourse quality is adequate improve  Dispoints  Ourse final propriate gestures, posture, mannerisms, and eye contact is inconsistent/ clothing is appropriate eye contact/inappropriate clothing eye contact/inappropriate clothing is appropriate  Ourse inappropriate clothing eye contact/inappropriate clothing is appropriate  Ourse for mannerisms, avoids eye contact/inappropriate clothing is appropriate  Ourse for mannerisms, and eye contact is inconsistent/ clothing is appropriate  Ourse for mannerisms, and eye contact is inconsistent/ clothing are appropriate  Ourse for mannerisms, eye contact, and clothing are appropriate  Ourse for mannerisms, eye contact, and clothing are appropriate  Ourse for mannerisms, eye contact, and clothing are appropriate  Ourse for mannerisms, eye contact, and clothing are appropriate  Ourse for mannerisms, eye contact, and clothing are appropriate  Ourse for mannerisms, eye contact, and clothing are appropriate  Ourse for mannerisms, eye contact, and clothing are appropriate  Ourse for mannerisms, eye contact, and clothing are appropriate  Ourse for mannerisms, eye contact, and clothing are appropriate  Ourse for mannerisms, eye contact, and clothing are appropriate  Ourse for mannerisms, eye contact, and clothing are appropriate  Ourse for mannerisms, eye contact, and clothing are appropriate  Ourse for mannerisms, eye contact, and clothing are appropriate  Ourse for mannerisms, eye contact, and clothing are appropriate  Ourse for mannerisms, eye contact, and clothing are appropriate  Ourse for mannerisms, eye contact, and clothing are appropriate  Ourse for mannerisms, eye contact, and clothing are appropriate  Ourse for mannerisms, eye contact, and clothing are appropriate  Ourse for mannerisms, eye contact, and clothing are appropriate  Ourse for mannerisms, eye contact, and clothing appropriate  Ourse for mannerisms, eye conta						•	presentation		
O-3 points  Body Language/ Clothing Choice O-3 points		-				_		-	
Body Language/ Clothing Choice 0-3 points  Grammar/Word Usage/ Pronunciation 0-3 points  Responses to Evaluators'  Did not answer  Did not answer  Duses inappropriate gestures, posture, mannerisms, avoids eque contact; inconsistent/ eque contact; inconsistent/ eque contact, and clothing are appropriate enhance presentation  Gestures, posture, mannerisms, eque contact, and clothing are appropriate enhance presentation  Gestures, posture, mannerisms, eque contact, and clothing are appropriate enhance presentation  2  3  Gestures, posture, mannerisms, eque contact, and clothing are appropriate enhance presentation  Few (1-2) grammatical and pronunciation appronunciation errors  Pronunciation errors  Besponses to  Did not answer  Unable to answer  Responded to all  Responded  Gestures, posture, mannerisms, eque contact, and clothing are appropriate enhance presentation  Few (1-2) grammatical and pronunciation errors or pronunciation errors  Few (1-2) grammatical and pronunciation errors  Few (1-2) grammatical and pronunciation errors  Few (3-2) grammatical and pronunciation errors  Few (1-2) grammatical errors  Few (1-2) grammatical errors  Few (1-2) grammatical error	0.0			Voice quali	ty is adequate				
Clothing Choice 0-3 points Uses inappropriate gestures, posture, mannerisms and eye contact; inconsistent/ clothing is appropriate eye contact/inappropriate clothing  Grammar/Word Usage/ Pronunciation 0-3 points  Responses to Evaluators'  Uses inappropriate gestures, posture, mannerisms and eye contact is inconsistent/ clothing is appropriate and eye contact; inconsistent/ eye contact, and clothing are appropriate eye contact, and clothing are appropriate enhance presentation  1 2 3  Few (1-2) grammatical and pronunciation pronunciation errors or pronunciation errors  Presentation has no grammatical pronunciation errors or pronunciation errors  Responded Gave appropriate  Responses to Did not answer  Unable to answer  Responded Gave appropriate  Responses to	Circo					improve	pleas	-	
O-3 points  posture or mannerisms, avoids eye contact/inappropriate clothing of clothing is appropriate  Grammar/Word Usage/ Pronunciation O-3 points  Responses to Evaluators'  Did not answer Unable to answer Responded to all  posture or mannerisms, avoids eye contact is inconsistent/ clothing is appropriate appropriate epe contact, and clothing are enhance presentation  eye contact, and clothing are epe contact, and clothing are enhance presentation  Peye contact, and clothing are epe contact, and clothing are enhance presentation  Presentation has no grammatical and pronunciation errors or pronunciation errors  Presentation has no grammatical pronunciation errors  Presentation has no grammatical or pronunciation errors  Pronunciation errors  Responded Gave appropriate Responses to		•			=	2		•	
eye contact/inappropriate clothing clothing is appropriate appropriate enhance presentation  Grammar/Word Usage/ Extensive (more than 5) Some (3-5) grammatical and pronunciation 0-3 points errors  Responses to Evaluators' Did not answer Unable to answer Responded to all Responded Gave appropriate enhance presentation  1 2 3 Few (1-2) grammatical and Presentation has no grammatical pronunciation errors or pronunciation errors or pronunciation errors	0.2				·		•		
Grammar/Word Usage/ Extensive (more than 5) Some (3-5) grammatical and Pronunciation O-3 points Estensive (more than 5) Some (3-5) grammatical and pronunciation pronunciation errors pronunciation errors pronunciation errors  Responses to Evaluators' Did not answer Unable to answer Responded to all Responded Gave appropriate Responses to	poste	·			-	•	,	, ,	
Usage/ Pronunciation 0-3 points  Responses to Evaluators'  Did not answer  Extensive (more than 5) Some (3-5) grammatical and pronunciation pronunciation pronunciation pronunciation errors  Some (3-5) grammatical and pronunciation pronunciation errors pronunciation errors or pronunciation errors  Few (1-2) grammatical and pronunciation pronunciation errors or pronunciation errors  9 Town (1-2) grammatical and pronunciation errors or pronunciation errors  9 Town (1-2) grammatical and pronunciation errors or pronunciation errors  9 Town (1-2) grammatical and pronunciation errors  9 Town (1-2) grammatical errors		ontact/mappropriat	e dodilling	CIOCHILIS IS	арргориасе		enhai	· · · · · · · · · · · · · · · · · · ·	
Pronunciation 0-3 points  Responses to Evaluators'  Pronunciation grammatical and pronunciation pronunciation errors  Both Color of Solid Col		U nsiyo (moro than []		Sama /2 F1	arammatical and	=	and Drees	•	
0-3 points errors  Responses to 0 1 2 3 4 5 Evaluators' Did not answer Unable to answer Responded to all Responded Gave appropriate Responses to	Dunama dation				-	, , ,		-	
Responses to     0     1     2     3     4     5       Evaluators'     Did not answer     Unable to answer     Responded to all     Responded     Gave appropriate     Responses to	0-3 noints	•	CIGLIOII	promuncial	ion cituis	pronunciation errors	or pro	אוועוועומנוטוו פווטוג	
Evaluators' Did not answer Unable to answer Responded to all Responded Gave appropriate Responses to			1		2	3	4	5	
	Evaluators' Did no			swer				-	
Questions evaluators' questions some questions questions but without adequately to all responses to questions were	Questions evaluations				•			•	
0-5 points ease or accuracy questions evaluators' questions appropriate and given	U-5 points		•		•		•	•	
without hesitation									i

Evaluator's Comments:	TOTAL	
	(90 points possible)	
	Evaluator Initial	

Evaluator Initial	
Room Consultant Initial _	
Evaluator #	



# HOSPITALITY, TOURISM, AND RECREATION

ubric		

Name of Participant				
Chapter	Stato	Toom #	Station #	Catagony
Chapter	State	Team #	Station #	Category

PORTFOLIO							Point
CCLA	0	1	2	3	4	5	TOTT
Planning Process	Planning Process					-	
ummary Page	summary not	Inadequate steps in	•	All Planning Process	Evidence that the	The Planning Process	
⊢5 points	provided	the Planning Proces		steps are summarized	Planning Process was	is used to plan the	
7-3 points	provided	are presented	but not summarized		utilized to plan project	project. Each step is	
						fully explained	
Project Focus Area		0			1		
0-1 point		No focus area ide			Focus area identifie		
ocus Area Career	0		1	2		3	
Summary	Career summary w	as not Su	mmary was missing two or	Summary was missin		ary was complete,	
Careers, descriptions	included	mo	ore components, and showed	component, though:	showing showin	g substantial knowledge	
of entry-level and		mi	nimal knowledge and	knowledge and unde	rstanding and un	derstanding of jobs in	
ipper level jobs,		un	derstanding of jobs in the	of jobs in the focus a	rea the foc	us area	
qualifications, skills		foo	cus area				
required and							
oreferred job outlook,							
alary ranges)							
-3 points							
Background	0	1	2	3	4	5	
esearch	No background	Little research	done Research is from	Research is from	Research is from	Research is from	
)-5 points	research provided	using poor sou	rces, appropriate	appropriate	appropriate	appropriate sources,	
		and missing 1-	2 sources, but	sources, covers	sources, covers	covers three businesses,	
		businesses	missing one	three businesses,	three businesses,	fully provides overview	
			business	but missing some	and fully provides	and five positive and five	
				of the required	overview and five	negative practices for	
				positive and	positive and five	each. Information is	
				negative	negative practices	effectively communicated	
				practices for each	for each	in an organized manner	
Business Mission		0		1	. 5. 6001	2	
Statement	No husiness/cam	npaign mission provi	ded Rusiness/samnaign m	nission is provided but	Rusiness/campaign	mission is concise, well	
0-2 points	ivo business/ cuit	ipuigii iiiissioii provii		to convey message of		onveys message of what	
o z pomio			what the business rep	, ,	the business repres		
Target Client Profile		0	what the business rep	1	the business repres	2	
0-2 points	No target client pro	-	Target client profile	-	Target client profile	e accurately communicates	
o 2 poto	No target elent pri	onic provided	inaccurate	is incomplete of		des sensible reasons for	
			maccaracc		their interest in the		
Business Website:	0		1	2	then meeresem the	3	
Comprehensive	Website does not p	nrovide W	ebsite partially	Website fully commu	inicates Wehsit	e fully communicates	
Overview	general informatio		mmunicates the purpose and	the purpose and gen		pose and	
)-3 points	business/campaigr		neral information about the	information about th	· · · · · · · · · · · · · · · · · · ·	ehensive overview of the	
	business/ cumpuigi		siness/campaign in an	business/campaign in		ss/campaign in an	
			ective manner	adequate manner		ve manner	
Business Website:	0	1-2	3-4	5-6	7-8	9-10	
lient Services and	Website does not	Website is mis		Website is	Website includes all	Website includes all	
(nowledge of	provide	5 or more of th	0	missing 1-2 of the	topics required for	topics required for the	
Respective Area	information about			client services or	the focus area,	focus area, client	
)-10 points			•		-	•	
P =	client services	topics required	·	topics required	client services are	services are well	
		focus area	area	for focus area	well developed,	developed, thorough,	
					thorough, and	and effectively	
					effectively	communicated to	
					communicated to	potential clients.	
					potential clients	Demonstrates	
						hospitality, tourism and	
						recreational knowledge	
Business Website:		0		1		2	
ase of Use	Website	is not provided	Website is confusing	g and difficult to navigate	•	communicates information	
)-2 points					and is easy to naviga	ate	
		0		1		2	
Business Website:							
Business Website: Appearance and Design	Website is visually	appealing	Website is visually a	ppealing, but for the	Website is visually a	ppealing for the target	

## Hospitality, Tourism, and Recreation Rubric (continued)

Points

							Points
Customer Service	0	1	2	3	4	5	
<b>Strategy</b> 0-5 points	No customer service strategy provided	Customer service strategy provided though poorly thought out	Developed a customer service strategy for receiving positive feedback and client complaints	service strategy for receiving positive feedback, criticism,	Developed a customer service strategy for receiving positive feedback, criticism, and client	Developed a customer service strategy for receiving positive feedback, criticism and client complaints.	
				•	complaints. Provides a process for staff recognition and prevention plan for future problems	Provides a comprehensive process for staff recognition, utilization of testimonials, and prevention plan for future problems	
Works Cited/	0		1	2		3	
Bibliography 0–3 points	No resources listed		ces are incomplete, not t, or not reliable for project	Reliable resources but style (see style sheet)	reliable	ete list of current and resources, in MLA or APA ee style sheet)	
Appearance 0–3 points	<b>O</b> Portfolio is illegible and unorganized	contair	1 lio is neat, but may n grammatical or spelling and is organized poorly	2 Portfolio is neat, legib professional, with corr grammar and spelling	rect grammar	3 ible, professional, correct and spelling used with organization of information	
ORAL PRESENTA	ATION						
Organization/	0	1-2	3-4	5-6	7-8	9-10	
<b>Delivery</b> 0 – 10 points	Presentation is not done or presented briefly and does not cover components of	Presentation covers some topic element		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	
Knowledge of Subject	the project <b>0</b>	1	2	3	4	5	
<b>Matter</b> 0-5 points	Little or no evidence of knowledge	Minimal evidence of knowledge	Some evidence of knowledge	Knowledge of subject matter is evident but not effectively used in presentation	Knowledge of subject matter is evident and shared at times in the presentation	Knowledge of subject matter is evident and incorporated throughout the presentation	
Use of Portfolio and	0	1	2	3	4	5	
Visuals during Presentation 0-5 points	Portfolio and visuals not used during	Portfolio and visuals used to limi amount of speakin		Portfolio and visuals incorporated throughout	Portfolio and visuals used effectively throughout	Presentation moves seamlessly between oral presentation,	
	presentation	time	presentation	presentation	presentation	portfolio and visuals	
Voice – pitch, tempo, volume 0-3 points	Voice qualities not use effectively	d Voice	1 quality is adequate	Voice quality is good improve	, but could Voice o	3 quality is outstanding and	
Body Language/	0		1	2	p.cas	3	
Clothing Choice 0-3 points	Uses inappropriate gesto posture or mannerisms, contact/inappropriate cl	avoids eye and ey	res, posture, mannerisms re contact is inconsistent/ ng is appropriate	Gestures, posture, meye contact, and clot	thing are eye co	es, posture, mannerisms, ntact, and clothing	
Grammar/Word	0	oumb clothii	1	appropriate 2	ennand	ce presentation 3	
Usage/ Pronunciation	Extensive (more than 5) grammatical/pronunciat		(3-5) grammatical and nciation errors	Few (1-2) grammatic pronunciation errors		tation has no grammatical nunciation errors	
0-3 points Responses to	0	1	2	3	4	5	
Evaluators' Questions 0-5 points	Did not answer evaluators'	Unable to answer some questions	Responded to all questions but without	Responded adequately to all	Gave appropriate responses to	Responses to questions were appropriate and	
CASE STUDY	questions		ease or accuracy	questions	evaluators' questions	given without hesitation	
Knowledge of	0	1	2	3	4	5	
Subject	No case study	Case study is	Case study response				
0-5 points	provided	incomplete	did not show evidence of current data and knowledge	aata ana mio meage		amount of current e data and knowledge	
Appropriate Solutions 0- Spoints	<b>0</b> No case study provided	1 Case study is incomplete	Solution was not feasible or appropriate for the situation	Solution was adequate for the situation	4 Solution was partially feasible though appropriate for the situation	5 Solution was feasible and appropriate for the situation, with each step of action apparent and well communicated	

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

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

**TOTAL** 

(90 points possible)



## **ILLUSTRATED TALK**

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

## Illustrated Talk Rubric (continued)

							Points
Body Language/	0		1	2		3	
Clothing Choice 0-3 points	Uses inappropriate ges posture or mannerisms eye contact/inappropri clothing	s, avoids and eye	s, posture, mannerisms contact is inconsistent/ is appropriate	Gestures, posture, m eye contact, and clot appropriate	=	s, posture, mannerisms, cact, and clothing enhance ation	
Grammar/Word	0		1	2		3	
Usage/	Extensive (more than 5	Some (3-	-5) grammatical and	Few (1-2) grammatic	al and Presenta	ation has no grammatical	
<b>Pronunciation</b> 0-3 points	grammatical and pronu errors	unciation pronunc	iation errors	pronunciation errors	or pronu	unciation errors	
Responses to	0	1	2	3	4	5	
Evaluators'	Did not answer	Unable to answer	Responded to all	Responded	Gave appropriate	Responses to	
Questions	evaluators' questions	some questions	questions but without	adequately to all	responses to	questions were	
0-5 points			ease or accuracy	questions	evaluators' questions	appropriate and given without hesitation	
VISUALS/PROF	PS						
Effectively	0		1-2	3-4		5	
Illustrate Content	Visuals not provided	Visuals a	re weak in supporting the	Visuals support the pre	sentation Visuals	support and complement	
0-5 points		presenta	tion	but do not complement content	t the the pres	entation	
Creativity of Visuals	0		1-2	3-4		5	
to Enhance Presentation 0-5 points	Visuals not used during presentation	Visuals n or creati	ot original, lacking appeal vity	Somewhat creative, ori appealing	ginal and Highly o creative	riginal, very appealing, and	
Use of Visuals	0	1	2	3	4	5	
during	Visuals not used	Visuals used to limit	Visuals used	Visuals incorporated	Visuals used	Presentation moves	
Presentation	during presentation	amount of speaking	minimally during	throughout	effectively	seamlessly between	
0-5 points		time	presentation	presentation	throughout	oral presentation	
			•	•	presentation	and visuals	

TOTAL	
(90 points possible)	
Evaluator#	
<b>Evaluation Initial</b>	
Room Consultant Initial	



## **INTERIOR DESIGN**

Name of Particip	ant						
Chapter			State_	Team #	Sta	tion # Cate	egory
FILE FOLDER CON	TENTS						Points
FCCLA	0	1	2	3	4	5	TOTTICS
Planning Process	Planning Process		=		Evidence that the		
Summary Page	summary not provided	Inadequate steps in	All Planning Process	All Planning Process		The Planning Process is	
0–5 points	summary not provided	the Planning Process are presented	steps are presented but not summarized	steps are summarized	Planning Process was utilized to plan proje	ct Each step is fully	
Client Investor	0	<u> </u>		1		explained 2-3	
Client Invoice 0-3 points	No client invo		Does not include all re	equired information, or	•	e invoice in correct order  fessional appearance	
<b>BOARD SPECIFI</b>	ICATIONS				, р.	, , , , , , , , , , , , , , , , , , ,	
Type of Board		0			1		
0-1 point	Δ	nother type of board use	-d	Foar	n, mat, or mat on fo	am used	
Color		0	<u> </u>	1001	1	ani useu	
0-1 point		•	4	Coli	<del>-</del>	rducad	
•		Another color board use	u	3011	d white or black boa	Tu useu	
Size 0-1 point	В	oard larger than 22" x 30	)"	Boa	I ord did not exceed 2	2" x 30"	
Business Card		0			1		
0-1 point	Does	not fully meet specifica	tions	Fully m	eets size/contents s	necification	
Illustrations	0	s not raily inect specifica	1	2	ccts size/contents s	3	
0-3 points	No illustrations used	111	=	-	atawa la . A	J	
o-s points	No illustrations used	or quantit	ns are limited in quality by is below or above an te amount	Illustrations are approp not overly effective	illustr	appropriate and effective ations	
Overall	0		1	2		3	
Effectiveness	Lacking in visual appeal	Minimal v	isual appeal	Some visual appeal		visual appeal, very	
0-3 points					effect	ive	
DESIGN							
Scaled Room Floor	0-	-1	2-3	-4-5-6		7-8-9-10	
Plan 0-10 points	Did not appear to use a architectural features s	•	¾" scale used, but not architectural features	•	1/4" scale used cons features shown an	istently. All architectural d drawn correctly	
Furniture	0		1	2		3	
Arrangement 0-3 points	No furniture arrangeme	ent shown Poorly arr function	anged, both form and	Good form OR function,	not both Well-a	arranged for form and	
NKBA Planning		0			1		
Guidelines 0-1 point	Did not adhere to NKBA	A Planning Guidelines		Correctly followed NKB/ design	A Planning Guideline	s where appropriate in	
Specified Elevation	0		1	2-3		4	
0-4 points	No elevation done	Incorrect	scale used	Somewhat well-done/elusing ½" scale	ffective Well-o	done, very effective using ale	
Samples	0		1	2		3	
0-3 points	No samples provided	Some sam	nples, not all, provided	Some well-chosen, but coordinated	not well Well-o	chosen and coordinated	
Principles of Design	0		1	2		3	
0-3 points	Principles of design not	t applied Principles	applied only minimally	Most principles of desig	n applied Princi consis	ples of design applied tently	
Originality of Design	0		1	2		3	
0-3 points	Little evidence of origin	nality Some evid	dence of originality	Contains both creative el "copies"	ements and Highly	original design	
Thoughtfulness of	0		1	2		3	
Design	Design shows no consid	deration Some evid	dence of consideration	Design meets clients' sp	ace needs Design	n meets clients' space	
0–3 points	of clients' space needs		needs or design style	but does not reflect des	•	and design style	
Responsible Design	. 0		1	2		3	
0–3 points	Design shows no consid	deration Designish	ows evidence that the	Design incorporates sor	ne Decim	n is highly responsible for	
ο ο μοπτο	for the safety, healthy	•	fety and health were	environmentally respon	•	the clients' well-being and	
	of the client or environ		d and environmentally	materials and services a		nvironment	
	or the dicit of clivitoli		le products were			IVII OIIIIIEIIL	
		researche	•	addresses safety and he	aitil		
		iesealtile		concerns of the client			
Overall Effectiveness	0		1	2		3	
0-3 points	Lacking in visual a	ppeal Soi	me visual appeal	Minimal visual a	opeal Great	visual appeal, very effective	I

ORAL PRESENT	ATION									
Organization/ Delivery 0 – 10 points	Presentation is not done or presented briefly and does not cover components of the project	Presentation some topic	elements all to with	3-4 entation covers opic elements but minimal rmation	Presentation complete in but does not the project	nformation ot explain	Presentation information completely not flow we	on covers n but does	9-10 Presentation covers all relevant information with a seamless and logical delivery	
Knowledge of Subject Matter 0-5 points	<b>0</b> Little or no evidence of knowledge	Minimal ev knowledge		<b>2</b> e evidence of wledge	Knowledge matter is ev not effectiv presentation	vident but vely used in	Knowledge matter is e	vident and mes in the	5 Knowledge of subject matter is evident and incorporated throughout the presentation	
Rationale of Design Decisions Explained 0-5 points	0 No rationale of design d explained	ecisions	Design decisions explained but sh understanding o and style	ow little	thoroughl	3-4 cisions are e y and show o ding of clien	complete	and reflect	5 sions are explained fully thorough understanding needs and style as well as	
Use of Display Boards during Presentation 0-3 points	<b>0</b> Display boards are not u during presentation	sed	Display boards u during presentat	,	. ,	<b>2</b> pards incorpo ut presentati			3 cion moves seamlessly oral presentation and pards	
Voice – pitch, tempo, volume 0-3 points	<b>0</b> Voice qualities not used effectively		Voice quality is a	<b>1</b> dequate	Voice qua	<b>2</b> lity is good, I	out could		3 ality is outstanding and	
Body Language/ Clothing Choice 0-3 points	Uses inappropriate gest posture or mannerisms, eye contact/inappropria clothing	avoids	1 Gestures, posture, mannerisn and eye contact is inconsister clothing is appropriate		Gestures, posture, mannerisms, eye contact, and clothing are appropriate					
Grammar/Word Usage/ Pronunciation 0-3 points	© Extensive (more than 5) grammatical and pronur errors	nciation	Some (3-5) gram pronunciation en		, ,	<b>2</b> grammatical tion errors	and		3 cion has no grammatical nciation errors	
Responses to Evaluators' Questions 0-4 points	<b>0</b> Did not answer evaluators questions	d' Unab quest	1 le to answer some ions	Responded to questions but ease or accura	all without	Responde all questio	<b>3</b> d adequately ons	appr	4 onses to questions were opriate and given out hesitation	

F	luator <sup>,</sup>	- C-		
⊦va	III ator	S ( N	mme	ntc.

<b>TOTAL</b> (90 points possible)							
Evaluator #							
Evaluator Initial							
Room Consultant Initial							



## **INTERPERSONAL COMMUNICATIONS**

Name of Particip	oant									
Chapter				State	Te	am #	Sta	ation #	_ Cate	gory
FILE FOLDER										Points
FCCLA Planning Process Summary Page 0–5 points	<b>0</b> Planning Process summary not provided	1 Inadequate steps in the Planning Process are presented	steps ar	2 ning Process re presented summarized	<b>3</b> All Planning P steps are sum		4 Evidence that the Planning Process wa utilized to plan proj	The Planni is used to	ach step is	
Works Cited/ Bibliography 0–3 points	<b>0</b> No resources listed		1 are incomp not reliable	llete, not e for project	Reliable resou style <i>(see style</i>		reliab	3 olete list of current ole resources, in M (see style sheet)	: and	
ORAL PRESENT	TATION									
Organization/ Delivery 0 – 10 points	Presentation is not done or presented briefly and does not cover components of the project	1-2 Presentation covers some topic elements			5-6 Presentation complete info but does not the project w	ormation explain	7-8 Presentation cover information completely but do not flow well	rs Presentati all relevan	nt on with a	
Identify Concerns 0-4 points	0 No evidence of identifying concerns	1 Identifying concerr needs are limited i			<b>2</b> use one or two dentify	data coll or other	3 ints use surveys, ection, interviews methods to concerns	Participants iden to act; realize cirr are uncertain and and two or more options or altern	cumstances d changing; reasonable	
Set a Goal	0	1			2		3	4		
0-4 points	Not evident	Goal is evident		Goal is clearly	y stated	Goal is t	horoughly stated	Goal is stated in measurable outc		
Form a Plan 0-4 points	<b>0</b> Not evident	<b>1</b> Plan is stated with detail	some	Plan is detaile	<b>2</b> ed		<b>3</b> udes details, s, and alternatives	4 Plan is thorough, complete	, feasible and	
Act 0-4 points	<b>0</b> Not evident	1 Action steps are ev	rident	Plan is detaile tasks, and tin	•	effects o technolo	3 uded analysis of f communication gy in family, work, munity settings	Plan includes a the understanding an of communication and solutions	nd application	
Evaluation Follow-	0	1			2		3	4		
<b>Up</b> 0-4 points	No evidence	Some evaluation a follow-up is planne		Evaluation pl multiple strat			on and follow-up is and varied in es	Evaluation and for extensive and inc evidence of Project Evaluation	cludes	
Project Rationale Clearly Stated 0-5 points		1 Project rationale is limited	Rationale project is	2 for the clearly stated	Rationale for the project is stated convincing man citing reasons a	d in a iner,	Rationale for the project is thorough compelling	Rationale for and is thorough	5 or the project , a compelling need and well d	
Use of Appropriate Techniques 0-5 points	1	1 Participants understanding limited methods of communication techniques	Participar some und various communi technique	lerstanding of cation	Participants sho understanding or three communication techniques	ow of two	Participants show understanding and capply various communication techniques	Participants can apply techn	5 s effectively liques that are and appropriate	

#### Interpersonal Communications Rubric (continued)

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

Evaluator's Comments:	
TOTAL	
(90 points possible)	
Evaluator #	
Evaluation Initial	
Room Consultant Initial	

Did not answer questions

Not evident

Evaluators'

Questions

0-3 points

Answers show a limited

understanding

Answers are in depth and thorough



## **JOB INTERVIEW**

## Rubric

Name of Particip	ant						
Chapter			State	Team #	Statio	on # Cate	gory
PORTFOLIO							Points
FCCLA	0	1	2	3	4	5	1 Onnes
Planning Process Summary Page 0–5 points	Planning Process summary not provided	Inadequate steps in the Planning Process are presented	All Planning Process steps are presented but not summarized	All Planning Process steps are summarized	Evidence that the Planning Process was utilized to plan project	The Planning Process is used to plan the project. Each step is fully explained	
Job Specification	(	)		1		2	
Sheet 0–2 points	Job specification shee	et not provided	1-4 items provided, or incomplete	nformation is	All 5 items provide	ed and are complete	
Business	0	1-15 Score 1 point for	each of these				
Communication 0–15 points	None apply	components  Correct application Completed application Cover letter Resume Recommendation	ation	☐ Recommendation #2 ☐ Correct spelling ☐ Correct grammar ☐ Consistent font st ☐ Appropriate font	☐ Consisten ☐ Well-orga ☐ Reflects o goals	•	
Career Related	0	1	2	3	4	5	
Education 0–5 points	Not included	Only one of the required items provided	Only two of four items provided	Three of four items provided	All four items provided but they lack information	All four items provided, thorough and professional	
Educational	0	1	2	3	4	5	
Enhancement Opportunities 0–5 points	Not included	Only one item provided	Two of three items provided but lack information	Two of three items provided completely	All three items provided but they lack information	All three items provided, thorough and professional	
Examples of	0	1	2	3	4	5	
Special Skills 0–5 points	Not included	Only one or two of the items provided	Only three of five items provided	Four of five items provided	Five items provided	All five items provided and relate well to job/career goals	
Appearance	0		1	2		3	
0–3 points	Portfolio is illegible a unorganized	contain g	is neat, but may rammatical or spelling d is organized poorly	Portfolio is neat, legibl professional, with corr grammar and spelling	ect correct g used with	ible, professional, rammar and spelling n effective tion of information	
INTERVIEW							
Knowledge of	0	1-2	3-4	5-6	7-8	9-10	
Selected Job 0-10 points	Little evidence of job knowledge	Minimal evidence of job knowledge	Some evidence of job knowledge	Knowledge of job is evident but not in interview	Knowledge of job is evident and shared at times in the interview	Knowledge of job is evident and incorporated throughout the interview	
Communication Skills 0-10 points	<b>Q</b> Participant does not take part in interview	Interview is brief because participant does not carry on a conversation or answer questions with detail	3-4 Participant answers most questions well, but displays signs of self-consciousness or nervousness in nonverbal communication	Farticipant answers questions and relates to evaluators well	7-8 Participant shows confidence and personality during interview. Answers questions well	9-10 Participant is confident, poised, personable, relates well to evaluators, answers questions clearly and effectively	
Responses to	0	1-2-3	4-5-6	7-8-9	10-11-12	13-14-15	
Evaluators'	Did not answer	Unable to answer	Responded to all	Responded	Gave appropriate	Responses to	
Questions	evaluators' questions	some questions	questions, but	adequately to all	responses to evaluators'	questions were	
0-15 points	questions		without ease or accuracy	questions	questions	appropriate and given without hesitation	
Use of Portfolio	0		1	2	<del>.</del>	3	
<b>During Interview</b> 0-3 points	Portfolio is not used of interview	•	ferenced but not ort knowledge or skills	Portfolio used minimal support knowledge an	•	ised appropriately to knowledge and skills	
Voice – pitch,	0		1	2		3	
tempo, volume 0-3 points	Voice qualities not us effectively	sed Voice quality	is adequate	Voice quality is good, be could improve	out Voice qua	lity is outstanding and pleasing	

(continued next page)

## Job Interview Rubric (continued)

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

Evaluator's Comments:	
Evaluator's Comments:	TOTAL
	(90 points possible)
	Evaluator #
	Evaluator Initial
	Room Consultant Initial



## **LEADERSHIP**

Name of Participant				
Chapter	State	Team #	Station #	Category

PORTFOLIO								Points
FCCLA	0	1	2	3	4		5	
Planning Process	Planning Process	Inadequate steps in	All Planning	All Planning	Evidence that	the	The Planning	
Summary Page	summary not	the Planning	Process steps are	Process steps are	Planning Prod		Process is used to	
0–5 points	provideď	Process are	presented but not	summarized	was utilized to		plan the project.	
	•			Sullillalizeu		J piaii	i i	
		presented	summarized		project		Each step is fully	
							explained	
Leadership Profile	0	1	2	3	4		5	
and Employability	Not included	Includes leadership	Includes FCCLA,	Includes FCCLA,	Includes FCCL	Α,	Includes FCCLA,	
Skills Checklist		profile or	school, and	school, and	school, and		school, and	
0-5 points		employability skills	personal/family/co	personal/family/co	personal/fami	ily/co	personal/family/co	
		checklist, but not	mmunity activities.	mmunity activities.	mmunity activ		mmunity activities.	
		both	Checklist	Checklist	Checklist		Checklist	
		DOLLI	completed abut	completed but			completed and	
			•	•	completed an	u	•	
			explanations are	explanation does	explanation		explanation	
			incomplete	not support	generally iden		supports identified	
				identified skills	skills		skills	
Leadership	0	1	2	3	4		5	
Competencies	Not included	Inventory results	Inventory results	Analysis and	Analysis and		Detailed analysis	
Inventory (Self)		are presented	are presented but	summary	summary		and summary	
Summary		a o p	analysis	communicates	adequately		effectively	
0-5 points			inconsistent with		communicate	c	communicates	
p				most inventory				
			results	results	inventory resu	uits	inventory results	-
Leadership	0	1-2	3-4	5-6	7-8		9-10	
Competencies	Not included	Image awareness	Image awareness	Image awareness	Image awaren	ness	Image awareness	
Inventory		includes feedback	includes feedback	includes feedback	includes feedl	back	includes feedback	
(Observer) and		from less than 3	from 3 observers	from 3 observers	from 3 observ	ers,	from 3 observers,	
Image Awareness		observers but does	but does not	and summary of	reflection on o	own	significant	
Summary		not include	include strengths	strengths and areas	image, and		reflection on own	
0-10 points		strengths or areas	or areas for growth	for growth	summary of		image, and	
		•	or areas for growth	ioi growtii	•	0.000	•	
		for growth			strengths and	areas	summary of	
					for growth		strengths and	
							areas for growth	
Admirable Leader	0		1	2			3	
Summary	Not included	1 admirab	le leader with limited	1 admirable leader pr	ovided 1 a	admirable	e leader provided	
0-3 points		answers		and partially addressed		and thoroughly addressed all		
				questions		uestions	<i>,</i>	
Leadership	0		1	2	4-		3	
Development Plan		Cools not	-	=	into as Co			
Objective 1	Not included		appropriate as	Goals mostly appropr			opriate as stated,	
•		stated, no	' '	stated, specific, measurable,		specific, measurable,		
0-3 points		measurab	e, attainable,	attainable, realistic, a	nd timely. at	tainable,	realistic, and timely.	
		realistic, o	r timely.	Steps to reach goals a	re St	eps to rea	ach goals are	
				generally included	ind	cluded		
Leadership	0		1	2			3	
Development Plan	Not included	Goals not	appropriate as	Goals mostly appropr	iate as Go	oals appro	priate as stated,	
Objective 2		stated, no		stated, specific, meas			easurable,	
0-3 points		•	e, attainable,	attainable, realistic, a	, ,	-	realistic, and timely.	
P					•	-		
		realistic, o	i uniery.	Steps to reach goals a		•	ach goals are	
				generally included	inc	cluded		1
Leadership	0		1	2			3	
Development Plan	Not included	Goals not	appropriate as	Goals mostly appropr	iate as Go	oals appro	opriate as stated,	
Objective 3		stated, no	t specific,	stated, specific, meas	urable, sp	ecific, me	easurable,	
0-3 points		measurabl	e, attainable,	attainable, realistic, a	nd timely. at	tainable.	realistic, and timely.	
		realistic, o		Steps to reach goals a	•		ich goals are	
			. :=:1:	generally included		cluded	. 0	
Outside		0	,	1	1110	2		<b> </b>
	Not included	•	Only one summary in	="	Two summarie		nd	
Darchactivo			CHILL OHE SUMMARY IN	Liuueu	I WO SUITINATION			1
Perspective Reflection	Not included		o, o ou,			cs melauc	.u	

## Leadership Rubric (continued)

**Points** 

							FUIILS
Leadership Reflection 0-10 points	O Not included	1-2 Reflection is included	Reflection shows little thought by the participant in their leadership ability, project experience next steps, and future leadership	r participant in th leadership abilit	y the thought by eir participant y, leadership nee, project exponent steps, p future lead Reflection written	shows Reflection shows y the significant thought by t in their the participant in ability, their leadership perience, ability, project , and experience, next dership. steps, and future	
Appearance 0–3 points	Portfolio is illegible au unorganized	contai	lio is neat, but may n grammatical or spellin and is organized poorly	Portfolio is neat, g professional, wit	, legible, and th correct	Neat, legible, professional, correct grammar and spelling used with effective organization of information	
ORAL PRESENTA	TION						
Organization/ Delivery 0 – 10 points	O Presentation is not done or speaks briefly and does not cover components of the project	1-2 Presentation covers some topic elements	3-4 Presentation covers all topic elements but with minimal information	5-6 Presentation gives complete information but does not explain the project well	7-8 Presentation covers informat completely but does not flow w	with a seamless and	
Relationship of	ριο <u></u> ριο ο ο ο ο ο ο ο ο ο ο ο ο ο ο ο ο ο ο	1	2	3	4	5	
Family and Consumer Sciences Coursework and Standards 0-5 points	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 shared	Knowledge of career and FACS relationship is evident and explained	
Knowledge of	0	1	2	3	4	5	
Subject Matter 0-5 points	Little or no evidence of knowledge	Minimal evidence of knowledge	Some evidence of knowledge	Knowledge of subject matter is evident but not effectively used in presentation	Knowledge of subject matter in evident and sha at times in the presentation	Knowledge of subject is matter is evident and	
Use of Portfolio	0	1	2		3	4	
and Visuals during Presentation 0-4 points	Portfolio and visuals not used during presentation	Portfolio and visu used to limit amo of speaking time			and visuals ated throughout tion	Portfolio and visuals used effectively throughout presentation	
Voice – pitch, tempo, volume 0-3 points	<b>0</b> Voice qualities not use effectively	ed Voice qu	<b>1</b> ality is adequate	<b>2</b> Voice quality is goo improve	od, but could	3 Voice quality is outstanding and pleasing	
Body Language/ Clothing Choice 0-3 points	Uses inappropriate ge posture or mannerism eye contact/inappropriotothing	ıs, avoids manne	1 es, posture, risms and eye contact nsistent/ clothing is oriate	Gestures, posture, eye contact, and cl appropriate		Gestures, posture, mannerisms, eye contact, and clothing enhance presentation	
Grammar/Word Usage/ Pronunciation 0-3 points	<b>0</b> Extensive (more than grammatical and pronunciation errors		1 5) grammatical and ation errors	Eew (1-2) grammat pronunciation erro		3 Presentation has no grammatical or pronunciation errors	
Responses to Evaluators' Questions 0-5 points		1 nable to answer ome questions	Responded to all questions but without ease or accuracy	3 Responded adequately to all questions	Gave appropria responses to evaluators' questions	te Responses to questions were appropriate and given without hesitation	

_		_
Evia	luator's	Comments:
Eva	iualui s	Comments.

TOTAL	
(90 points possible)	
Evaluator#	
<b>Evaluation Initial</b>	
Room Consultant Initial	



#### LIFE EVENT PLANNING

#### Rubric

Name of Participant			

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

## Life Event Planning Rubric (continued)

Points

							1 011
ORAL PRESENT							
Organization/ Delivery 0 – 10 points	Presentation is not done or presented briefly and does not cover components of the project	1-2 Presentation covers some topic elements	3-4 Presentation covers all topic elements but with minimal information	5-6 Presentation gives complete information but does not explain the project well	7-8 Presentation covers information completely but does not flow well	9-10 Presentation covers all relevant information with a seamless and logical delivery	
Cnowledge of	0	1	2	3	4	5	
<b>Subject Matter</b> 0-5 points	Little or no evidence of knowledge	Minimal evidence of knowledge	Some evidence of knowledge	Knowledge of subject matter is evident but not effectively used in presentation	Knowledge of subject matter is evident and shared at times in the presentation	Knowledge of subject matter is evident and incorporated throughout the presentation	
xplained Financial	0	1		2	3	4	
Situation Needs and wants, goal(s), values and priorities, financial challenges 0-4 points	None of the four element are explained, either partially or in full	ents 1-2 elements e either partially			ements explained, but or more is incomplete	4 elements explained clearly and thoroughly	
Explained Decisions	0	1	2	3	4	5	
Involved in Developing Financial Plan for Event 0-5 points	Did not mention/explain any decisions	Mentioned one decision, did not explain	Mentioned two decisions, did not explain	Explained one decis	ion Explained two decis	ions Explained three or more decisions	
Summary of Ways in	0		1	2		3	
Which Financial Planning was Helpful 0-3 points	No summary g	given S	ummary was ineffective	Somewhat effec	tive summary I	Highly effective summary	
Use of Portfolio and Visuals during Presentation 0-5 points	O Portfolio and visuals not used during presentation	1 Portfolio and visual used to limit amou of speaking time		incorporated	Is Portfolio and visua used effectively throughout presentation	Is Presentation moves seamlessly between oral presentation, portfolio and visuals	
Voice – pitch,	0		1	2	r	3	
tempo, volume 0-3 points	Voice qualities not us effectively	sed Voice	quality is adequate	Voice quality is god improve	od, but could Voice pleasi	quality is outstanding and ng	
Body Language/ Clothing Choice 0-3 points	Uses inappropriate grosture or mannerism eye contact/inapproproproclothing	ns, avoids and ey	1 res, posture, mannerisms re contact is inconsistent/ ng is appropriate	Gestures, posture, eye contact, and co appropriate	lothing are eye co	3 res, posture, mannerisms, ontact, and clothing nce presentation	
Grammar/Word	0		1	2		3	
Usage/ Pronunciation 0-3 points	Extensive (more than grammatical and pro errors	•	(3-5) grammatical and nciation errors	Few (1-2) gramma pronunciation erro		ntation has no grammatical onunciation errors	
Responses to	0	1	2	3	4	5	
Evaluators' Questions 0-5 points	Did not answer evaluators' questions	Unable to answer some questions	Responded to all questions but withou ease or accuracy	Responded adequately to all questions	Gave appropriate responses to evaluators' question	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**

pter			State	Team #	‡ Sta	ation # (	Category_
lational Program	(check one):	☐ Career Conne	ection		Leadership :	Service in Action	
		☐ FACTS (Families	Acting for Communi	ty Traffic Safety)	Families Fi	rst	
		☐ Financial Fitn	ess		☐ Student Bo	ody	
		Power of O	ne		☐ STOP the Vi	olence	
EVALUATION CRI	TERIA						Poi
Identify Concerns:	0	1	2	3	4	5	
Relationship to the National Program 0-5 points	No concern is listed	Concern is identified	Concern is identified with 1–2 statements of the issue	Concern is identified with 2–3	Concern is identified	Concern is written well with 4 or more compelling statements of the need and relation to the national progra	
Identify Concerns: Knowledge of the National Program 0–5 points	<b>0</b> No knowledge apparent	1 Knowledge of the national program seems limited	2 Participant(s) seems to have sufficient knowledge but it is not explicitly stated	3 National program knowledge is explained in presentation	4 Extensive knowledge is apparent through the presentation	5 Extensive knowledge is explained and applied the project	to
Set a Goal: Structure 0–5 points	<b>0</b> Goal is missing	1 Goal is simplistically stated	<b>2</b> Goal is stated adequately	3 Goal is stated strongly with some steps identified	4 Goal is stated strongly, ambitious and clear steps are identified	5 Ambitious goal is state and articulated with cle steps and evaluation methods	
Set a Goal: <b>Appropriate Goal</b> 0–5 points	<b>O</b> Goal is missing	1 Goal is inappropriate for the project	2 Goal is relevant but does not relate to a national program	3 Goal relates to a national program	Goal relates to an issue and a national program, but relevance is unclear	5 Goal explicitly states relationship to a community, school, national, or internatior issue, and a national program	al
Form a Plan:	0	1	2	3	4	5	
<b>Organization</b> 0–5 points	No plan is presented	Plan is presented with minimal steps	Plan is stated with 3–5 steps	Plan is clearly stated with 3–5 steps and a timeline identified	Plan is multi-phased, chronologically sequenced, and has measurable expectations	Plan is multi-phased, chronologically sequenced, has measurable expectation and is realistic and challenging for participants' level	s
Form a Plan: Logistics and Timeline 0-5 points	0 Plan does not include logistics	Logistical and timeline information have been considered, but no evidence is given in the plan	2 Logistics and timeline are somewhat unclear	3 Logistics and timeline have some gaps and need more detailed descriptions	Logistics and timeline are complete but could explain with more detail	Plan identified who, what where, when, why, how and lists abilities, resources, possible barriers, and ways to recognize and measure accomplishments	,
Act: Action Taken on Plan 0–5 points	No action plan presented	1 Some actions are explained	2 All actions are explained	3 All actions are explained with mention of possible barriers and outcomes expected	4 Each action step is taken but explanation given is limited	5 Each action step is taker and full explanation is given of actions and outcomes	

## National Programs in Action Rubric (continued)

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

Evaluator's Comments:	
	TOTA

TOTAL	
(90 points possible)	

Eva	luator#	‡

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



## **NUTRITION AND WELLNESS**

### Rubric

Name of Particip	ant						
Chapter			State	Team #	Station	n# Cate	gory
PORTFOLIO							Points
FCCLA Planning Process Summary Page 0–5 points	<b>0</b> Planning Process summary not provided	1 Inadequate steps in the Planning Process are presented	2 All Planning Process steps are presented but not summarized	3 All Planning Process steps are summarized	4 Evidence that the Planning Process was utilized to plan project	5 The Planning Process is used to plan the project. Each step is fully explained	
Subject Profile 0–10 points	<b>0</b> Not provided	1-2 Profile is included but vaguely referred to	<b>3-4</b> Profile has some evidence of selfassessment	5-6 Explained somewhat, but not documented sources of profile	<b>7-8</b> Documented resources used for profile	9-10 Documented resources used, described role of profile in project	
Evidence of Nutrition and Wellness Research 0–10 points	<b>0</b> Not explained	1-2 Some research done but incomplete information	3-4 Research is current but from unreliable sources and does not adequately cover the topic	5-6 Research is current, appropriate for topic, from reliable sources, does not adequately cover the topic	7-8 Research is current, appropriate for topic, from reliable sources, and adequately covers the topic	9-10 Research is current, from reliable sources, documented correctly, and extensively covers the topic	
Nutrition and Wellness Tracking 0–3 points	<b>0</b> No subjects listed	•	1 e list of subjects and t or appropriate for	Complete list of subject incorrect style	•	<b>3</b> list of subjects, te resources, in a format	
Nutrition and Wellness Concerns 0–3 points	0 No concerns provided	Concern q addressed	1 uestions are	All questions are answ participant shows som reflection on their con and ways to improve i necessary	rered and All questic ne thoroughl cerns shows sign	3 ons are answered y and participant nificant reflection on and ways to improve	
Nutrition and Wellness Goals 0–5 points	<b>0</b> No goals stated	1 1-3 goals are stated, but are not appropriate	2 3-5 appropriate goals are stated	3 3-5 appropriate goals are stated. Goals are some of the following: specific, measurable, attainable, realistic, and timely	4 3-5 appropriate goals are stated. Goals are some of the following: specific, measurable, attainable, realistic, and timely. Steps to reach goals are included	5 3-5 appropriate goals are stated. Goals are specific, measurable, attainable, realistic, and timely. Steps to reach goals are included	
Nutrition Plan 0–4 points	Not pro	vided	1-7 Plan is in	cluded	3- Profile is include	d and complete	
Wellness Plan 0–3 points	<b>0</b> No plan provided	•	1 ded with no value or experiences	Adequate plan provide good variety and value experiences	e of wide varie valuable e	plan provided with a ety of appropriate and experiences. eation is clear and erstood	
Implementation and Reflection 0–5 points	<b>0</b> No activity included	1 Activities poorly documented, reflection provided	2 Activities are adequately documented	Activities are adequately documented and partial reflection on results	Activities are adequately documented and reflection provided	5 Activities are effectively documented, reflection provided and recommendation for change included	

Portfolio is illegible and

unorganized

Appearance 0–3 points

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,

of information

correct grammar and spelling used with effective organization

## Nutrition and Wellness Rubric (continued)

Points

ORAL PRESEN	NTATION						Points
<b>Organization/ Delivery</b> 0 – 10 points	Presentation is not done or presented briefly and does not cover components of the project	1-2 Presentation covers some topic elements	3-4 Presentation covers all topic elements but with minimal information	5-6 Presentation gives complete information but does not explain the project well	7-8 Presentation covers informatio completely but does not flow wel	with a seamless and logical delivery	
Relationship of Family and Consumer Sciences Coursework and Standards 0-5 points	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	5 Knowledge of career and FACS relationship is evident and explained well	
Knowledge of Subject Matter 0-5 points	O Little or no evidence of knowledge	1 Minimal evidence of knowledge	2 Some evidence of knowledge	3 Knowledge of subject matter is evident but not effectively used in presentation	Knowledge of subject matter is evident and share at times in the presentation	5 Knowledge of subject matter is evident and d incorporated throughout the presentation	
Use of Portfolio and Visuals during Presentation 0-5 points	Portfolio and visuals not used during presentation	Portfolio and visuals used to limit amount of speaking time	Portfolio and visuals used minimally during presentation	Portfolio and visuals incorporated throughout presentation	Portfolio and visuals used effectively throughout presentation	Presentation moves seamlessly between oral presentation, portfolio and visuals	
Voice – pitch, tempo, volume 0-3 points	Voice qualities not useffectively	sed Voice qu	<b>1</b> ality is adequate	Voice quality is go improve	ood, but could V	3 Dice quality is outstanding and easing	
Body Language/ Clothing Choice 0-3 points	Uses inappropriate g posture or manneris eye contact/inappro clothing	ms, avoids and eye	1 s, posture, mannerisms contact is inconsistent/ is appropriate	Gestures, posture eye contact, and of appropriate	clothing are ey	3 estures, posture, mannerisms, re contact, and clothing nhance presentation	
Grammar/Word Usage/ Pronunciation 0-3 points	• Extensive (more than grammatical and pro	,	1 -5) grammatical and iation errors	<b>2</b> Few (1-2) gramma pronunciation err	atical and Prors gr	3 resentation has no rammatical or pronunciation rors	
Responses to Evaluators' Questions 0-5 points	O Did not answer evaluators' questions	1 Unable to answer some questions	Responded to all questions but without ease or accuracy	3 Responded adequately to all questions	Gave appropri responses to evaluators' questions	5 ate Responses to questions were appropriate and given without hesitation	

Evaluator's Comments:	
	TOTAL
	(90 points possible)
	Evaluator #

Evaluator # _	
Evaluator Initial _	
Room Consultant Initial	



## **PARLIAMENTARY PROCEDURE**

Name of Participant				
Chapter	State	Team #	Station #	Category

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

## Parliamentary Procedure Rubric (continued)

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

	Point	s
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	
Planning Process	Planning Process	Inadequate steps in	All Planning Process	All Planning Process	Evidence that the	The Planning Process	
Summary Page	summary not provided	the Planning Process	steps are presented	steps are summarized	Planning Process was	is used to plan the	
0–5 points		are presented	but not summarized		utilized to plan project	project. Each step is	
						fully explained	
Evidence of	0	1		2	3	4	
Research	Not explained	Some research don	e but Research is cu	urrent but Researc	h is current, R	esearch is current,	
0-4 points		incomplete informa	ation from unreliab	ole sources appropr	iate for topic, from d	ocumented correctly,	
		·		reliable	sources a	nd appropriate for topic	
Promotion Plan	0	1-2	3-4	5-6	7-8	9-10	
Description	Not evident	The promotion plan	The promotion plan	Promotion plan	Promotion plan has	Promotion plan is very	
0-10 points		has ideas for a few	includes ideas for	includes goals,	goals, objectives, and	detailed, creative,	
•		projects and events	several projects and	objectives, and ideas	ideas for various projects	· · · · · · · · · · · · · · · · · · ·	
		projects and events	events	for various projects	and events throughout	several media, and	
			CVCIICO	and events	the year. The plan	challenges participants	
				throughout the year	includes detailed	to learn and make	
				anoughout the year	descriptions and is	contact in and out of	
					professional in grammar	their classrooms and	
					and organization	schools	
Evidence of	0	1-2	3-4	5-6	7-8	9-10	
Campaign	No evidence provided	Portfolio contains	Portfolio contains	Portfolio contains	Portfolio contains	There is an appropriate	
0–10 points		very limited sample	some of the materials	most of the materials	samples of all materials	, ,	
		of the materials	produced for the	produced for the	produced for the	materials and all are	
		produced for the	campaign	campaign	publicity campaign	creative, innovative,	
		publicity campaign				professional and of	
						high quality	
Evidence of	0		1	2		3	
Technology	No technology used in	project Technolog	y used to develop	Technology and techni	ques used Technolo	gy used to develop	
Used		project bu	t not explained	to develop project are	explained project a	nd materials were	
0–3 points					develope	ed to document project	
Evidence of	0	1	2	3	4	5	
Public	Evidence is missing	The portfolio shows	The portfolio	The portfolio	The portfolio shows	The portfolio shows	
Awareness and		limited information	adequately	extensively shows	areas of public	areas of public	
Promotion		regarding public	addresses the area	areas of public	awareness and	awareness and	
0–5 points		awareness and	of public awareness	awareness and	promotion potential	promotion potential	
		promotion	and promotion	promotion	and the increase	and the increase that	
		•	•	•	that occurred	occurred throughout	
					throughout the	the campaign, and	
					campaign	opportunities or ideas	
					· F · O ·	for improvement	
Relationship to	0	1	2	3	4	5	
Family and	Not included	Vaguely referred to	Explained, but done	Explained fully	Explained fully with	Explained fully with	
Consumer Sciences		- agaciy referred to	so poorly	Explained fully	evidence of some	evidence of mastery	
and/or Related			35 poorty		understanding of	of the content area	
Occupations					content area	or the content area	
0-5 points					content area	_	
Works Cited/	0		1	2		3	
Bibliography	No resources listed		are incomplete, not	Reliable resources but in	· ·	elist of current and	
0–3 points		current, or	not reliable for project	style (see style sheet)	reliable re	esources, in MLA or APA	
					style (see	style sheet)	
Appearance	0		1	2		3	
0–3 points	Portfolio is illegible and		neat, but may contain	Portfolio is neat, legible	, and Neat, legi	ble, professional, correct	
	unorganized		al or spelling errors and	professional, with corre		and spelling used with	
		is organize		and spelling		organization of	
		Ŭ -	•	. •	informati	•	
						-	

## Promote and Publicize FCCLA! Rubric (continued)

**Points** 

Organization/	0	1-2		3-4	5-6	7-8	9-10	
elivery	Presentation is not	Presentation co	overs Presenta	tion covers Preser	ntation gives	Presentation cove	ers Presentation covers all	
) – 10 points	done or presented	some topic ele	ments all topic e		ete information	information	relevant information with a	
	briefly and does not	,	with min		es not explain	completely but do		
	cover components of		informati		oject well	not flow well	delivery	
to accelerate at	the project			<u> </u>	•			-
(nowledge of Subject Matter	0	1		2	3	4	5	
0-5 points	Little or no evidence	Minimal evider			edge of subject	Knowledge of sub		
o o points	of knowledge	knowledge	knowledg	•	r is evident but	matter is evident		
					fectively used in	shared at times in		
					ntation	presentation	the presentation	
Jse of Portfolio	0	1		2	3	4	5	
and Visuals	Portfolio and visuals	Portfolio and			olio and visuals	Portfolio and vis		
during Presentation	not used during	used to limit	used mir	, ,	oorated	used effectively	seamlessly between oral	
0-5 points	presentation	amount of spe	eaking during p	resentation throu	ghout	throughout	presentation, portfolio	
·		time		prese	ntation	presentation	and visuals	
Voice – pitch,	0		1		2		3	
tempo, volume	Voice qualities not use	d	Voice quality is ade	quate Voi	ce quality is good	, but could	Voice quality is outstanding and	
0-3 points	effectively			imp	rove		pleasing	
Body Language/	0		1		2		3	
Clothing Choice	Uses inappropriate ges	tures,	Gestures, posture,	mannerisms Ges	tures, posture, m	nannerisms,	Gestures, posture, mannerisms,	
0-3 points	posture or mannerism	s, avoids	and eye contact is i	nconsistent/ eye	contact, and clot	thing are	eye contact, and clothing enhance	
	eye contact/inappropr	iate	clothing is appropri	ate app	ropriate		presentation	
	clothing							
Grammar/Word	0		1		2		3	
Usage/	Extensive (more than 5	5)	Some (3-5) gramma	ntical and Few	v (1-2) grammatio	cal and	Presentation has no grammatical	
Pronunciation	grammatical and proni	unciation	pronunciation erro	rs pro	nunciation errors	;	or pronunciation errors	
0-3 points	errors							
Responses to	0	1		2	3	4	5	
Evaluators'	Did not answer	Unable to answ	er Responde	ed to all Respo	nded	Gave appropriate	Responses to questions	
Questions	evaluators' questions	some question	s questions	s but adequ	ately to all	responses to	were appropriate and given	
0-5 points			without 6	ease or questi	ons	evaluators' questi	ons without hesitation	
			accuracy					
WRITING SA	MPLE OUTLINE							
Knowledge of	0		1-2		3-4		5-6	
Public Relations	Writing sample outline	not Demons	trates an attempt a	at sample Demons	strates some know	wledge of De	emonstrates high level of	
0-6 points	done		real knowledge		d sample	· ·	lowledge and skills and knowledge	
	··· <b>v</b>	241100		. equirec	p		required sample parts	
Professionalism		0		1		01	7	+
0-2 points	Writing sample outline	not done	Samnle	is unorganized and ha	s grammatical eri	rors Sample is on	ganized, neat, and without	
•	With Sample Outline	HOL GOILE	Jampie	is anorganized and Ha	branniancai Cil	grammatical	•	1

Evaluator's Comments:	
	/00 :

<b>TOTAL</b> (90 points possible)	
Evaluator	#
Evaluator Initia	l
Room Consultant Initial	

### **RECYCLE AND REDESIGN**

#### Rubric

Name of Participa	ant						
Chapter			State_	Team #	Statio	on # Cate	gory
DISPLAY							Points
FCCLA Planning Process Summary Page 0–5 points	Planning Process summary not provided	I Inadequate steps in the Planning Process are presented	All Planning Process steps are presented but not summarized	<b>3</b> All Planning Process steps are summarized	4 Evidence that the Planning Process was utilized to plan project	5 The Planning Process is used to plan the project. Each step is fully explained	
Material Profile 0-6 points	<b>0</b> No information provided	Information	•	<b>3-4</b> Most information provide	ed Very	<b>5-6</b> thorough information	
Cost Itemization 0-3 points	<b>0</b> No cost itemization	Many omis errors in ca	1 sions in itemization and Ilculation	<b>2</b> Most items shown and o two errors in calculation	nly one or Complete	<b>3</b> ly accurate and thorough	
Time Log 0-1 point		<b>0</b> No time log provided			<b>1</b> Time log provided		
Photo Storyboard 0-3 points	<b>0</b> No storyboard in project	Limited pho arrangeme	1 otographs and confusing nt	Adequate photographs a a clear and logical format	•	3 Ite number of photographs, well to tell a story	
<b>Display</b> 0-5 points	<b>0</b> Display not used during presentation	Display has many errors, does not show evidence of originality and is not aesthetically pleasing	2 Display has minimal visual appeal and lacks originality	3 Display needs some improvement in content and design	4 Display has good word, color, and design choice	5 Display is creative, appropriate, and of high quality	
		acstrictically picasing					
ORAL PRESENT	ATION	destrictionly preasing					
ORAL PRESENT. Organization/ Delivery 0 – 10 points	O Presentation is not done or presented briefly and does not cover components of the project	1-2 Presentation covers some topic elements	<b>3-4</b> Presentation covers all topic elements but with minimal information	5-6 Presentation gives complete information but does not explain the project well	7-8 Presentation covers information completely but does not flow well	9-10 Presentation covers all relevant information with a seamless and logical	
Organization/ Delivery	O Presentation is not done or presented briefly and does not cover components of	1-2 Presentation covers	Presentation covers all topic elements but with minimal	Presentation gives complete information but does not explain	Presentation covers information completely but does	Presentation covers all relevant information with a	
Organization/ Delivery 0 – 10 points  Knowledge of Recycling and Environmental Sustainability	Presentation is not done or presented briefly and does not cover components of the project  O  Little or no evidence	1-2 Presentation covers some topic elements  1 Minimal evidence of	Presentation covers all topic elements but with minimal information	Presentation gives complete information but does not explain the project well  3  Knowledge of recycling is evident but not effectively	Presentation covers information completely but does not flow well  4  Knowledge of recycling is evident and shared at times in	Presentation covers all relevant information with a seamless and logical delivery  5  Knowledge of recycling is evident and incorporated throughout the	
Organization/ Delivery 0 – 10 points  Knowledge of Recycling and Environmental Sustainability 0-5 points  Use of Display during Presentation	Presentation is not done or presented briefly and does not cover components of the project  O Little or no evidence of knowledge  O Display not used	1-2 Presentation covers some topic elements  1 Minimal evidence of knowledge  1 Display used to limit amount of speaking	Presentation covers all topic elements but with minimal information  2 Some evidence of knowledge  2 Display used minimally during presentation  1	Presentation gives complete information but does not explain the project well  3 Knowledge of recycling is evident but not effectively used in presentation  3 Display incorporated throughout	Presentation covers information completely but does not flow well  4 Knowledge of recycling is evident and shared at times in the presentation  4 Display used effectively throughout presentation	Presentation covers all relevant information with a seamless and logical delivery  5 Knowledge of recycling is evident and incorporated throughout the presentation  5 Presentation moves seamlessly between oral presentation	
Organization/ Delivery 0 – 10 points  Knowledge of Recycling and Environmental Sustainability 0-5 points  Use of Display during Presentation 0-5 points  Voice – pitch, tempo, volume	Presentation is not done or presented briefly and does not cover components of the project  O Little or no evidence of knowledge  O Display not used during presentation  O Voice qualities not used	1-2 Presentation covers some topic elements  1 Minimal evidence of knowledge  1 Display used to limit amount of speaking time  Voice quality  ures, Gestures, posavoids and eye cont	Presentation covers all topic elements but with minimal information  2 Some evidence of knowledge  2 Display used minimally during presentation  1 is adequate  1 sture, mannerisms act is inconsistent/	Presentation gives complete information but does not explain the project well  3 Knowledge of recycling is evident but not effectively used in presentation  3 Display incorporated throughout presentation  2 Voice quality is good, but of	Presentation covers information completely but does not flow well  4 Knowledge of recycling is evident and shared at times in the presentation  4 Display used effectively throughout presentation  could Voice qual pleasing	Presentation covers all relevant information with a seamless and logical delivery  5 Knowledge of recycling is evident and incorporated throughout the presentation  5 Presentation moves seamlessly between oral presentation and display  3 lity is outstanding and  3 posture, mannerisms, ct, and clothing enhance	

pronunciation errors

evaluators' questions

Unable to answer

some questions

Did not answer

0-3 points

Responses to

Evaluators'

Questions

0-5 points

Responded to all

questions but

accuracy

without ease or

3

Responded adequately

to all questions

4

evaluators' questions

Gave appropriate

responses to

Responses to

questions were

appropriate and given

without hesitation

# Recycle and Redesign Rubric (continued)

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

Evaluator's Comments:	TOTAL (90 points possible)	
	Evaluator # _	
	Evaluator Initial _ Room Consultant Initial	



## **RECYCLE AND REDESIGN**

## Skill Area Rubric

oter		State Tea	m #	Station #	Category
NSTRUCTIONS: Circle the appropriate rating fight. Provide comments on the page to help mprovement. Verify points total, and enter in	p participants υ	inderstand their ratio	ngs in terms of str	engths and areas f	or
EVALUATION CRITERIA ossible Points: 0–24					Poi
Good choice of item for recycling	0 = Not done	1 = Choose Better	2 = Good Choice	3 = Excellent Choice	
More than one recyclable item in one product	<b>0</b> = Not done	1 = Only One Item	2 = Two Items	3 = Two+ Items	
Innovative use of recyclables	<b>0</b> = Not done	1 = Could Use Better	2 = Good Use	3 = Excellent Use	
Conservation theme or slogan	<b>0</b> = Not done	1 = Improve Theme	2 = Good Theme	3 = Excellent Theme	
Design of an energy-saving product	<b>0</b> = Not done	1 = Improve Design	2 = Good Design	3 = Excellent Design	
Design of a product that promotes environmentalism	<b>0</b> = Not done	1 = Improve Design	2 = Good Design	<b>3</b> = Excellent Design	
■ Name of product	<b>0</b> = Not done	1 = Improve Name	2 = Good Name	3 = Excellent Name	
Sketch of accessory design	<b>0</b> = Not done	1 = Inaccurate Sketch	2 = Good Sketch	3 = Excellent Sketch	
☐ Shaped seams, edges, and/or corners	<b>0</b> = Not done	1 = Improve Quality	2 = Good Quality	3 = Excellent Quality	,
Pocket(s)	<b>0</b> = Not done	1 = Improve Quality	2 = Good Quality	3 = Excellent Quality	,
Gathers and/or ruffles	<b>0</b> = Not done	1 = Improve Quality	2 = Good Quality	3 = Excellent Quality	,
Strap, tie, or band	<b>0</b> = Not done	1 = Improve Quality	2 = Good Quality	3 = Excellent Quality	,
Lining, facing, and/or interfacing	<b>0</b> = Not done	1 = Improve Quality	2 = Good Quality	3 = Excellent Quality	,
Application of trims	<b>0</b> = Not done	1 = Improve Quality	2 = Good Quality	3 = Excellent Quality	,
Use of embellishments	<b>0</b> = Not done	1 = Improve Quality	2 = Good Quality	3 = Excellent Quality	,
Embroidery, hand or machine	<b>0</b> = Not done	1 = Improve Quality	2 = Good Quality	3 = Excellent Quality	,
■ Napped fabric or one-way print	<b>0</b> = Not done	1 = Improve Quality	2 = Good Quality	3 = Excellent Quality	,
■ Basic Marketing Plan	<b>0</b> = Not done	1 = Improve Quality	2 = Good Quality	3 = Excellent Quality	,
☐ Sanding, Painting, or Staining	<b>0</b> = Not done	1 = Improve Quality	2 = Good Quality	3 = Excellent Quality	,
Gluing, stapling, sawing	<b>0</b> = Not done	1 = Improve Quality	2 = Good Quality	3 = Excellent Quality	,
Application or use of decorative hardware	<b>0</b> = Not done	1 = Improve Quality	2 = Good Quality	3 = Excellent Quality	,
Application or use of construction hardware	<b>0</b> = Not done	1 = Improve Quality	2 = Good Quality	3 = Excellent Quality	,
☐ Wiring or fastening with various mediums	<b>0</b> = Not done	1 = Improve Quality	2 = Good Quality	3 = Excellent Quality	

TOTAL SCORE FOR SKILL AREA
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(24 points possible)



## **SPORTS NUTRITION**

Name of Particip	ant						
Chapter			State	Team #	Sta	tion # Cate	gory
FILE FOLDER CON	TENTS						Points
FCCLA Planning Process Summary Page 0–5 points	<b>0</b> Planning Process summary not provided	1 Inadequate steps in the Planning Process are presented	2 All Planning Process steps are presented but not summarized	<b>3</b> All Planning Process steps are summarized	4 Evidence that the Planning Process was utilized to plan projec	· · · · · · · · · · · · · · · · · · ·	
Sport and Training Summary Pages 0-8 points	<b>0</b> Not provided	_	1-2-3 wo or more nts and is poorly written	<b>4-5-6</b> Missing one componer lacked detail	trainin; length genera needs	7-8 ed specific physical demands, g schedule, frequency and of competitions, and I nutritional and hydration of student athletes eting in this sport	
Student Athlete Demographic Page 0-3 points	Not provided	_	1 vo or more nts and is poorly written	2 Missing one componer lacks details	athlete name, and ac	3 ugh description of student e, including gender, first age, height, goal weight, tivity level, as well as any c health concerns	
Student Athlete Daily Schedule Page 0-3 points	<b>0</b> Not provided	Missing tw componen	1 ro or more ats and is poorly written	2 Missing one componer lacks details	nt and Provide to inc	3 de typical daily schedule lude school schedule, ng schedule, sleep, and responsibilities	
Works Cited/ Bibliography 0–3 points	<b>0</b> No resources listed		1 are incomplete, not not reliable for project	Reliable resources but in style (see style sheet)	ncorrect Comple	3 ete list of current and reliable ces, in MLA or APA style (see	
<b>NUTRITION AN</b>	ID HYDRATION P	LAN					
<b>Nutrition Plan Goals</b> 0-5 points	<b>0</b> Not provided	1 1-3 goals are stated or do not address all required components	3-5 goals are stated, but do not address all required components	3-5 goals are stated, addressing all required components	3-5 appropriate goals are stated, addressing all required components	Addresses 3-5 goals, including nutritional needs, hydration, and performance. Weight goal is identified. Goals are specific, measurable, attainable, realistic and timely	
Nutrition and Hydration Plan 0-15 points	<b>0</b> Not provided	<b>1-2-3</b> Limited plan provided	4-5-6 Plan provided but not well explained	<b>7-8-9</b> Plan provided and explained	10-11-12 Adequate plan provided with appropriate and realistic recommendation	13-14-15 Extensive plan provided appropriate and realistic recommendations.	
Nutritional Evaluation 0-10 points	<b>0</b> Not provided	1-2 Minimal information provided	3-4 Analysis is incomplete, or does not fully meet the needs	5-6 Analysis is complete but does not include information on DRIs or RDAs for the athlete	7-8 Analysis is complete, meets most needs and i presented in a consistent forma	9-10 Analysis is complete, meets s athlete needs, and discrepancies are	
Management Tool 0-5 points	<b>0</b> Not provided	Difficult to use or understand, does not meet the needs of the athlete	Somewhat complicated, and does not meet the needs or schedule of the athlete	Basy to understand and use, does not appear to meet athlete's needs	Easy to understand and use, generally meets the needs of the athlete	5 Excellent, easy to understand and use fully meets the athlete's needs and schedule	,

# Sports Nutrition (continued)

Points

ORAL PRESEN	NTATION						
Organization/ Delivery 0 – 10 points	Presentation is not done or presented briefly and does not cover components of the project	1-2 Presentation covers some topic elements	3-4 Presentation covers all topic elements but with minimal information	5-6 Presentation gives complete information but does not explain the project well		9-10 Presentation covers all relevant information with a seamless and logical delivery	
Knowledge of Subject Matter 0-5 points	0 Little or no evidence of knowledge	1 Minimal evidence of knowledge	2 Some evidence of knowledge	Knowledge of subjec matter is evident but not effectively used i presentation	matter is evident and	5 Knowledge of subject matter is evident and incorporated throughout the presentation	
Use of Visuals during Presentation 0-4 points	<b>0</b> Visuals are not used during presentation	1 g Limited use during presentation	Incorporated presentation	•	, •	4 ignificantly enhances the resentation	
Voice – pitch, tempo, volume 0-3 points	<b>0</b> Voice qualities not used effectively	Voice qual	<b>1</b> ity is adequate	Voice quality is good improve	d, but could Voice qu	3 ality is outstanding and	
Body Language/ Clothing Choice 0-3 points	Uses inappropriate gestu posture or mannerisms, eye contact/inappropriation	avoids and eye co	1 posture, mannerisms intact is inconsistent/ appropriate	Gestures, posture, r eye contact, and clo appropriate	othing are eye cont	3 , posture, mannerisms, act, and clothing presentation	
Grammar/Word Usage/ Pronunciation 0-3 points	0 Extensive (more than 5) grammatical and pronun errors	•	1 grammatical and tion errors	<b>2</b> Few (1-2) grammati pronunciation error		3 tion has no grammatical nciation errors	
Responses to Evaluators' Questions 0-5 points	<b>0</b> Did not answer evaluators' questions	1 Unable to answer some questions	Responded to all questions but without ease or accuracy	3 Responded adequately to all questions	4 Gave appropriate responses to evaluators' questions	5 Responses to questions were appropriate and given without hesitation	

points	evaluators' questions	some questions	ease or accuracy	adequately to all questions	responses to evaluators' questions	questions were appropriate and given without hesitation	
Evaluator	r's Comments:						
Evaluator	r s comments:					TOTAL	
					(90 poir	nts possible)	
						Evaluator #	
						Evaluator Initial	
					Room C	onsultant Initial	



## **TEACH AND TRAIN—Junior**

Name of Participant					
Chapter	State	Team #	Station #	Category	

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

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

		without hesitation	
Evaluator's Comments:	Evaluator # Evaluator Initial Room Consultant Initial	TOTAL (90 points possible)	
		<del></del>	



## TEACH AND TRAIN—Senior and Occupational Rubric

Name of Participant				
Chapter	State	Team #	Station #	Category

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

Shadowing							
	0	1	2	3	4	5	
Experience	No shadowing	Shadowing	Shadowing	Shadowing	Shadowing	Shadowing experience	
0-5 points	experience done	experience was	experience done	experience with a	experience with a	with a best practices	
		done with a best	with a best practice	s best practices	best practices	educator is documented	
		practices educator	educator but is	educator is	educator is	extensively. Participant	
			documented	documented	documented	indicates the effect of	
			minimally	extensively	extensively.	the experience on their	
			. ,	,	Participant indicates	future career plans. The	
					the effect of the	lesson/workshop plan	
					experience on their	was presented by the	
					future career plans	participant during their	
					ruture career plans		
						shadowing experience	
Evidence of	0	1	2	3	4	5	
Technology Used	No technology used in	Technology used to	Technology used to	Technology and	Technology used to	Technology used to	
0-5 points	lesson/workshop planning or execution	develop or execute	develop or execute	techniques used to	develop or execute	develop or execute	
	planning of execution	lesson/workshop not	lesson/workshop but	develop or execute	lesson/workshop was	lesson/workshop was	
		explained	not explained in	lesson/workshop are	explained thoroughly	explained thoroughly	
			portfolio	explained		and materials were	
						developed to document	
						project	
Vorks Cited/	0		1	2		3	
Bibliography	No resources listed	Resources	are incomplete, not	Reliable resources but	incorrect Complete	list of current and	
0–3 points	110 1000 01000 110100		not reliable for project	style (see style sheet)		esources, in MLA or APA	
o points		current, Or	nocrenable for project	Style (See Style Slieel)		•	
					style (see	style sheet)	
Appearance	0		1	2		3	
0–3 points	Portfolio is illegible and		neat, but may contain			ble, professional, correct	
	unorganized	•	al or spelling errors and	professional, with corr	0	and spelling used with	
		is organized	d poorly	and spelling	effective	organization of information	
ORAL PRESENT	ATION						
Organization/	0	1-2	3-4	5-6	7-8	9-10	
Delivery	Presentation is not	Presentation covers	Presentation covers	Presentation gives	Presentation covers	Presentation covers all	
0 – 10 points	done or presented	some topic elements	all topic elements but	•	information	relevant information	
·	briefly and does not	some topic elements	with minimal	•		with a seamless and	
	cover components of			but does not explain	completely but does		
	the project		information	the project well	not flow well	logical delivery	
Knowledge of	0	1	2	3	4	5	
	U	-					
Selected Career	Little or no evidence	Minimal evidence of	Some evidence	Knowledge of selected	Knowledge of selected	Knowledge of selected	
Selected Career	•	_		Knowledge of selected career is evident but	Knowledge of selected career is evident and	Knowledge of selected career is evident and	
Selected Career	Little or no evidence	Minimal evidence of	of knowledge	•	•	career is evident and	
Selected Career	Little or no evidence	Minimal evidence of	of knowledge	career is evident but not shared in	career is evident and shared at times in	career is evident and incorporated throughout	
Selected Career 0-5 points	Little or no evidence of knowledge	Minimal evidence of knowledge	of knowledge	career is evident but not shared in presentation	career is evident and	career is evident and	
Selected Career 0-5 points Relationship of	Little or no evidence of knowledge	Minimal evidence of knowledge	of knowledge	career is evident but not shared in presentation	career is evident and shared at times in presentation	career is evident and incorporated throughout the presentation	
Selected Career 0-5 points  Relationship of Family and	Little or no evidence of knowledge  0  No evidence of	Minimal evidence of knowledge  1 Minimal evidence of	of knowledge  2  Some knowledge of	career is evident but not shared in presentation  3 Knowledge of career	career is evident and shared at times in presentation  4  Knowledge of career	career is evident and incorporated throughout the presentation  5  Knowledge of career	
Selected Career 0-5 points  Relationship of Family and Consumer Sciences	Little or no evidence of knowledge  O  No evidence of relationship	Minimal evidence of knowledge  1 Minimal evidence of career knowledge and	of knowledge  2  Some knowledge of relationship of	career is evident but not shared in presentation 3 Knowledge of career and FACS	career is evident and shared at times in presentation  4  Knowledge of career and relationship to	career is evident and incorporated throughout the presentation  5  Knowledge of career and FACS relationship	
Selected Career 0-5 points  Relationship of Family and Consumer Sciences Coursework and	Little or no evidence of knowledge  O  No evidence of relationship between career and	Minimal evidence of knowledge  1 Minimal evidence of career knowledge and FACS coursework	2 Some knowledge of relationship of career and FACS	career is evident but not shared in presentation  3  Knowledge of career and FACS coursework but not	career is evident and shared at times in presentation  4  Knowledge of career and relationship to FACS is evident and	career is evident and incorporated throughout the presentation  5  Knowledge of career and FACS relationship is evident and	
Selected Career 0-5 points  Relationship of Family and Consumer Sciences Coursework and Standards 0-5 points	Little or no evidence of knowledge  O  No evidence of relationship	Minimal evidence of knowledge  1 Minimal evidence of career knowledge and	of knowledge  2  Some knowledge of relationship of	career is evident but not shared in presentation 3 Knowledge of career and FACS	career is evident and shared at times in presentation  4  Knowledge of career and relationship to	career is evident and incorporated throughout the presentation  5  Knowledge of career and FACS relationship	
Relationship of Family and Consumer Sciences Coursework and Standards 5-5 points Use of Portfolio and	Little or no evidence of knowledge  O  No evidence of relationship between career and	Minimal evidence of knowledge  1 Minimal evidence of career knowledge and FACS coursework	2 Some knowledge of relationship of career and FACS	career is evident but not shared in presentation  3  Knowledge of career and FACS coursework but not	career is evident and shared at times in presentation  4  Knowledge of career and relationship to FACS is evident and	career is evident and incorporated throughout the presentation  5  Knowledge of career and FACS relationship is evident and	
Relationship of Family and Consumer Sciences Coursework and Standards 0-5 points Use of Portfolio and Visuals during	Little or no evidence of knowledge  0  No evidence of relationship between career and FACS	Minimal evidence of knowledge  1 Minimal evidence of career knowledge and FACS coursework relationship	2 Some knowledge of relationship of career and FACS coursework	career is evident but not shared in presentation  3  Knowledge of career and FACS coursework but not shared  3	career is evident and shared at times in presentation  4  Knowledge of career and relationship to FACS is evident and shared	career is evident and incorporated throughout the presentation  5  Knowledge of career and FACS relationship is evident and explained well	
Relationship of Family and Consumer Sciences Coursework and Standards 0-5 points Use of Portfolio and Visuals during Presentation	Little or no evidence of knowledge  O  No evidence of relationship between career and FACS  O	Minimal evidence of knowledge  1 Minimal evidence of career knowledge and FACS coursework relationship  1	2 Some knowledge of relationship of career and FACS coursework 2	career is evident but not shared in presentation  3  Knowledge of career and FACS coursework but not shared  3	career is evident and shared at times in presentation  4  Knowledge of career and relationship to FACS is evident and shared	career is evident and incorporated throughout the presentation  5  Knowledge of career and FACS relationship is evident and explained well  5	
Relationship of Family and Consumer Sciences Coursework and Standards 0-5 points Use of Portfolio and Visuals during Presentation	O No evidence of relationship between career and FACS  O Portfolio and visuals	Minimal evidence of knowledge  1 Minimal evidence of career knowledge and FACS coursework relationship  1 Portfolio and visuals	2 Some knowledge of relationship of career and FACS coursework  2 Portfolio and visuals	career is evident but not shared in presentation  3  Knowledge of career and FACS coursework but not shared  3  Portfolio and visuals	career is evident and shared at times in presentation  4  Knowledge of career and relationship to FACS is evident and shared  4  Portfolio and visuals	career is evident and incorporated throughout the presentation  5  Knowledge of career and FACS relationship is evident and explained well  5  Presentation moves	
Relationship of Family and Consumer Sciences Coursework and Standards 0-5 points Use of Portfolio and Visuals during Presentation	Uittle or no evidence of knowledge  O No evidence of relationship between career and FACS  O Portfolio and visuals not used during	Minimal evidence of knowledge  1 Minimal evidence of career knowledge and FACS coursework relationship  1 Portfolio and visuals used to limit amount	2 Some knowledge of relationship of career and FACS coursework  2 Portfolio and visuals used minimally	career is evident but not shared in presentation  3  Knowledge of career and FACS coursework but not shared  3  Portfolio and visuals incorporated throughout	career is evident and shared at times in presentation  4  Knowledge of career and relationship to FACS is evident and shared  4  Portfolio and visuals used effectively throughout	career is evident and incorporated throughout the presentation  5  Knowledge of career and FACS relationship is evident and explained well  5  Presentation moves seamlessly between oral presentation,	
Relationship of Family and Consumer Sciences Coursework and Standards 0-5 points Use of Portfolio and Visuals during Presentation 0-5 points	United and presentation	Minimal evidence of knowledge  1 Minimal evidence of career knowledge and FACS coursework relationship  1 Portfolio and visuals used to limit amount	2 Some knowledge of relationship of career and FACS coursework  2 Portfolio and visuals used minimally during presentation	career is evident but not shared in presentation  3  Knowledge of career and FACS coursework but not shared  3  Portfolio and visuals incorporated throughout presentation	career is evident and shared at times in presentation  4  Knowledge of career and relationship to FACS is evident and shared  4  Portfolio and visuals used effectively	career is evident and incorporated throughout the presentation  5  Knowledge of career and FACS relationship is evident and explained well  5  Presentation moves seamlessly between	
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Relationship of Family and Consumer Sciences Coursework and Standards 0-5 points Use of Portfolio and Visuals during Presentation 0-5 points Use of Portfolio and Visuals during Presentation 0-6 points Use of Portfolio and Visuals during Presentation 0-7 points Use pitch, tempo, volume	Little or no evidence of knowledge  O No evidence of relationship between career and FACS  O Portfolio and visuals not used during presentation  O Voice qualities not used	Minimal evidence of knowledge  1 Minimal evidence of career knowledge and FACS coursework relationship  1 Portfolio and visuals used to limit amount of speaking time	2 Some knowledge of relationship of career and FACS coursework  2 Portfolio and visuals used minimally during presentation	career is evident but not shared in presentation  3 Knowledge of career and FACS coursework but not shared  3 Portfolio and visuals incorporated throughout presentation  2 Voice quality is good	career is evident and shared at times in presentation  4  Knowledge of career and relationship to FACS is evident and shared  4  Portfolio and visuals used effectively throughout presentation  but could  Voice qua	career is evident and incorporated throughout the presentation  5  Knowledge of career and FACS relationship is evident and explained well  5  Presentation moves seamlessly between oral presentation,	
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Relationship of Family and Consumer Sciences Coursework and Standards 0-5 points Use of Portfolio and Visuals during Presentation 0-5 points Voice – pitch, tempo, volume 0-3 points Body Language/ Clothing Choice	Little or no evidence of knowledge  O No evidence of relationship between career and FACS  O Portfolio and visuals not used during presentation  O Voice qualities not used effectively  O Uses inappropriate gesi	Minimal evidence of knowledge  1 Minimal evidence of career knowledge and FACS coursework relationship 1 Portfolio and visuals used to limit amount of speaking time  Voice qual	2 Some knowledge of relationship of career and FACS coursework  2 Portfolio and visuals used minimally during presentation  1 ity is adequate  1 posture, mannerisms	career is evident but not shared in presentation  3 Knowledge of career and FACS coursework but not shared  3 Portfolio and visuals incorporated throughout presentation  2 Voice quality is good, improve  2 Gestures, posture, m	career is evident and shared at times in presentation  4  Knowledge of career and relationship to FACS is evident and shared  4  Portfolio and visuals used effectively throughout presentation  but could  Voice quapleasing  annerisms,  Gestures,	career is evident and incorporated throughout the presentation  5 Knowledge of career and FACS relationship is evident and explained well  5 Presentation moves seamlessly between oral presentation, portfolio and visuals  3 ality is outstanding and  3 , posture, mannerisms,	
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Relationship of Family and Consumer Sciences Coursework and Standards 0-5 points Use of Portfolio and Visuals during Presentation 0-5 points Voice – pitch, tempo, volume 0-3 points Body Language/ Clothing Choice 0-3 points Grammar/Word	Little or no evidence of knowledge  O No evidence of relationship between career and FACS  O Portfolio and visuals not used during presentation  O Voice qualities not used effectively  O Uses inappropriate gest posture or mannerisms	Minimal evidence of knowledge  1 Minimal evidence of career knowledge and FACS coursework relationship  1 Portfolio and visuals used to limit amount of speaking time  Voice qual tures, Gestures, avoids eye and eye co	2 Some knowledge of relationship of career and FACS coursework  2 Portfolio and visuals used minimally during presentation  1 ity is adequate  1 posture, mannerisms intact is inconsistent/	career is evident but not shared in presentation  3 Knowledge of career and FACS coursework but not shared  3 Portfolio and visuals incorporated throughout presentation  2 Voice quality is good, improve  2 Gestures, posture, m eye contact, and clot	career is evident and shared at times in presentation  4  Knowledge of career and relationship to FACS is evident and shared  4  Portfolio and visuals used effectively throughout presentation  but could  Voice quapleasing  annerisms, Gestures, hing are  Gestures, eye contains	career is evident and incorporated throughout the presentation  5 Knowledge of career and FACS relationship is evident and explained well  5 Presentation moves seamlessly between oral presentation, portfolio and visuals  3 ality is outstanding and  3 , posture, mannerisms, act, and clothing	
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Relationship of Family and Consumer Sciences Coursework and Standards 0-5 points Use of Portfolio and Visuals during Presentation 0-5 points  Voice – pitch, tempo, volume 0-3 points  Voice John Choice 0-3 points  Grammar/Word Usage/Pronunciation	Little or no evidence of knowledge  O No evidence of relationship between career and FACS  O Portfolio and visuals not used during presentation  O Voice qualities not used effectively  O Uses inappropriate gest posture or mannerisms contact/inappropriate	Minimal evidence of knowledge  1 Minimal evidence of career knowledge and FACS coursework relationship  1 Portfolio and visuals used to limit amount of speaking time  Voice qual  tures, Gestures, avoids eye clothing Gestures, and eye coclothing is	2 Some knowledge of relationship of career and FACS coursework  2 Portfolio and visuals used minimally during presentation  1 ity is adequate  1 posture, mannerisms intact is inconsistent/appropriate  1 grammatical and	career is evident but not shared in presentation  3 Knowledge of career and FACS coursework but not shared  3 Portfolio and visuals incorporated throughout presentation  2 Voice quality is good, improve  2 Gestures, posture, m eye contact, and clot appropriate  2	career is evident and shared at times in presentation  4  Knowledge of career and relationship to FACS is evident and shared  4  Portfolio and visuals used effectively throughout presentation  but could Voice quapleasing  annerisms, Gestures, hing are eye contagentation  al and Presentation	career is evident and incorporated throughout the presentation  5 Knowledge of career and FACS relationship is evident and explained well  5 Presentation moves seamlessly between oral presentation, portfolio and visuals  3 ality is outstanding and  3 , posture, mannerisms, act, and clothing presentation  3	
Relationship of Family and Consumer Sciences Coursework and Standards 0-5 points Use of Portfolio and Visuals during Presentation 0-5 points  Voice – pitch, tempo, volume 0-3 points  Body Language/ Clothing Choice 0-3 points  Grammar/Word Usage/ Pronunciation 0-3 points	Little or no evidence of knowledge  O No evidence of relationship between career and FACS  O Portfolio and visuals not used during presentation  O Voice qualities not used effectively  O Uses inappropriate gest posture or mannerisms contact/inappropriate of the contact of the	Minimal evidence of knowledge  1 Minimal evidence of career knowledge and FACS coursework relationship  1 Portfolio and visuals used to limit amount of speaking time  d Voice qual  tures, Gestures, I, avoids eye clothing clothing is  grammatica Some (3-5) s pronunciat	2 Some knowledge of relationship of career and FACS coursework  2 Portfolio and visuals used minimally during presentation  1 ity is adequate  1 posture, mannerisms intact is inconsistent/appropriate 1 grammatical and tion errors	career is evident but not shared in presentation  3 Knowledge of career and FACS coursework but not shared  3 Portfolio and visuals incorporated throughout presentation  2 Voice quality is good improve  2 Gestures, posture, m eye contact, and clot appropriate  2 Few (1-2) grammatic pronunciation errors	career is evident and shared at times in presentation  4 Knowledge of career and relationship to FACS is evident and shared  4 Portfolio and visuals used effectively throughout presentation  but could Voice quapleasing  annerisms, Gestures, eye contagen and Presentation  all and Presentation	career is evident and incorporated throughout the presentation  5 Knowledge of career and FACS relationship is evident and explained well  5 Presentation moves seamlessly between oral presentation, portfolio and visuals  3 ality is outstanding and  3 a, posture, mannerisms, act, and clothing presentation  3 tion has no grammatical niciation errors	
Relationship of Family and Consumer Sciences Coursework and Standards 0-5 points Use of Portfolio and Visuals during Presentation 0-5 points  Voice – pitch, tempo, volume 0-3 points  Body Language/ Clothing Choice 0-3 points  Grammar/Word Usage/ Pronunciation 0-3 points  Responses to	Little or no evidence of knowledge  O No evidence of relationship between career and FACS  O Portfolio and visuals not used during presentation  O Voice qualities not used effectively  O Uses inappropriate gest posture or mannerisms contact/inappropriate  O Extensive (more than 5) and pronunciation error	Minimal evidence of knowledge  1 Minimal evidence of career knowledge and FACS coursework relationship  1 Portfolio and visuals used to limit amount of speaking time  d Voice qual  tures, Gestures, and eye co clothing is  grammatica Some (3-5) pronuncial	2 Some knowledge of relationship of career and FACS coursework  2 Portfolio and visuals used minimally during presentation  1 ity is adequate  1 posture, mannerisms intact is inconsistent/appropriate 1 grammatical and tion errors  2	career is evident but not shared in presentation  3 Knowledge of career and FACS coursework but not shared  3 Portfolio and visuals incorporated throughout presentation  2 Voice quality is good improve  2 Gestures, posture, m eye contact, and clot appropriate  2 Few (1-2) grammatic pronunciation errors	career is evident and shared at times in presentation  4 Knowledge of career and relationship to FACS is evident and shared  4 Portfolio and visuals used effectively throughout presentation  but could Voice quapleasing  annerisms, Gestures eye containents eye containents or pronuits	career is evident and incorporated throughout the presentation  5 Knowledge of career and FACS relationship is evident and explained well  5 Presentation moves seamlessly between oral presentation, portfolio and visuals  3 ality is outstanding and  3 a, posture, mannerisms, act, and clothing presentation  3 ation has no grammatical inciation errors	
Selected Career 0-5 points  Relationship of Family and Consumer Sciences Coursework and Standards 0-5 points  Use of Portfolio and Visuals during Presentation 0-5 points  Voice – pitch, tempo, volume 0-3 points  Body Language/ Clothing Choice 0-3 points  Grammar/Word Usage/ Pronunciation 0-3 points  Responses to Evaluators'	Little or no evidence of knowledge  O No evidence of relationship between career and FACS  O Portfolio and visuals not used during presentation  O Voice qualities not used effectively  O Uses inappropriate gest posture or mannerisms contact/inappropriate of the contact of the	Minimal evidence of knowledge  1 Minimal evidence of career knowledge and FACS coursework relationship  1 Portfolio and visuals used to limit amount of speaking time  d Voice qual  tures, Gestures, I, avoids eye clothing clothing is  grammatica Some (3-5) s pronunciat	2 Some knowledge of relationship of career and FACS coursework  2 Portfolio and visuals used minimally during presentation  1 ity is adequate  1 posture, mannerisms intact is inconsistent/appropriate 1 grammatical and tion errors	career is evident but not shared in presentation  3 Knowledge of career and FACS coursework but not shared  3 Portfolio and visuals incorporated throughout presentation  2 Voice quality is good improve  2 Gestures, posture, m eye contact, and clot appropriate  2 Few (1-2) grammatic pronunciation errors	career is evident and shared at times in presentation  4 Knowledge of career and relationship to FACS is evident and shared  4 Portfolio and visuals used effectively throughout presentation  but could Voice quapleasing  annerisms, Gestures, eye contagen and Presentation  all and Presentation	career is evident and incorporated throughout the presentation  5 Knowledge of career and FACS relationship is evident and explained well  5 Presentation moves seamlessly between oral presentation, portfolio and visuals  3 ality is outstanding and  3 a, posture, mannerisms, act, and clothing presentation  3 tion has no grammatical niciation errors	
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Evaluator's Comments:	Evaluator #		
Evaluator's Comments.	Evaluator Initial	TOTAL	
		(90 points possible)	
	Poom Consultant Initial		