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2023-2024 | 13th Edition

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Introduction

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

- FCCLA/LifeSmarts Knowledge Bowl is a team competition that challenges students' knowledge of all aspects of Family and Consumer Sciences and FCCLA.
- The Knowledge Matters FCCLA Virtual Business Challenges Personal Finance and Fashion contests encourage members to test their personal finance or fashion industry knowledge skills using a competition version of the Virtual Business classroom software.
- Online Challenge Tests are designed to test students' understanding and application of specific subject areas related to Family and Consumer Sciences. Online tests cover a range of topics such as nutrition, child development, interior design, fashion design, culinary arts, and more!
- **Skill Demonstration Events** provide opportunities for members to demonstrate college and career-ready skills in Family and Consumer Sciences and related occupations.
- STAR Events (Students Taking Action with Recognition) recognize members for proficiency and achievement in chapter and individual projects, leadership skills, and career preparation. STAR Events offer individual skill development and application of learning through cooperative, individualized, and competitive activities.

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

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

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

COMPETITIVE EVENTS FEEDBACK AND SUGGESTIONS

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

COMPETITIVE EVENTS PROMOTIONAL VIDEO

<u>Click here</u> to view a Competitive Events promotional video that can be used to promote FCCLA Competitive Events to current and potential members.



STAR

Students Taking Action with Recognition

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

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

		ational Events					
	dership and life skills for me						
Career Investigation	Entrepreneurship	Focus or	n Children	Interpersonal			
				Communications			
Job Interview	Leadership		nd Wellness	Parliamentary Procedure			
Professional Presentation	n Repurpos	e and Redesign	Susta	inability Challenge			
	Leade	rship Events					
Events that provide opportun	ities for leaders to gain reco chapter project led by the			content is designed to be a			
Chapter in Review Display	Chapter in Review Port	tfolio Chapter Se	rvice Project	Chapter Service Project			
		Dis	play	Portfolio			
National Programs in Act	on Promote and	d Publicize FCCLA	Publ	ic Policy Advocate			
	Career F	ocused Events					
Events for members exploring	a specific career area. Mos	t events are for Level 2 d	and Level 3 partic	pants who have spent time			
building career-specific skills o	and knowledge, but a few ev		•	•			
Baking and Pastry	Culinary Arts	Early Childho	ood Education	Event Management			
Fashion Construction	Fashion Design	Food In	novations	Hospitality, Tourism, and			
				Recreation			
Interior Design	Say Yes to FCS Educat	tion Sports	Nutrition	Teach or Train			
	Teac	hing Strategies					
	Onl	ine Events					
Events that have a focus on the	integration of Family and C	Consumer Sciences conte	ent through digita	l delivery. Preliminary Round			
participants submit projects f				•			
	project and an oral present	ation at the National Le					
	oter Website		Digital Stories				
Instructional	Instructional Video Design Red Talks on Education						



STAR Events Information and Entries Per State

An *individual event* is one that is completed by the individual. A *team event* is one that is completed by 1-3 team members. It's important to verify with your State Adviser to ensure compliance with state-level regulations regarding the maximum number of entries allowed per state, as this number might be lower than the national allowance.

Event	Entries per State	Individual Event		Team Event	Event	Entries per State	Individual Event		Team Event
Relains and Destina					Fashian Canalyses				
Baking and Pastry					Fashion Constructi				
					Level 1	2	_	or	
					Level 2	2	-	or	
Level 3 & 4	3	•			Level 3 & 4	2		or	
Career Investigation					Fashion Design				
Level 1	2				1 1 2	2	_		
Level 2	2		-		Level 2	2	•	or	
Level 3 & 4	2	•			Level 3 & 4	2	•	or	
Chapter in Review I		_		_	Focus on Children		_		_
Level 1	2		or		Level 1	2	I	or	
Level 2	2		or		Level 2	2	I	or	
Level 3 & 4	2		or		Level 3 & 4	2		or	
Chapter In Review I		_		_	Food Innovations		_	1	
Level 1	2		or		Level 1	2	I	or	
Level 2	2		or		Level 2	2	I	or	-
Level 3 & 4	2		or		Level 3 & 4	2	•	or	
Chapter Service Pro		_			Hospitality, Touris				
Level 1	2		or		Level 1	2	-	or	
Level 2	2		or		Level 2	2		or	
Level 3 & 4	2		or		Level 3 & 4	2		or	
Chapter Service Pro	ject Portfolio				Interior Design		ı		
Level 1	2		or		Level 1	2		or	
Level 2	2		or		Level 2	2		or	
Level 3 & 4	2		or		Level 3 & 4	2		or	
Culinary Arts					Interpersonal Com	munications			
					Level 1	2		or	
					Level 2	2		or	
Level 3 & 4	3				Level 3 & 4	2		or	
Early Childhood Edu	ucation				Job Interview	_			
					Level 1	2			
Level 2	2				Level 2	2			
Level 3 & 4	2				Level 3 & 4	2			
Entrepreneurship					Leadership				
Level 1	2		or		Level 1	2			
Level 2	2		or		Level 2	2			
Level 3 & 4	2		or		Level 3 & 4	2			
Event Management					National Programs	in Action			
Level 1	2		or		Level 1	2		or	
Level 2	2		or		Level 2	2		or	
Level 3 & 4	2		or		Level 3 & 4	2		or	



STAR Events Information & Entries Per State

Information (CONTINUED)

Event	Entries per State	Individual Event		Team Event	Event	Entries per State	Individual Event		Team Event
National Programs i		Lveiit		Lvent	Repurpose and Red		Lveiit		Lveiit
Level 1	2		or		Level 1	2		or	
Level 2	2		or		Level 2	2		or	
Level 3 & 4	2		or		Level 3 & 4	2		or	
Nutrition and Wellne	esss		0.		Say Yes to FCS Educa	_		o.	
Level 1	2		or		Level 1	2			
Level 2	2		or		Level 2	2			
Level 3 & 4	2		or		Level 3 & 4	2			
Parliamentary Proce	dure				Sports Nutrition				
Level 1	2				Level 1	2		or	
Level 2	2				Level 2	2		or	
Level 3 & 4	2				Level 3 & 4	2		or	
Professional Present	ation				Sustainability Challe	enge			
Level 1	2		or		Level 1	2		or	
Level 2	2		or		Level 2	2		or	
Level 3 & 4	2		or		Level 3 & 4	2		or	
Promote and Publici	ze FCCLA				Teaching Strategies				
Level 1	2		or						
Level 2	2		or		Level 2	2			
Level 3 & 4	2		or		Level 3 & 4	2			
Public Policy Advoca	te				Teach or Train				
Level 1	2		or		Level 1	2			
Level 2	2		or		Level 2	2			
Level 3 & 4	2		or		Level 3 & 4	2			

Online STAR Events Information

Online STAR Events have two participation rounds. In the Preliminary Round, participants in each level submit their online, digital project for evaluation. The fifteen (15) highest scoring entries are invited to present their digital project, plus an oral presentation, at the National Leadership Conference.

Event	Entries per Chapter	Individual Event		Team Event	Event	Entries per Chapter	Individual Event		Team Event
Digital Stories for C	hange				Instructional Vide	o Design			
Level 1	2		or		Level 1	2		or	
Level 2	2		or		Level 2	2		or	
Level 3 & 4	2		or		Level 3 & 4	2		or	
FCCLA Chapter Wel	osite				Red Talks on Educ	cation			
Level 1	2		or		Level 1	2			
Level 2	2		or		Level 2	2			
Level 3 & 4	2		or		Level 3 & 4	2			



Policies

ACCOMMODATIONS FOR DISABILITIES

FCCLA members with disabilities as properly identified by a valued team of professionals (such as an IEP team, Section 504 coordinator, certified psychologist, physician) will be reasonably accommodated in national events. Participants who require accommodation in their event should indicate a special needs request during the national event registration, or 30 days prior to the event. A national staff member may contact the adviser to determine the best process for the participant. For regional/district/state competitions, please contact the state adviser.

DISQUALIFICATION

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

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

DRESS CODE POLICY

Student dress should contribute to the positive, professional image of FCCLA. STAR Events participants must adhere to the published conference dress code for all sessions, including the state STAR Events Recognition Sessions. For participation in a competition, follow event specifications for the dress. Unless otherwise specified, appropriate clothing in events that do not allow chef attire is the official FCCLA blazer/uniform meeting the National Leadership Conference dress code. If attending conference activities prior to or immediately after a STAR Events presentation, be prepared to change into clothing that meets the conference dress code.

MEMBERSHIP

A student is not considered an affiliated FCCLA member at any level (local, state, and/or national) until all membership dues are received at national headquarters. Only affiliated members are eligible to compete in any level of STAR Events. States should not allow members to participate in regional or state events unless national membership is verified.

Note: Although the national membership deadline is May 31, states may require earlier deadlines for competition.

Verify all state deadlines with the state adviser.

Participants must compete in the level based on their grade as recorded for membership affiliation and must reflect the actual grade level for the current school year. Students must compete with the chapter where their membership is held.

In addition to membership deadlines are there are also STAR Events registration deadlines. Please ensure that all registrations are submitted on time to avoid disqualification or late fees at the regional, state, and national levels.



EVENT DESCRIPTION AND LEVELS

Individual events evaluate one member's performance. Team events evaluate several participants' or a chapter's performance as one entry. Team events may have one, two, or three participants from the same chapter, except for Parliamentary Procedure, which may have four to eight participants from the same chapter.

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

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

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

STATE SELECTION PROCEDURES

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

DATES AND DEADLINES

It is the responsibility of all FCCLA members and advisers to review the <u>National FCCLA Dates and Deadlines</u> found on the FCCLA website.

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

DISCLAIMER FOR COMPETITION

Each participant is responsible for having read all of the guidelines. National FCCLA is not responsible for an entry that is late, lost, misdirected, or not received. Only entries that are submitted in the FCCLA Adviser Portal will be eligible for scoring and ranking. All technical issues should be directed to competitive events@fcclainc.org as soon as possible for resolution. It is the participant's responsibility to read all information provided to them by the national organization for competition.

Only project materials that are available onsite at the competition are eligible for review. Any project materials lost or not in hand by the participants at the time of the competition will not be considered for evaluation.



Eligibility and General Rules for All Levels of Competition

- 1. An individual member may participate in only one national STAR Event in any given year. Participation is open to any nationally affiliated FCCLA chapter member. Events may have additional eligibility requirements. States may limit the number of times a member may compete in an event; please check with the State Adviser.
- 2. During the National Leadership Conference, participants are permitted to take part in one (1) STAR Event OR FCCLA/LifeSmarts Knowledge Bowl in addition, members can compete in one (1) Skill Demonstration Event and up to ten (10) Challenge Test. However, please note that National FCCLA will not accept any schedule requests or accommodations. It is solely the responsibility of the Chapter Adviser and the participant to coordinate and choose a Skill Demonstration Event/Online Challenge Test that occurs on a different day than their STAR Event/Knowledge Bowl.
- 3. Participants must follow national rules for competition or risk possible disqualification or loss of points. If national regulations vary from state event rules, entries must be changed to comply with national regulations.
- 4. All STAR Events projects must be developed and completed during a **one-year span beginning July 1 and ending June 30** of the school year before the National Leadership Conference.
- 5. All STAR Events projects must be planned and prepared by the participant(s) only. Supporting resources are acceptable as long as participants coordinate their use. Resources are cited appropriately verbally and/or in print during the presentation to avoid false credit for unoriginal or non-participant work. Participants are encouraged to use original materials, items licensed for reuse, or items in which copyright permission has been granted.
- 6. State and chapter advisers should ensure that identical presentations of the same project are <u>not</u> entered into STAR Events in one year or multiple years.
- 7. Participants are not allowed to distribute any materials to the evaluators unless the event rules specifically allow it. Evaluators cannot keep any items given to them by STAR Events participants, including gifts.
- 8. No projects can be entered in more than one level of a single event or in more than one event. However, projects entered in any event may be included in the Chapter in Review events.
- 9. Chapters are allowed to enter only one entry in Chapter in Review Display and one entry in Chapter in Review Portfolio per level.
- 10. Chapters are allowed to enter only one entry in FCCLA Chapter Website.
- 11. Spectators are not allowed to observe any portion of any STAR Event, unless otherwise stated. Videotaping and/ or audio recording of events is not permitted. *Exception: Media, and Business & Industry partners may be escorted into events with prior approval and arrangements made through national competitive events staff. States may set policies for exceptions on the state level.
- 12. Participants must maintain a professional appearance and attitude during all STAR Events activities.
- 13. Participants are responsible for their event materials and may not have others assist them with event setup, including moving items into the competition area. Participants may be subjected to disqualification if they have others assist with setup after being reminded by the Lead/Room Consultant. Any items left behind are not the responsibility of FCCLA and may be discarded.
- 14. STAR Events resources (topics, scenarios, templates, etc.) can be found online in the FCCLA Adviser Portal and FCCLA Student Portal.
- 15. Lingerie and swimsuits are not allowed for Fashion Construction, Fashion Design, and Repurpose and Redesign events. Clothing that does not meet acceptable standards of appropriateness for a school function or setting is prohibited.



- 16. Participants may present in front, behind, or beside the designated table or space. Participants may not place items on the consultant or evaluator tables.
- 17. All materials on displays must be placed on a clearly defined presentation surface. Displays with a clearly defined front presentation surface (such as tri-fold boards) may not have items on the back of the board, as consultants/evaluators would not be expected to look behind a display for project components. Displays with multiple presentation sides may have materials on all *clearly defined presentation surfaces*. All materials must be easily viewed, accessible, and legible.
- 18. No live animals or people can be used as props or visuals. Only registered event participants may present in the competition.
- 19. Participants who do not follow the event guidelines or the definition of the event, or if they create an item that does not align with the current event scenario, their sample/display/project will not be considered for evaluation. However, the participant can still participate in the competition by giving an oral presentation and will only be evaluated based on that presentation.

Event Management Information

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

Event volunteers include:

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

Evaluation teams are composed of youth and adults selected for their expertise in a specific event area. Business and industry, and community members comprise some of the evaluators. Nominees should have previous experience participating in similar events or leadership experiences that qualify them for this responsibility. An orientation session (recorded or in-person) for volunteers is held before STAR Events. The lead consultant or other staff member will provide general information, review the STAR Events philosophy and evaluation process, and clarify procedures, rules, and rubrics.

Importance of Chapter Advisers Serving as Event Volunteers

Chapter Advisers are subject matter experts in Family and Consumer Sciences and FCCLA. As subject matter experts, they provide essential information about FCCLA, Family and Consumer Sciences curriculum, and career and technical education to both members and other adult volunteers. Without Chapter Advisers serving as event volunteers (Lead and Assist Lead Consultants, Room Consultants, Evaluators), evaluation teams may lack critical context and subject matter information that could negatively impact final scoring. At the National Leadership Conference, all volunteers receive documentation of the hours devoted to Competitive Events. Volunteers may use this documentation to assist with professional development certification, as allowed by local and/or state policies.



Frequently Asked Questions

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



- 17. **Do we have to use the FCCLA templates provided, or can we retype it on our own computer?** The template provided can be modified but all of the information, including headings, must be used in the correct order on any document created and remain within the page limits given in event specifications. The logos are encouraged but are not required.
- 18. **Can an iPad or tablet be used in place of note cards?** Yes, as long as those devices are not used for recording, publishing, or receiving information during the presentation. They should be placed in airplane mode prior to the start of the event.
- 19. How should we address budgets and evaluations when the project has not yet been completed at the time of regional/state competition? For presentations prior to the National Leadership Conference, participants should give the anticipated numbers (budgets). Evaluation plans should be presented in detail (evaluation methods, instruments, anticipated outcomes). This information should be updated for projects advancing to national competition. Projects are to be developed and completed within a one-year span beginning July 1 and ending June 30 of the school year before National Leadership Conference.
- 20. **Is a digital photo frame/iPad/tablet/etc. used to display photos, considered a photo album?** If it is displaying multiple photos as a hardcopy album would, it would be considered a photo album.
- 21. On the Project Identification Page, how should "event name" be listed? Should level be included? Either "Career Investigation" or "Career Investigation Level 1" will be accepted as correct.
- 22. **Would a music stand be considered an easel?** If being used to "hold materials upright, usually during a presentation or display" then it would be considered an easel.
- 23. **If a participant places too many copies in a file folder, are penalty points assessed?** No. Additional materials should be removed and not considered in evaluation.
- 24. **If I have a multi-page document and place it in a sheet protector, is that counted as one content page?** Multiple pages within a sheet protector will count as more than one page, unless the sheet protector is sealed and only one page is able to be viewed.
- 25. **If there is an electrical outlet available, can we use it?** FCCLA will not prevent a student from using an outlet (if allowed in event guidelines), but access is not provided. Competition setup (location of tables, chairs, display area) will not be adjusted to accommodate electrical outlet usage.
- 26. When should I submit the Online Project Summary Form? This should be submitted prior to your first competition. If necessary, resubmit the form with updated information in the FCCLA Portal.
- 27. Can I reduce the size of the Online Project Summary Form for my display? Yes, but it must remain legible and easily read by the event consultant.
- 28. Is the Event Online Orientation available for all levels of competition (regional, district, state)? The online orientation is required for competition at the National Leadership Conference. Each entry must complete and submit the STAR Events Online Orientation form online in the Student Portal by the outlined deadline on the FCCLA Website. The forms are not to be included within a portfolio, or placed on a display. Only one form per entry (team or participant) is required. States may choose to require an onsite orientation or may develop an online orientation. Please confirm state procedures with your state adviser.
- 29. Are accommodations made for special needs students? FCCLA members with disabilities as properly identified by a valued team of professionals (such as an IEP team, Section 504 coordinator, certified psychologist, physician) will be reasonably accommodated in national events. Participants who require accommodation in their event should indicate a special needs request during event registration. A national staff member may contact the adviser to determine the best process for the participant. For regional/district/state competitions, please contact the state adviser.



Checklist for the Adviser

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

1. Distribute information about STAR Events to your members and encourage them to access Competitive Events resources on the FCCLA Student Portal.
☐ 2. Be sure members have access to:
☐ Policies, Eligibility and General Rules for ALL levels of competition
☐ Checklist for Participants
STAR Events templates found online at www.fcclainc.org (available to affiliated chapters) and also in the FCCLA Student Portal
☐ Pages for their event
☐ Glossary
\square 3. To avoid disqualification, make sure students are eligible for the event they have chosen.
☐ 4. Ensure that students' state and national dues have been paid by deadline dates. Students must be nationally affiliated.
\square 5. Ensure that the registration for local, regional, or state events is sent in by the state's deadline.
☐ 6. After the students have completed their projects, go over all requirements with them and make sure all guidelines have been met.
\square 7. Ensure your members have completed the Online Orientation Form by the deadline.
□ 8 Confirm STAR Events Schedule in the ECCLA Portal under Meetings and Events (NLC Participants)

Intra-curricular Opportunities

Participation in STAR Events is an exciting, challenging, and fun experience. It provides opportunities for FCCLA members to share knowledge and hard work with others, and to be recognized for their accomplishments. STAR Events strengthen the Family and Consumer Sciences program by increasing student motivation and providing a framework for authentic learning experiences. Many of the events can be used, with some adjustment, as the basis for classroom projects or activities.

Chapter advisers have access to lesson plans and more through the FCCLA Adviser Portal, through adviser professional development webinars, and adviser sessions at state and national FCCLA conferences.



Checklist for Participants

— 1.	clisure that your chapter, state, and hational dues are paid by the deadline dates.
1 2.	Choose an event.
3 .	Read through the guidelines and rules carefully (Available on the Student Portal).
4 .	Check Policies, Eligibility and General Rules in addition to your event Guidelines.
□ 5.	Obtain current STAR Events <i>resources</i> (if applicable) such as menus, scenarios, or templates available through the FCCLA Adviser Portal and the FCCLA Student Portal.
□ 6.	Complete all parts of the project (Oral Presentation, Portfolio, Display, etc.).
1 7.	Be sure to read the glossary for more clarification of <i>italicized</i> words.
□ 8.	Look over your event's rubric and Point Summary Form, and double check that you have covered all required elements.
□ 9.	Go through all rules again with your adviser, to make sure you have completed everything that is required correctly.
1 0	D. Practice going through your STAR Event many times to assure precision and quality. Have someone critique your materials and your performance, and consider incorporating their suggestions.
□ 11	Watch the Online Orientation Video and complete the required form by deadline (NLC competitors)



National Programs

FCCLA National Programs were developed to build and strengthen students' leadership skills.



Career Connection is a program that guides students to learn more about themselves, the workplace, and careers so that they can put themselves on the pathway to future success.



Community Service is a program that guides students to develop, plan, carry out, and evaluate service-learning projects that improve the quality of life in their communities.



FACTS—Families Acting for Community Traffic Safety is a national peer education program through which students strive to save lives through personal, vehicle, and road safety.



Families First is a national peer education program through which youth gain a better understanding of how families work and learn skills to become strong family members.



Financial Fitness involves youth teaching one another how to earn, spend, save, and protect money wisely.



Power of One is a program that helps students find and use their personal power. Members set their own goals, work to achieve them, and enjoy the results.



Stand Up is a program that empowers youth to develop, plan, carry out, and evaluate advocacy activities to improve the quality of life in their communities.



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



The FCCLA Planning Process

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

A blank FCCLA Planning Process template may be downloaded from the FCCLA Adviser or Student Portal. This template may be modified, but all headings must be used, in the correct order. The FCCLA logo, STAR Events logo, and Planning Process graphics are encouraged but not required.



IDENTIFY CONCERNS

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

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



SET A GOAL

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

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



FORM A PLAN

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

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



ACT

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

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



FOLLOW UP

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

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



Specific Information for State Advisers

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

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



National Leadership Conference Requirements/Policies

Chapter Substitution Policy

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

Competitive Events Advisory Team

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

Conference Registration and Housing

Delegates, Competitors, and National Officer Candidates attending the National Leadership Conference must register to attend the entire conference and stay within the official meeting/conference hotel block for the length of the in-person conference. In any extenuating circumstances, a written waiver may be submitted via the State Adviser to the National Executive Director for consideration.

Dress Policy

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

National STAR Events Registration Deadlines

Refer to the National FCCLA Website for dates and deadlines to register for National STAR Events.

National Participation Schedule and Online Orientation

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

Chapter Advisers and members should refer to the Student Portal for the most up-to-date participation times. Changing schedules with other participants is not permitted. Participants are required to be available during the entire time their event takes place. Do not schedule other activities during these time periods. Once competition schedules are distributed, changes are not made for any scheduling conflicts.

Chapter Advisers will be responsible for confirming STAR Events schedules in the FCCLA Portal by the deadline outlined on the FCCLA Website. When confirming schedules, advisers should verify:

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

Any schedules note confirmed by the Chapter Adviser by the deadline outlined on the <u>FCCLA Website</u> will result in participants not receiving the 1 point for confirming STAR Schedules on the Point Summary Form. Participants are still eligible to compete at their scheduled time.



National Recognition, Awards and Scoring

The top ten placements in each event and level will receive recognition during a National Leadership Conference general session. Given the large number of competitors in National STAR Events, FCCLA has established the use of standard deviation to determine placement and medals in events which require more than one competition station. The use of the standard deviation formula helps balance differences in scoring between evaluators in competition stations. The use of the formula does not eliminate the possibility of ties; therefore, tiebreaker procedures will be utilized as needed. No ties will be allowed for 1st, 2nd, or 3rd place, but ties may remain for additional placements. Once scores are submitted by event consultants, the top 10 scores in each event, after standard deviation is applied, will be reviewed to determine accuracy. All scores are considered final for placement recognition, and no scores will be changed once the top 10 scores are validated by event officials and entered into the scoring database.

Participants will receive recognition at the following levels. These levels are determined by score, with the application of standard deviation.

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

Each entry is evaluated by a standard set of criteria. There is no limit to the number of medals or certificates given for each level in any level. STAR Event participants must attend their State Recognition Session to receive their medal or certificate.

Online Orientation Sessions

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

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

Online Testing

Parliamentary Procedure participants are required to take their event tests during an online testing window (outlined on the FCCLA Website). This test will not be offered onsite at the National Leadership Conference. Participants not taking the test online during the testing window will lose the testing points.

STAR Events Registration Fees

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

Conference Supplies, Equipment, Electrical, and Wi-Fi Access

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

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



NATIONAL STAR EVENTS TIE-BREAKER PROCEDURES

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

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



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

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



BAKING AND PASTRY

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

ELIGIBILITY & GENERAL INFORMATION

- 1. Review "Eligibility and General Rules for All Levels of Competition" on page 8 prior to event planning and preparation.
- 2. Each participant must complete the *Online Project Summary Form* located on the "Surveys" tab of the FCCLA Student Portal and provide signed proof of submission at the assigned participation time.
- 3. The National Leadership Conference (NLC) competition recipes and equipment list will be posted in the FCCLA Portal. Any necessary large equipment will be provided for national competition. Only items on the list may be brought to the event. Any items not on the equipment list will be removed and returned to the participant after cleanup. For regional/state competitions, recipes and equipment lists will be provided by the host facility and/or state association.
- 4. National Leadership Conference (NLC) participants are required to view the online orientation video and submit the STAR Events *Online Orientation Form* by the deadline. The video and form will be on the FCCLA Student Portal and can be found under Surveys Applications. Only one form per entry is required. **Contact your State Adviser** for orientation procedures for competitions held prior to the National Leadership Conference (NLC).

CLICK HERE TO VIEW NATIONAL DEADLINES

CAREER PATHWAYS ALIGNMENT										
Human Services Hospitality & Tourism Education & Training Visual Arts & Design										

EVENT LEVELS			
Level 1:	Level 2:	Level 3:	Level 4:
Through Grade 8	Grades 9–10	Grades 11–12	Postsecondary
*See page 7 for more information	on on event levels.		

GEN	NERAL INFORMATION			
Nu	umber of Participants per Entry	Prepare Ahead of Time	Equipment Provided for Competition	Competition Dress Code
	1	Equipment	Large Equipment–Yes Food–Yes	Chef's Attire (as described)

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



PRELIMINARY & FINALIST COMPETITIONS

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

BAKING AND PASTRY

COMPETITION PROCEDURES & TIME REQUIREMENTS

TIME	LEVELS 3 & 4
10 minutes	Uniform and equipment inventory check.
15 minutes	Identical food items will be available to each participant. No other food products, garnishes or condiments may be brought to the event, unless otherwise stated. Participants will have 15 minutes to organize work area, and obtain supplies, if required. Examples of allowable activities include placing equipment, verifying oven temperatures, measuring products and clean/wash products. No products may be cut, peeled, sliced, etc. during this time.
2 Hours 45 Minutes	Participants will be given 2 hours and 45 minutes to prepare the required products according to recipe specifications.
20 minutes	Participants will have 20 minutes to clean up their workstations.
	Total Time: 3 Hours 30 Minutes

BAKING AND PASTRY

SPECIFICATIONS

SPECIFICATIONS	
State Leadership Conference	States may administer a baking and pastry knowledge test at regional/district and state
(SLC) Testing	competitions if required to determine finalists. A test is not required if it is not needed.
	Participants will be well groomed and wear appropriate, clean attire meeting the following standards:
Uniform and Appearance	Clean and appropriate uniform including <i>professional</i> chef attire (any color chef coat/jacket; industry pants or commercial uniform pants; apron; hair covering or chef hat; closed—toe, low heel, kitchen shoes made with non—slip soles and sealed non—melting uppers (canvas shoes are not appropriate)). No additional jewelry, with the exception of watches, are allowed. Facial hair is permitted if the appropriate covering is used. Hair is properly restrained with hairnet if hair extends past the neckline. Minimal makeup, no cologne. Gloves are required for nail polish or artificial nails. Acceptable graphics on the Culinary Arts uniform include the FCCLA logo, school, chapter or state name or logo and individual name. No additional logos are permitted. If required, additional logos may be covered with cloth tape.



SPECIFICATIONS (CONTINUED)

Safety and Sanitation	Participants and their work areas are kept sanitary and organized, meeting the following standards:
	Workstation is kept neat, clean and organized in a safe and sanitary manner. Hand washing is done frequently. Food contact surfaces are cleaned and sanitized frequently. Proper demonstration of
	equipment use and safety according to industry standards. Complete final cleanup and return
	supplies after event within designated time period. Internal temperature of baked goods taken at center to reach required/desired food temperature.
Clean-up	Participants must complete clean—up within the allotted 20—minute time frame.

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



Resources

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

FCCLA is excited to introduce Chef Jason Avelson CCC, CCE, CCA as the new Culinary Consultant. In his role, Chef Avelson will spearhead the creation of recipes, compile equipment lists, provide training to skilled evaluators, and address any questions from chapter members and advisers. Any questions regarding Baking and Pastry or Culinary Arts can be directed to culinary@fcclainc.org.

National Leadership Conference Resources

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

Questions? Email culinary@fcclainc.org



STAR EVENTS POINT SUMMARY FORM

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

- I. Make sure all information at top is correct. If a student named is not participating, cross their name(s) off. If a *team* does not show, write "No Show" across the top and return with other forms. Do NOT change *team* or station numbers.
- 2. Confirm STAR Competition(s) is mandatory solely for participation at the National Leadership Conference. States have the authority to decide whether this requirement applies to picking up the registration packet and confirming the event/schedule accuracy OR attending a state-specific orientation.
- 3. At the conclusion of evaluation, verify evaluator scores and fill in information below. Calculate the final score and ask for evaluators' verification. Place this form in front of the completed rubrics and staple all items related to the presentation together.
- 4. At the end of competition, double check all scores, names and *team* numbers to ensure accuracy. Sort results by *team* order and turn in to the Lead Consultant.
- 5. Check with the Lead Consultant if there are any questions regarding the evaluation process.

ROOM CONSULTANT CHECK					POINTS
	Confirmed STAR Comp	etition schedule	in the FCCLA Ad	viser Portal by deadline	
Confirm STAR Competition	(National Leadership Conference Only)				
0 or 1 point	0			1	
	No			Yes	
Event Online Orientation Form	0			1	
0 or 1 point	Online Orientation Form not co	mpleted in the	Online Orienta	ation Form completed in the	
0 or 1 point	Student Portal by deadline		Student Portal	by deadline	
Proof of Project Summary Form	0			1	
Submission	Not presented to Room Consult	tant at	Presented to F	Room Consultant at participation	
0 or 1 point	participation time		time		
	0	1	2	3	
	Unprofessional uniform/attire	Unprofessional appearance		Professional attire worn:	
	or includes uncovered	or attire as marked below:		Hair/beard restraints	
Uniform & Appearance	graphics/logo not permitted	mitted Hair/beard res		Kitchen shoes	
0–3 points	in event	missing		No visible jewelry	
o o ponito			oes not worn	Personal grooming meets	
		Jewelry un		guidelines	
			rooming does		
		not meet a	guidelines		
EVALUATORS' SCORES				ROOM CONSULTANT TOTAL	
Evaluator 1:	Initials:			(6 points possible)	
Evaluator 2:	Initials:			AVERAGE EVALUATOR SCORE	
Evaluator 3:	Initials:			(94 points possible)	
Total Score:	Divided by # of Evaluators			FINAL SCORE	
	= AVERAGE EVALUATOR SCORE			(Average Evaluator Score plus	
	Rounded only to the nearest hu	ndredth (i.e., 79.	99 not 80.00)	Room Consultant Score)	
RATING ACHIEVED (circle one)	Gold: 90–100 Silver: 70	D-89.99 B	ronze: 1–69.99		
VERIFICATION OF FINAL SCORE 8	RATING (please initial)				
Evaluator 1: Evaluato	r 2· Evaluator 3·	Adult Roc	m Consultant	Event Lead Consultar	nt·



LEVELS 3 & 4 RUBRIC

Participant Na	ıme:					
Chapter:		State	: Team #	: Station #	: Level:	
SAFETY & SAI	NITATION					POINTS
Safety 0–5 points	0 Station is disorganized, safety is disregarded	1 2 Station is lacking neatness and organization, questionable knife and small equipment safety	3 4 Station is neat and organized, knife safety is good and most small equipment is handled safely and properly	5 Station is very neat and organized, all knives and small equipment are handled safely and properly		
Sanitation 0–5 points	O Disregards safety and created unsafe and unsanitary conditions	Shows minimal safety and sanitation practices, surfaces inconsistently cleaned and sanitized, inconsistent hand washing	3 4 Inconsistently follows most safety and sanitation practices, food contact surfaces are cleaned and sanitized occasionally, occasional hand washing	Follows all safety and sanitation practices, food contact surfaces are cleaned and sanitized frequently, frequent hand washing		
Clean-up 0-5 points	Participant did not complete station clean–up with–in allotted 20 minutes	5 Participant completed station clean—up with—in allotted 20 minutes				
PRODUCT PR	ODUCTION					POINTS
Equipment, Tools & Techniques 0–2 points	O Selection and usage of tools/equipment; lacks understanding and demonstration of skills	1 2 Selects and uses all tools/equipment correctly and safely following industry techniques, including accurate measuring of ingredients				
Mise en Place 0–2 points	O Mise en Place is poorly executed and displays unacceptable organizational skills	1 2 Mise en Place is well executed and displays excellent organizational skills				
QUICK BREAD						POINTS
Appearance 0–5 points	0 Items are visually unappealing. Appear to be either under–baked or burnt	1 2 Items are slightly too light or too dark in color. Crust appears to be too soft	3 4 Slight color variance, good crust and shape is visually appealing	5 Exceptional color and doneness, with proper crust and crumb, visually appealing		
Consistency 0–5 points	Size, shape and/or color is inconsistent. Incorrect yield	1 2 Size, shape and/or color is inconsistent. Correct yield	3 4 Size, shape and/or color is consistent. Correct yield	Size, shape and/or color is exceptional and meets or exceeds industry expectations. Correct yield		
Principles & Techniques 0–5 points	0 Incorrect technique used throughout preparation	Product over or under- mixed, incorrect proportions of ingredients	3 4 Product overmixed, tough or with tunnels	5 Correct techniques meeting industry standards for quick bread preparation		
Taste & Texture 0–5 points	Taste is bland, flavorless or bitter. Batter stood too long before baking. Coarse texture and unappealing	1 2 Items are lacking taste, crust is soft, product is dense and heavy. Little to no crumb	3 4 Well-balanced flavor with pleasing exterior and interior texture, with good crumb	Flavor and texture meets or exceeds industry expectations		
CHOUX PAST	RY					POINTS
Appearance 0–5 points	0 Items are visually unappealing. Appear to be either under baked or burnt	1 2 Items are a slightly too light or too dark in color. Lacks visual appeal.	3 4 Slight color variance, shape is good and visually appealing	5 Exceptional color and doneness, with excellent shape and is visually appealing		



		LEVELS 3 8	& 4 RUBRIC (CONTI	NUED)		
Consistency 0–5 points	Size, shape and/or color is inconsistent. Incorrect yield	1 2 Size, shape and/or color is inconsistent. Correct yield	3 4 Size, shape and/or color is consistent. Correct yield	5 Size, shape and/or color is exceptional and meets or exceeds industry expectations. Correct yield		
Principles & Techniques 0–5 points	0 Incorrect technique used throughout preparation	1 2 Product over or under— mixed, incorrect proportions of ingredients	3 4 Product overmixed, tough or with tunnels	5 Correct techniques meeting industry standards for choux pastry		
Taste & Texture 0–5 points	Taste is bland, flavorless or bitter. Soggy interior	1 2 Items are lacking taste, failed to rise and/or collapsed	3 4 Well balanced flavor and texture	5 Flavor and texture meet or exceeds industry expectations		
COOKIE						POINTS
Appearance 0–5 points	ltems are visually unappealing. Appear to be either under baked or burnt	1 2 Items are a slightly too light or too dark in color	3 4 Slight color variance, good crust, shape is visually appealing, but is too mounded or flat	5 Exceptional color and doneness, properly shaped, visually appealing		POINTS
Consistency 0–5 points	O Size, shape and/or color is inconsistent. Incorrect yield	1 2 Size, shape and/or color is inconsistent. Correct yield	3 4 Size, shape and/or color is consistent. Correct yield	5 Size, shape and/or color is exceptional and meets or exceeds industry expectations. Correct yield		
Principles & Techniques 0–5 points	Incorrect technique used throughout preparation	Product over or under— mixed, incorrect proportions of ingredients	3 4 Product overmixed, tough or with tunnels	5 Correct techniques meeting industry standards for cookie preparation		
Taste & Texture 0–5 points	Taste is bland, flavorless or bitter. Crumble, dry, coarse or wet interior texture	1 2 Items are lacking taste, cookies spread too much, are stiff or too crumbly	3 4 Well balanced flavor with pleasing exterior and interior texture	5 Flavor and texture meet or exceeds industry expectations		
CAKE DECOR	ATING					POINTS
Borders & Decoration 0–5 points	0 Not all required elements were attempted	1 2 Size, shape and/or color is inconsistent	3 4 Demonstration of skill meets acceptable industry expectations	5 Demonstration of skill meets or exceeds industry expectations		TOIRTS
Writing 0–5 points	0 Did not attempt	1 2 Size, shape and/or placement of writing does not meet acceptable industry expectations. Cursive writing was not used	3 4 Demonstration of skill meets acceptable industry expectations, including writing in cursive	5 Demonstration of skill meets or exceeds industry expectations, including writing in cursive		
Principles & Techniques 0–5 points	0 Incorrect technique used throughout preparation	1 2 Product assembled with incorrect techniques; does not meet retail expectation	3 4 Product is assembled correctly but some incorrect techniques used; generally, meets retail expectation	5 Product is assembled correctly and meets industry and retail expectation		
Evaluator's Comr	nents-Include two things don	e well and two opportunities	for improvement:		TOTAL (94 Points Possible)	
					Evaluator #: Evaluator Initials:	
					RC Initials:	



STAR EVENTS POINT SUMMARY FORM

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

- 1. Make sure all information at top is correct. If a student named is not participating, cross their name(s) off. If a student does not show, write "No Show" across the top and return with other forms. Do NOT change student or station numbers.
- 2. Confirm STAR Competition(s) is mandatory solely for participation at the National Leadership Conference. States have the authority to decide whether this requirement applies to picking up the registration packet and confirming the event/schedule accuracy OR attending a state-specific orientation.
- 3. At the conclusion of evaluation, verify evaluator scores and fill in information below. Calculate the final score and ask for evaluators' verification. Place this form in front of the completed rubrics and staple all items related to the presentation together.
- 4. At the end of competition, double—check all scores, names and student numbers to ensure accuracy. Sort results by *team* order and turn in to the Lead Consultant.
- 5. Check with the Lead Consultant if there are any questions regarding the evaluation process.

ROOM CONSULTANT CHECK					POINTS
	Confirmed STAR Compe	tition(s) schedule	e in the FCCLA A	dviser Portal by deadline	
Confirm STAR Competition(s)	(N	ational Leadershi	ip Conference C	only)	
0 or 1 point	0			1	
	No			Yes	
Event Online Orientation Form	0			1	
0 or 1 point	Online Orientation Form not co	mpleted in the	Online Orient	ation Form completed in the	
o or 1 point	Student Portal by deadline		Student Porta	l by deadline	
Proof of Project Summary Form	0			1	
Submission	Not presented to Room Consult	tant at	Presented to	Room Consultant at participation	
0 or 1 point	participation time	T	time		
	0	1		3	
	Unprofessional uniform/attire	Unprofessional		Professional attire worn:	
	or includes uncovered	or attire as mai		Hair/beard restraints	
Uniform & Appearance	graphics/logo not permitted	Hair/beard	l restraints	Kitchen shoes	
0–3 points	in event	missing		No visible jewelry	
		Kitchen shoes not worn		Personal grooming meets	
		Jewelry un		guidelines	
			rooming does		
EVALUATORS' SCORES		not meet g	uidelines	DOOM CONCLUTANT TOTAL	
EVALUATORS' SCORES	Initials.			ROOM CONSULTANT TOTAL	
Evaluator 1:	Initials:			(6 points possible)	
Evaluator 2:	Initials:			AVERAGE PRODUCTION SCORE	
Evaluator 3:	Initials: Divided by # of Evaluators			(39 points possible) AVERAGE TASTING SCORE	
Total Score:	= AVERAGE PRODUCTION SCOP	NF			
	= AVERAGE PRODUCTION SCOR	KE —		(55 points possible)	
PRESENTATION & TASTING				FINAL SCORE	
SCORES	to tetral a			(Average Evaluator Score plus Room Consultant Total)	
Evaluator 4:	Initials:			Room Consultant Total)	
Evaluator 5:	Initials: Divided by # of Evaluators				
Total Score:	= AVERAGE PLATING SCORE				
					
Scores rounded only to the nearest					
RATING ACHIEVED (circle one)	Gold: 90–100 Silver: 70)-89.99 B i	ronze: 1–69.99		
	DATING / 1				
VERIFICATION OF FINAL SCORE &	RATING (please initial)				



LEVELS 3 & 4 PRODUCTION RUBRIC

Chapter:		State	: Team #	: Station #	: Level:	
SAFETY & SA	NITATION					POINTS
	0	1 2	3 4	5		
Safety 0–5 points	Station is disorganized, safety is disregarded	Station is lacking neatness and organization, questionable knife and small equipment safety	Station is neat and organized, knife safety is good and most small equipment is handled safely and properly	Station is very neat and organized, all knives and small equipment are handled safely and properly		
Sanitation 0–5 points	O Disregards safety and created unsafe and unsanitary conditions	Shows minimal safety and sanitation practices, surfaces inconsistently cleaned and sanitized, inconsistent hand washing	Inconsistently follows most safety and sanitation practices, food contact surfaces are cleaned and sanitized occasionally, occasional hand washing	5 Follows all safety and sanitation practices, food contact surfaces are cleaned and sanitized frequently, frequent hand washing		
Clean-up 0-5 points	Participants did not complete station clean–up with–in allotted 20 minutes	5 Participants complete station clean–up with–in allotted 20 minutes				
PRODUCT PR	RODUCTION					POINTS
Equipment, Tools & Techniques 0–2 points	O Selection and usage of tools/equipment; lacks understanding and demonstration of skills	1 2 Selects and uses all tools/equipment correctly and safely following industry techniques, including accurate measuring of ingredients				
Mise en Place 0–2 points	Mise en Place is poorly executed and displays unacceptable organizational skills	Mise en Place is well executed and displays excellent organizational skills				
QUICK BREA	D					POINTS
Principles & Techniques 0–5 points	0 Incorrect technique used throughout preparation	1 2 Product over or under- mixed, incorrect proportions of ingredients	3 4 Product overmixed, tough or with tunnels	5 Correct techniques meeting industry standards for quick bread preparation		
CHOUX PAST	TRY					POINTS
Principles & Techniques 0–5 points	0 Incorrect technique used throughout preparation	1 2 Product over or under— mixed, incorrect proportions of ingredients	3 4 Product overmixed, tough or with tunnels	5 Correct techniques meeting industry standards for choux pastry		
COOKIE						POINTS
Principles & Techniques 0–5 points	0 Incorrect technique used throughout preparation	1 2 Product over or undermixed, incorrect proportions of ingredients	3 4 Product overmixed, tough or with tunnels	5 Correct techniques meeting industry standards for cookie preparation		



LEVELS 3 & 4 PRODUCTION RUBRIC

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



LEVELS 3 & 4 PRESENTATION AND TASTING RUBRIC

QUICK BREAD					POINTS
	0	1 2	3 4	5	
Annoaranco	Items are visually	Items are slightly too light	Slight color variance, good	Exceptional color and	
Appearance 0–5 points	unappealing. Appear to be	or too dark in color. Crust	crust and shape is visually	doneness, with proper	
o 3 points	either under–baked or	appears to be too soft	appealing	crust and crumb, visually	
	burnt			appealing	
	0	1 2	3 4	5	
Consistency	Size, shape and/or color is	Size, shape and/or color is	Size, shape and/or color is	Size, shape and/or color is	
0–5 points	inconsistent. Incorrect	inconsistent. Correct yield	consistent. Correct yield	exceptional and meets or	
·	yield			exceeds industry	
	0	1 2	3 4	expectations. Correct yield	
	Taste is bland, flavorless or	Items are lacking taste,	Well–balanced flavor with	Flavor and texture meets	
Taste & Texture	bitter. Batter stood too	crust is soft, product is	pleasing exterior and	or exceeds industry	
0–5 points	long before baking. Coarse	dense and heavy. Little to	interior texture, with good	expectations	
	texture and unappealing	no crumb	crumb	expectations	
	texture and unappearing	no cramb	Cramb		
CHOUX PAST	RY				POINTS
	0	1 2	3 4	5	
	Items are visually	Items are a slightly too	Slight color variance, shape	Exceptional color and	
Appearance	unappealing. Appear to be	light or too dark in color.	is good and visually	doneness, with excellent	
0–5 points	either under baked or	Lacks visual appeal.	appealing	shape and is visually	
	burnt			appealing	
	0	1 2	3 4	5	
C!	Size, shape and/or color is	Size, shape and/or color is	Size, shape and/or color is	Size, shape and/or color is	
Consistency	inconsistent. Incorrect	inconsistent. Correct yield	consistent. Correct yield	exceptional and meets or	
0–5 points	yield			exceeds industry	
				expectations. Correct yield	
	0	1 2	3 4	5	
Taste & Texture	Taste is bland, flavorless or	Items are lacking taste,	Well balanced flavor and	Flavor and texture meet or	
0–5 points	bitter. Soggy interior	failed to rise and/or	texture	exceeds industry	
		collapsed		expectations	
COOKIE					POINTS
	0	1 2	3 4	5	
	Items are visually	Items are a slightly too	Slight color variance, good	Exceptional color and	
Appearance			Silgitic color variance, good		
	unappealing. Appear to be	• ,	crust, shape is visually	•	
0–5 points	unappealing. Appear to be either under baked or	light or too dark in color	crust, shape is visually	doneness, properly	
0–5 points	unappealing. Appear to be either under baked or burnt	• ,	appealing, but is too	•	
0–5 points	either under baked or	• ,		doneness, properly	
•	either under baked or burnt 0	light or too dark in color	appealing, but is too mounded or flat 3 4	doneness, properly shaped, visually appealing	
Consistency	either under baked or burnt	light or too dark in color 1 2 Size, shape and/or color is	appealing, but is too mounded or flat 3 4 Size, shape and/or color is	doneness, properly shaped, visually appealing	
	either under baked or burnt 0 Size, shape and/or color is inconsistent. Incorrect	light or too dark in color	appealing, but is too mounded or flat 3 4	doneness, properly shaped, visually appealing 5 Size, shape and/or color is exceptional and meets or	
Consistency	either under baked or burnt 0 Size, shape and/or color is	light or too dark in color 1 2 Size, shape and/or color is	appealing, but is too mounded or flat 3 4 Size, shape and/or color is	doneness, properly shaped, visually appealing 5 Size, shape and/or color is	
Consistency	either under baked or burnt 0 Size, shape and/or color is inconsistent. Incorrect yield 0	light or too dark in color 1 2 Size, shape and/or color is inconsistent. Correct yield 1 2	appealing, but is too mounded or flat 3 4 Size, shape and/or color is consistent. Correct yield	doneness, properly shaped, visually appealing 5 Size, shape and/or color is exceptional and meets or exceeds industry	
Consistency 0–5 points	either under baked or burnt 0 Size, shape and/or color is inconsistent. Incorrect yield	light or too dark in color 1 2 Size, shape and/or color is inconsistent. Correct yield 1 2	appealing, but is too mounded or flat 3 4 Size, shape and/or color is consistent. Correct yield	doneness, properly shaped, visually appealing 5 Size, shape and/or color is exceptional and meets or exceeds industry expectations. Correct yield	
Consistency 0–5 points Taste & Texture	either under baked or burnt 0 Size, shape and/or color is inconsistent. Incorrect yield 0	light or too dark in color 1 2 Size, shape and/or color is inconsistent. Correct yield 1 2	appealing, but is too mounded or flat 3 4 Size, shape and/or color is consistent. Correct yield	doneness, properly shaped, visually appealing 5 Size, shape and/or color is exceptional and meets or exceeds industry expectations. Correct yield 5	
Consistency 0–5 points	either under baked or burnt 0 Size, shape and/or color is inconsistent. Incorrect yield 0 Taste is bland, flavorless or	1 2 Size, shape and/or color is inconsistent. Correct yield 1 2 Items are lacking taste,	appealing, but is too mounded or flat 3 4 Size, shape and/or color is consistent. Correct yield 3 4 Well balanced flavor with	doneness, properly shaped, visually appealing 5 Size, shape and/or color is exceptional and meets or exceeds industry expectations. Correct yield 5 Flavor and texture meet or	
Consistency 0–5 points Taste & Texture	either under baked or burnt 0 Size, shape and/or color is inconsistent. Incorrect yield 0 Taste is bland, flavorless or bitter. Crumble, dry,	light or too dark in color 1 2 Size, shape and/or color is inconsistent. Correct yield 1 2 Items are lacking taste, cookies spread too much,	appealing, but is too mounded or flat 3 4 Size, shape and/or color is consistent. Correct yield 3 4 Well balanced flavor with pleasing exterior and	doneness, properly shaped, visually appealing 5 Size, shape and/or color is exceptional and meets or exceeds industry expectations. Correct yield 5 Flavor and texture meet or exceeds industry	
Consistency 0–5 points Taste & Texture	either under baked or burnt 0 Size, shape and/or color is inconsistent. Incorrect yield 0 Taste is bland, flavorless or bitter. Crumble, dry, coarse or wet interior texture	light or too dark in color 1 2 Size, shape and/or color is inconsistent. Correct yield 1 2 Items are lacking taste, cookies spread too much,	appealing, but is too mounded or flat 3 4 Size, shape and/or color is consistent. Correct yield 3 4 Well balanced flavor with pleasing exterior and	doneness, properly shaped, visually appealing 5 Size, shape and/or color is exceptional and meets or exceeds industry expectations. Correct yield 5 Flavor and texture meet or exceeds industry	POINTS
Consistency 0-5 points Taste & Texture 0-5 points CAKE DECORA	either under baked or burnt 0 Size, shape and/or color is inconsistent. Incorrect yield 0 Taste is bland, flavorless or bitter. Crumble, dry, coarse or wet interior texture	light or too dark in color 1 2 Size, shape and/or color is inconsistent. Correct yield 1 2 Items are lacking taste, cookies spread too much,	appealing, but is too mounded or flat 3 4 Size, shape and/or color is consistent. Correct yield 3 4 Well balanced flavor with pleasing exterior and	doneness, properly shaped, visually appealing 5 Size, shape and/or color is exceptional and meets or exceeds industry expectations. Correct yield 5 Flavor and texture meet or exceeds industry	POINTS
Consistency 0-5 points Taste & Texture 0-5 points CAKE DECOR Borders &	either under baked or burnt 0 Size, shape and/or color is inconsistent. Incorrect yield 0 Taste is bland, flavorless or bitter. Crumble, dry, coarse or wet interior texture	light or too dark in color 1 2 Size, shape and/or color is inconsistent. Correct yield 1 2 Items are lacking taste, cookies spread too much, are stiff or too crumbly	appealing, but is too mounded or flat 3 4 Size, shape and/or color is consistent. Correct yield 3 4 Well balanced flavor with pleasing exterior and interior texture	doneness, properly shaped, visually appealing 5 Size, shape and/or color is exceptional and meets or exceeds industry expectations. Correct yield 5 Flavor and texture meet or exceeds industry expectations	POINTS
Consistency 0-5 points Taste & Texture 0-5 points CAKE DECORA	either under baked or burnt 0 Size, shape and/or color is inconsistent. Incorrect yield 0 Taste is bland, flavorless or bitter. Crumble, dry, coarse or wet interior texture ATING 0	light or too dark in color 1 2 Size, shape and/or color is inconsistent. Correct yield 1 2 Items are lacking taste, cookies spread too much, are stiff or too crumbly	appealing, but is too mounded or flat 3 4 Size, shape and/or color is consistent. Correct yield 3 4 Well balanced flavor with pleasing exterior and interior texture	doneness, properly shaped, visually appealing 5 Size, shape and/or color is exceptional and meets or exceeds industry expectations. Correct yield 5 Flavor and texture meet or exceeds industry expectations	POINTS



LEVELS 3 & 4 PRESENTATION AND TASTING RUBRIC

Writing 0–5 points	0 Did not attempt	Size, shape and/or placement of writing does not meet acceptable industry expectations. Cursive writing was not used	3 4 Demonstration of skill meets acceptable industry expectations, including writing in cursive	5 Demonstration of skill meets or exceeds industry expectations, including writing in cursive		
Evaluator's Comi	ments–Include two things dor	e well and two opportunities	for improvement:		TOTAL (55 Points Possible) Evaluator #: Evaluator Initials: RC Initials:	_



CAREER INVESTIGATION

CAREER INVESTIGATION

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

ELIGIBILITY & GENERAL INFORMATION

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

CLICK HERE TO VIEW NATIONAL DEADLINES

CAREER PATHWAYS ALIGNMENT					
Human Services	Hospitality & Tourism	Education & Training	Visual Arts & Design		

EVENT LEVELS					
Level 1:	Level 2:	Level 3:	Level 4:		
Through Grade 8	Grades 9–10	Grades 11–12	Postsecondary		
*See page 7 for more information on event levels.					

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

PRESENTATION ELEMENTS ALLOWED								
Audio	Easel(s)	File Folder	Flip Chart(s)	Portfolio	Props/ Pointers	Skits	Presentation Equipment	Visuals
							*	
* Presentation Equipment is allowed only for the presentation of an electronic portfolio.								



CAREER INVESTIGATION

COMPETITION PROCEDURES & TIME REQUIREMENTS

TIME	LEVEL 1	LEVEL 2	LEVELS 3 & 4				
Each participant will submit a <i>portfolio</i> (<i>hardcopy</i> or electronic) to the event room consultant at the designated participation time.							
	The participant will have 5 minut not assist.	es to set up any additional items	for the event. Other persons may				
10 minutes	Room consultants and evaluators electronic) during participant set-accessible to evaluators.						
10 minutes	The oral presentation may be up minutes. The participant will be s		ute warning will be given at 9				
5 minutes	Following the presentation, evalu	ators will have 5 minutes to inte	rview the participant.				
5 minutes	Evaluators will have up to 5 minu participant.	tes to use the rubric to score and	write comments for each				
	Total Time	30 Minutes					

CAREER INVESTIGATION

SPECIFICATIONS

PORTFOLIO FORMAT (CHOOSE ONE)					
Hardcopy Portfolio	The <i>portfolio</i> is a collection of materials used to document and illustrate the work of the project. Materials must be contained in the official <u>FCCLA STAR Events binder</u> obtained from the FCCLA national emblematic supplier. A decorative and informative cover may be included. All materials, including the <i>content divider pages</i> , must fit within the cover, be one—sided and may not contain more than 36 pages. Divider page tabs may extend up to 1" outside the cover. Once a <i>hardcopy portfolio</i> has been turned in to evaluators, participants may not switch to an <i>electronic portfolio</i> .				
Electronic Portfolio	An electronic portfolio may be either in PowerPoint, Prezi or other electronic format that can be viewed by the evaluators and room consultants prior to the oral presentation. The electronic portfolio and the hardware (method) to view it (i.e., equipment, files, projectors, screens and laptops) will be turned in to the room consultant at the designated participation time. Participants are responsible for providing the technology used to present the project to the evaluators. Once an electronic portfolio is turned in to the evaluators, participants may not switch to a hardcopy portfolio. The portfolio may not exceed 47 slides, as described below.				

SPECIFICATIONS		LEVEL 1	LEVEL 2	LEVELS 3 & 4		
1-8 ½" x 11" page or 1 slide	Project Identification Page	Must include participant's name(s), chapter name, school, city, state, event name, level and career investigated. Page can be up to 1 - 8 ½" x 11" page or 1 slide, but cannot be larger.				
1-8 ½" x 11" page or 1 slide	Table of Contents	List the parts of the <i>portfolio</i> in the order in which the parts appear.				
1-8 ½" x 11" page or 2 slides	FCCLA Planning Process Summary Page	Summarize how each step of the <i>Planning Process</i> was used to plan and implement the project; use of the <i>Planning Process</i> may also be described in the oral presentation.				
1-8 ½" x 11" page or 1 slide	Evidence of Online Summary Form Submission	Complete the <i>Online Project Summary Form</i> under the "Surveys Applications" tab the FCCLA Student Portal and include signed proof of submission in the <i>portfolio</i> .				
0-7 Content Divider/section pages or slides	Content Divider Pages or sections	Use 0 to 7 Content Divider/somust be tabbed, must contain decorations and page number	in a title, a section name, <i>gr</i>	aphic elements, thematic		



CAREER INVESTIGATION

SPECIFICATIONS (CONTINUED)

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



PRESENTATION FORMAT	
Oral Presentation	The oral presentation may be up to 10 minutes in length and is delivered to evaluators. The presentation is to describe research and career exploration efforts in detail. The participant will use the <i>portfolio</i> during the oral presentation. No other <i>visuals</i> or <i>audiovisual equipment</i> will be permitted.

SPECIFICATIONS	LEVEL 1	LEVEL 2	LEVELS 3 & 4			
Organization/Delivery	Deliver an organized, sequential oral presentation; concisely and thoroughly summarize research.					
Knowledge of Selected Career	Provide current data and show evidence for knowledge of selected career.					
Relationship of Family and Consumer Sciences Coursework/ Standards/National Programs	Describe the relationship of Family and Consumer Sciences coursework to selected career.	Describe the relationship of Family and Consumer Sciences coursework to selected career. Explain which FCCLA National Program(s) could be used during project implementation.	Describe the relationship of Family and Consumer Sciences coursework and standards to selected career. Explain which FCCLA National Program(s) could be used during project implementation. Identify career pathway.			
Use of <i>Portfolio</i>	Use the <i>portfolio</i> to describe all	phases of the project.				
Voice	Speak clearly with appropriate p	itch, tempo and volume.				
Body Language	Use appropriate body language in appropriate handling of notes or	ncluding gestures, posture, manne note cards if used.	erisms, eye contact, and			
Grammar/Word Usage/Pronunciation	Use proper grammar, word usag	Use proper grammar, word usage and pronunciation.				
Responses to Evaluators' Questions	Provide clear and concise answe	rs to evaluators' questions regardi	ng project.			



Resources

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

- FCCLA Planning Process
- Work Cited Citation Guide

National Leadership Conference Resources

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



STAR EVENTS POINT SUMMARY FORM

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

- Make sure all information at top is correct. If a student named is not participating, cross their name(s) off. If a team does not show, write "No Show" across the top and return with other forms. Do NOT change team or station numbers.
- 2. Before student presentation, the room consultants must check participants' portfolio using the criteria and standards listed below and fill in the boxes.
- 3. Confirm STAR Competition(s) is mandatory solely for participation at the National Leadership Conference. States have the authority to decide whether this requirement applies to picking up the registration packet and confirming the event/schedule accuracy OR attending a statespecific orientation.
- At the conclusion of presentation, verify evaluator scores and fill in information below. Calculate the final score and ask for evaluators' verification. Place this form in front of the completed rubrics and staple all items related to the presentation together.
- At the end of competition in the room, double check all scores, names and team numbers to ensure accuracy. Sort results by team order and turn in to the Lead Consultant.
- Check with one of the Lead Consultants if there are any questions regarding the evaluation process. 6.

ROOM CONSULTANT CHECK		POINT
		n the FCCLA Adviser Portal by the deadline
Confirm STAR Competition		nip Conference Only)
or 1 point	0	1
·	No	Yes
Frank Ouline Orientation Form	0	1
Event Online Orientation Form	Online Orientation Form not completed in the	Online Orientation Form completed in the
0 or 1 point	Student Portal by the deadline	Student Portal by the deadline
Hardcopy Portfolio	0	1
0 or 1 point	Binder is not the official FCCLA binder	Binder is the official FCCLA binder
OR	0	1
Electronic Portfolio	Electronic Portfolio not in viewable format to	Electronic Portfolio in viewable format to the
0 or 1 point	the evaluators	evaluators
		1 2 3
		At least 2 errors 1 error no errors
		The portfolio is completed correctly and does
		not exceed 36 single–sided pages or 47 slides,
Portfolio Pages	0	including:
0–3 points	The portfolio exceeds the page limit	• 1 project ID page or slide
0–3 points	The portiono exceeds the page innit	• 1 table of contents page or slide
		• 1 Planning Process summary page or 2 slides
		Project Summary Form submission proof
		Up to 7 Content Divider Pages or slides
		Up to 36 content pages or 47 content slides
Punctuality	0	1
or 1 point	Participant was late for presentation	Participant was on time for presentation
Dress Code	0	1
0 or 1 point	Event dress code was not followed	Event dress code was followed
EVALUATORS' SCORES		ROOM CONSULTANT TOTAL
Evaluator 1:	Initials:	(8 points possible)
Evaluator 2:	Initials:	AVERAGE EVALUATOR SCORE
Evaluator 3:	Initials:	(92 Points Possible)
Гotal Score:	Divided by # of Evaluators	FINAL SCORE
	= AVERAGE EVALUATOR SCORE	(Average Evaluator Score plus
	Rounded only to the nearest hundredth (i.e., 79.	.99 not 80.00) Room Consultant Score)
RATING ACHIEVED (circle one)		Bronze: 1–69.99
VERIFICATION OF FINAL SCORE	& RATING (please initial)	
Evaluator 1: Evalua	tor 2: Evaluator 3: Adult Roc	om Consultant: Event Lead Consultant:



LEVEL 1 RUBRIC

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

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

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



LEVEL 1 RUBRIC (CONTINUED)

Relationship of	0	1 2	3	4	5	
Family and	No evidence of	Minimal evidence of	Relationship between FCS	Relationship between FCS	Relationship between FCS	
Consumer	relationship between FCS	relationship between FCS	coursework and career is	coursework and career is	coursework and career is	
Sciences	coursework and career	coursework and career	evident but not shared	evident and shared at	evident and explained well	
Coursework and			eriaent sat not snarea	times	Condent and explained tren	
Standards						
0–5 points						
·	0	1 2	3	4	5	
Use of Portfolio	Portfolio not used during	Portfolio used minimally	Portfolio incorporated	Portfolio used effectively	Presentation moves	
during	presentation	during presentation OR	throughout presentation	throughout presentation	seamlessly between oral	
Presentation		was used to limited			presentation and portfolio	
0–5 points		amount of speaking time				
Voice-Pitch,	0	1	2	3		
Tempo, Volume	Voice qualities not used	Voice quality is adequate	Voice quality is good, but	Voice quality is		
0–3 points	effectively		could improve	outstanding and pleasing		
	0	1	2			
Body Language	Uses inappropriate	Gestures, posture,	Gestures, posture,			
0–2 points	gestures, posture or	mannerisms and eye	mannerisms, and eye			
0–2 points	mannerisms, avoids eye	contact is inconsistent	contact are appropriate			
	contact					
	contact					
•	0	1	2	3		
Grammar/Word Usage/	0 Extensive (more than 5)	Some (3–5) grammatical	Few (1–2) grammatical and	Presentation has no		
Usage/ Pronunciation	0 Extensive (more than 5) grammatical and	_	_	Presentation has no grammatical or		
Usage/ Pronunciation	0 Extensive (more than 5) grammatical and pronunciation errors	Some (3–5) grammatical and pronunciation errors	Few (1–2) grammatical and pronunciation errors	Presentation has no		
Usage/ Pronunciation 0-3 points	0 Extensive (more than 5) grammatical and pronunciation errors 0	Some (3–5) grammatical and pronunciation errors	Few (1–2) grammatical and pronunciation errors	Presentation has no grammatical or pronunciation errors		
Usage/ Pronunciation	O Extensive (more than 5) grammatical and pronunciation errors O Did not answer evaluators'	Some (3–5) grammatical and pronunciation errors 1 Unable to answer some	Few (1–2) grammatical and pronunciation errors 2 Gave appropriate	Presentation has no grammatical or pronunciation errors 3 Responses to questions		
Usage/ Pronunciation 0-3 points Responses to Evaluators'	0 Extensive (more than 5) grammatical and pronunciation errors 0	Some (3–5) grammatical and pronunciation errors 1 Unable to answer some questions and/or given	Few (1–2) grammatical and pronunciation errors 2 Gave appropriate responses to evaluators'	Presentation has no grammatical or pronunciation errors 3 Responses to questions were appropriate and		
Usage/ Pronunciation 0-3 points Responses to Evaluators' Questions	O Extensive (more than 5) grammatical and pronunciation errors O Did not answer evaluators'	Some (3–5) grammatical and pronunciation errors 1 Unable to answer some questions and/or given with hesitation and/or	Few (1–2) grammatical and pronunciation errors 2 Gave appropriate	Presentation has no grammatical or pronunciation errors 3 Responses to questions		
Usage/ Pronunciation 0-3 points Responses to Evaluators' Questions	O Extensive (more than 5) grammatical and pronunciation errors O Did not answer evaluators'	Some (3–5) grammatical and pronunciation errors 1 Unable to answer some questions and/or given	Few (1–2) grammatical and pronunciation errors 2 Gave appropriate responses to evaluators'	Presentation has no grammatical or pronunciation errors 3 Responses to questions were appropriate and		
Usage/ Pronunciation 0-3 points Responses to Evaluators' Questions 0-3 points	O Extensive (more than 5) grammatical and pronunciation errors O Did not answer evaluators' questions	Some (3–5) grammatical and pronunciation errors 1 Unable to answer some questions and/or given with hesitation and/or inaccurate	Few (1–2) grammatical and pronunciation errors 2 Gave appropriate responses to evaluators' questions	Presentation has no grammatical or pronunciation errors 3 Responses to questions were appropriate and		
Usage/ Pronunciation 0-3 points Responses to Evaluators' Questions 0-3 points	O Extensive (more than 5) grammatical and pronunciation errors O Did not answer evaluators'	Some (3–5) grammatical and pronunciation errors 1 Unable to answer some questions and/or given with hesitation and/or inaccurate	Few (1–2) grammatical and pronunciation errors 2 Gave appropriate responses to evaluators' questions	Presentation has no grammatical or pronunciation errors 3 Responses to questions were appropriate and		
Usage/ Pronunciation 0-3 points Responses to Evaluators' Questions 0-3 points	O Extensive (more than 5) grammatical and pronunciation errors O Did not answer evaluators' questions	Some (3–5) grammatical and pronunciation errors 1 Unable to answer some questions and/or given with hesitation and/or inaccurate	Few (1–2) grammatical and pronunciation errors 2 Gave appropriate responses to evaluators' questions	Presentation has no grammatical or pronunciation errors 3 Responses to questions were appropriate and	TOTAL	
Usage/ Pronunciation 0-3 points Responses to Evaluators' Questions 0-3 points	O Extensive (more than 5) grammatical and pronunciation errors O Did not answer evaluators' questions	Some (3–5) grammatical and pronunciation errors 1 Unable to answer some questions and/or given with hesitation and/or inaccurate	Few (1–2) grammatical and pronunciation errors 2 Gave appropriate responses to evaluators' questions	Presentation has no grammatical or pronunciation errors 3 Responses to questions were appropriate and	TOTAL (92 Points Possible)	
Usage/ Pronunciation 0-3 points Responses to Evaluators' Questions 0-3 points	O Extensive (more than 5) grammatical and pronunciation errors O Did not answer evaluators' questions	Some (3–5) grammatical and pronunciation errors 1 Unable to answer some questions and/or given with hesitation and/or inaccurate	Few (1–2) grammatical and pronunciation errors 2 Gave appropriate responses to evaluators' questions	Presentation has no grammatical or pronunciation errors 3 Responses to questions were appropriate and		
Usage/ Pronunciation 0-3 points Responses to Evaluators' Questions 0-3 points	O Extensive (more than 5) grammatical and pronunciation errors O Did not answer evaluators' questions	Some (3–5) grammatical and pronunciation errors 1 Unable to answer some questions and/or given with hesitation and/or inaccurate	Few (1–2) grammatical and pronunciation errors 2 Gave appropriate responses to evaluators' questions	Presentation has no grammatical or pronunciation errors 3 Responses to questions were appropriate and	(92 Points Possible) Evaluator #:	
Jsage/ Pronunciation 0–3 points Responses to Evaluators' Questions 0–3 points	O Extensive (more than 5) grammatical and pronunciation errors O Did not answer evaluators' questions	Some (3–5) grammatical and pronunciation errors 1 Unable to answer some questions and/or given with hesitation and/or inaccurate	Few (1–2) grammatical and pronunciation errors 2 Gave appropriate responses to evaluators' questions	Presentation has no grammatical or pronunciation errors 3 Responses to questions were appropriate and	(92 Points Possible)	

RC Initials: _____



LEVEL 2 RUBRIC

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

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

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



LEVEL 2 RUBRIC (CONTINUED)

Relationship of	0	1 2	3	4	5	
Family and Consumer	No evidence of relationship between FCS	Minimal evidence of relationship between FCS	Relationship between FCS coursework and career is	Relationship between FCS coursework and career is	Relationship between FCS coursework and career is	
Sciences	coursework and career.	coursework and career.	evident but not shared.	evident and shared at	evident, National Program	
Coursework and	National program not	National Program not	National Program not	times. National Program	identified and both	
Standards	identified	identified	identified	identified	explained well	
0–5 points						
Use of Portfolio during Presentation 0–5 points	O Portfolio not used during presentation	Portfolio used minimally during presentation OR was used to limited amount of speaking time	3 Portfolio incorporated throughout presentation	Portfolio used effectively throughout presentation	5 Presentation moves seamlessly between oral presentation and portfolio	
Voice-Pitch,	0	1	2	3		
Tempo, Volume	Voice qualities not used	Voice quality is adequate	Voice quality is good, but	Voice quality is		
0–3 points	effectively		could improve	outstanding and pleasing		
Body Language 0–2 points	Uses inappropriate gestures, posture or mannerisms, avoids eye contact	Gestures, posture, mannerisms and eye contact is inconsistent	Gestures, posture, mannerisms, and eye contact are appropriate			
Grammar/Word	0	1	2	3		
Usage/	Extensive (more than 5)	Some (3–5) grammatical	Few (1–2) grammatical and	Presentation has no		
Pronunciation	grammatical and	and pronunciation errors	pronunciation errors	grammatical or		
0-3 points	pronunciation errors			pronunciation errors		
Responses to Evaluators' Questions 0–3 points	O Did not answer evaluators' questions	1 Unable to answer some questions and/or given with hesitation and/or inaccurate	Gave appropriate responses to evaluators' questions	3 Responses to questions were appropriate and given without hesitation		
Evaluator's Comn	nents–Include two things don	e well and two opportunities	for improvement:		TOTAL (92 Points Possible)	
					Evaluator #: Evaluator Initials:	
						_
					RC Initials:	



LEVELS 3 & 4 RUBRIC

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

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

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



LEVELS 3 & 4 RUBRIC (CONTINUED)

Relationship of Family and Consumer Sciences Coursework, career and Standards National Program and career pathway not identified Use of Portfolio during Presentation 0–5 points O Portfolio not used during Presentation 0–5 points O Portfolio mot used during Presentation 0–5 points O Voice—Pitch, Tempo, Volume 0–3 points O No evidence of relationship between FCS coursework, career and standards. National program and career pathway identified our improve No evidence of relationship between FCS coursework, career and standards are evident but not shared. National Program and career pathway not identified S Relationship between FCS coursework, career and standards are evident but not shared. National Program and career pathway not identified Program and career pathway not identified O Portfolio not used during presentation 0–5 points O Portfolio not used during presentation 0–5 points O Voice—Pitch, Tempo, Volume 0–3 points O Voice qualities not used effectively O Voice qualities not used effectively O Voice quality is adequate effectively O Voice quality is adequate effectively National Program and career pathway identified National Program and career	d fied. ned
Coursework and Standards. National Program and career pathway not identified Use of Portfolio during Presentation 0-5 points O-5 points O-5 points O-5 points O-7 points O-8 points O-8 points O-9 points O-9 points O-1 2 points O-2 points O-3 points O-3 points O-3 points Standards. National Program and career pathway identified O-1 2 points O-2 points O-3 points O-3 points O-3 points O-3 points O-3 points O-3 points O-4 portfolio incorporated throughout presentation O-3 points O-1 2 points O-1 2 points O-1 2 points O-1 2 points O-2 points O-3 points O-3 points O-3 points O-3 points O-4 points O-4 points O-5 points O-7 points O-8 points O-8 points O-9 points O-1 2 points O-2 points O-3 points O-3 points O-3 points O-4 points O-1 2 points O-2 points O-3 points O-3 points O-3 points O-4 points O-1 2 points O-1 2 points O-1 2 points O-2 points O-3 points O-3 points O-3 points O-3 points O-4 points O-1 2 points O-1 2 points O-2 points O-3 points O-3 points O-3 points O-3 points O-4 points O-6 points O-7 points O-8 points O-8 points O-8 points O-9 points O-1 points O-2 points O-3 points O-3 points O-3 points O-3 points O-3 points O-3	ned
Use of Portfolio during Presentation Portfolio not used during presentation Portfolio used minimally during presentation OR was used to limited amount of speaking time Portfolio used minimally during presentation OR was used to limited amount of speaking time Portfolio incorporated throughout presentation Portfolio used effectively throughout presentation Presentation moves seamlessly between operation presentation Voice-Pitch, Tempo, Volume 0-3 points 0 1 2 3 Voice quality is good, but could improve Voice quality is good, but could improve Voice quality is outstanding and pleasing	
Tempo, Volume 0-3 pointsVoice qualities not used effectivelyVoice quality is adequateVoice quality is good, but could improveVoice quality is outstanding and pleasing	
Body Language 0-2 points O Uses inappropriate gestures, posture or mannerisms, avoids eye contact is inconsistent O D D D D D D D D Gestures, posture, mannerisms, and eye contact is inconsistent Contact Contact D D D D D D D D D D D D D D D D D D	
Grammar/Word 0 1 2 3	
Usage/ Extensive (more than 5) Some (3–5) grammatical Few (1–2) grammatical and Presentation has no	
Pronunciation grammatical and and pronunciation errors pronunciation errors grammatical or	
0–3 points pronunciation errors pronunciation errors	
Responses to Evaluators' Questions 0—3 points 0 Did not answer evaluators' questions 0—3 points 0 Did not answer evaluators' and or given with hesitation and/or inaccurate 1 Did not answer evaluators' Questions 2 Gave appropriate responses to evaluators' questions were appropriate and given without hesitation given without hesitation 1 Did not answer evaluators' questions 4 Gave appropriate responses to evaluators' questions 4 Gave appropriate and given without hesitation 4 Gave appropriate responses to evaluators' questions 4 Gave appropriate and given without hesitation 4 Gave appropriate responses to evaluators' questions 4 Gave appropriate responses to evaluators' questions 4 Gave appropriate and given without hesitation 4 Gave appropriate responses to evaluators' questions 4 Gave appropriate responses 4 Gave appropriate responses 4 Gave appropriate responses 5 Gave appropriate responses 6 Gave appropriate response 6 Gave appropriate response 6 Gave appropriate response 6 Gave appropriate response 6 Gave appropria	
(92 Points Pos	•
Evaluator #: Evaluator Initials:	
RC Initials:	



CHAPTER IN REVIEW DISPLAY

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

ELIGIBILITY & GENERAL INFORMATION

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

CLICK HERE TO VIEW NATIONAL DEADLINES

CAREER PATHWAYS ALIGNMEN	Т		
Human Services	Hospitality & Tourism	Education & Training	Visual Arts & Design

EVENT LEVELS							
Level 1: Level 2: Level 3: Level 4:							
Through Grade 8	Grades 9–10	Grades 11–12	Postsecondary				
*See page 7 for more information on event levels.							

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

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



COMPETITION PROCEDURES & TIME REQUIREMENTS

TIME	LEVEL 1	LEVEL 2	LEVELS 3 & 4	
5 minutes	Participants will have 5 minutes t persons may not assist.	o set up a <i>display</i> at the designa	ted participation time. Other	
5 minutes	Evaluators will have 5 minutes to	review the <i>display</i> .		
15 minutes	The oral presentation may be up minutes. Participants will be stop limited to a 3–minute playing tim	ped at 15 minutes. If audio/visua		
5 minutes	Following the presentation, evalu	ators will have 5 minutes to inte	rview participants.	
5 minutes	Evaluators will have up to 5 minu	tes to use the rubric to score and	d write comments for participants.	
Total Time: 35 Minutes				

CHAPTER IN REVIEW DISPLAY

SPECIFICATIONS

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

SPECIFICATIONS	LEVEL 1	LEVEL 2	LEVELS 3 & 4		
Project Identification Page	Must include participant's name(s), chapter name, school, city, state, event name, level, and project title. Page can be up to 1 - 8 ½" x 11" page, but cannot be larger.				
FCCLA <i>Planning Process</i> Summary Page	1–8 ½" x 11" summary page of how each step of the <i>Planning Process</i> was used to plan and implement the chapter's <i>Program of Work (POW)</i> ; use of the <i>Planning Process</i> may also be described in the oral presentation.				
Evidence of Online Summary		<i>mary Form</i> under the "Surveys Ap	•		
Form Submission	Student Portal and include signed	d proof of submission in the displa	у.		
Membership <i>Campaign</i> s	Actively recruit new members and maintain current members through at least 3 creative and innovative campaigns. Include campaign planning information and final results.	Actively recruit new members and maintain current members through at least 3 creative and innovative campaigns. Design campaigns to meet school academic calendar points such as semester or class rotation schedules. Include campaign planning information and final results.	Actively recruit new members and maintain current members through at least 4 creative and innovative campaigns. Design campaigns to meet school academic calendar points such as semester or class rotation schedules, seasonal themes and FCS program opportunities (e.g., career pathways). Include campaign planning information and final results.		



SPECIFICATIONS	LEVEL 1	LEVEL 2	LEVELS 3 & 4	
Meetings	Provide evidence of regularly scheduled chapter meetings, including attendance data. Describe attendance and participation in either district/regional, state or national meetings.	Provide evidence of regularly scheduled chapter meetings and promotional efforts, including attendance data. Describe attendance and participation in either district/regional, state or national meetings.	Provide evidence of regularly scheduled chapter meetings and promotional efforts and methods of distributing information to members unable to attend. Include attendance data. Describe attendance, promotion and participation in either district/regional, state or national meetings.	
Recognition Activities	Conduct and participate in chapter ceremonies. Document chapter and school recognition practices for awards and accomplishments of the chapter and/or individual members.	Conduct and participate in chapter ceremonies. Document chapter, school and community recognition practices for awards and accomplishments of the chapter and/or individual members. Include in–person and online recognition.	Conduct and participate in chapter ceremonies. Document chapter, school and community recognition practices for awards and accomplishments of the chapter and/or individual members. Include in–person and online recognition. Describe how recognition is shared outside of the school and to the larger community.	
Leadership, Competitive, Cooperative and Individualized Projects/Activities	Document opportunities for participation provided to chapter members in leadership activities, competitive events, cooperative projects and individualized activities.	Document opportunities for participation provided to chapter members in leadership activities, competitive events, cooperative projects and individualized activities. Explain the process of selecting activities and how those activities support the chapter's <i>Program of Work (POW)</i> .		
Service Activities	Members plan and conduct service activities benefiting the school and/or community. Describe positive impact.	Members plan and conduct service activities benefiting the school and/or community. Describe positive impact. Explain how these activities align with the FCS program content.	Members plan and conduct service activities benefiting the school and/or community. Describe positive impact. Explain how these activities align with the FCS program content and include collaboration efforts with school and/or community organizations.	
Chapter Resource	Maintain chapter finances throug	gh a system of seeking resources, f		
Chapter Budget	Document the flow of money in a	and out of the chapter budget for t Adviser Portal and Student Portal.		



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

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

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



Resources

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

- FCCLA Chapter Budget Template
- FCCLA Planning Process
- Work Cited Citation Guide

National Leadership Conference Resources

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



STAR EVENTS POINT SUMMARY FORM

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

- 1. Make sure all information at top is correct. If a student named is not participating, cross their name(s) off. If a *team* does not show, write "No Show" across the top and return with other forms. Do **NOT** change *team* or station numbers.
- 2. Before student presentation, the room consultants must check participants' *display* using the criteria and standards listed below and fill in the boxes.
- 3. Confirm STAR Competition(s) is mandatory solely for participation at the National Leadership Conference. States have the authority to decide whether this requirement applies to picking up the registration packet and confirming the event/schedule accuracy OR attending a state-specific orientation.
- 4. At the conclusion of presentation, verify evaluator scores and fill in information below. Calculate the final score and ask for evaluators' verification. Place this form in front of the completed rubrics and staple all items related to the presentation together.
- 5. At the end of competition in the room, double check all scores, names and *team* numbers to ensure accuracy. Sort results by *team* order and turn in to the Lead Consultant.
- 6. Check with one of the Lead Consultants if there are any questions regarding the evaluation process.

ROOM CONSULTANT CHECK			POINTS
Confirm CTAR	Confirmed STAR Competition(s) schedule	in the FCCLA Adviser Portal by the deadline	
Confirm STAR		nip Conference Only)	
Competition(s)	0	1	
0 or 1 point	No	Yes	
Event Online Orientation	0	1	
Form	Online Orientation Form not completed	Online Orientation Form completed in	
0 or 1 point	in the Student Portal by the deadline	the Student Portal by the deadline	
Signal Sect. His	0	1	
Display Set-Up	Participants did not set up their display	Participants set up display during allotted	
or 1 point	within allotted time period	time period	
	0	1	
Display Dimensions	Display does not fit with the appropriate	Display fits with the appropriate	
0 or 1 point	dimensions/objects not returned within	dimensions/objects returned within	
·	display after presentation	display after presentation	
		1	
Project Identification Page	0	Project ID page is present and completed	
0 or 1 point	Project ID page is missing or incomplete	correctly	
Project Summary Form	0	1	
Submission Proof	Project Summary Form Submission	Project Summary Form Submission	
0 or 1 point	missing	present	
Punctuality	0	1	
O or 1 point	Participant was late for presentation	Participant was on time for presentation	
Dress Code	0	1	
or 1 point	Event dress code was not followed	Event dress code was followed	
EVALUATORS' SCORES		ROOM CONSULTANT TOTAL	
Evaluator 1:	Initials:	(8 points possible)	
Evaluator 2:	Initials:	AVERAGE EVALUATOR SCORE	
Evaluator 3:	Initials:	(92 Points Possible)	
Total Score:	Divided by # of Evaluators	FINAL SCORE	
	= AVERAGE EVALUATOR SCORE	(Average Evaluator Score plus	
	Rounded only to the nearest hundredth (i.e., 79	· .	
RATING ACHIEVED (circle one)		ze: 1–69.99	
VERIFICATION OF FINAL SCORE &	KATING (piease initial)		



LEVEL 1 RUBRIC

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

DISPLAY						POINTS
FCCLA	0	1 2 3	4 5 6	7 8	9 10	TOIN 13
Planning Process Summary Page 0–10 points	Planning Process Summary not provided	Planning Process steps are not clearly summarized or are inadequate	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. No more than 1 page	
Membership Campaigns 0–5 points	0 No evidence	1 Only 1 campaign present	2 3 At least 3 campaigns present. Limited evidence of campaign planning and/or results	4 5 At least 3 creative and innovative, well–planned campaigns. Campaign planning information and results are well documented		
Meetings 0–3 points	0 No evidence	Limited documentation of chapter meetings and attendance data. Incomplete descriptions of attendance and participation in meetings at all levels	Documented evidence of scheduled chapter meetings with attendance data. Descriptions of attendance and participation at either district/regional, state or national meetings	3 Well-documented evidence of regularly scheduled chapter meetings with attendance data. Detailed descriptions of attendance and participation at either district/regional, state or national meetings		
Recognition Activities 0–3 points	0 No evidence	Chapter members participate in chapter ceremonies. Limited documentation of chapter and school recognition practices for chapter and/or individual members provided	Chapter members participate in chapter ceremonies. Documentation of chapter and school recognition practices for chapter and/or individual members provided	Chapter members conduct and participate in chapter ceremonies. Extensive documentation of chapter and school recognition practices for chapter and/or individual members provided		
Leadership, Competitive, Cooperative, & Individualized Projects and Activities 0–10 points	0 No evidence	1 2 Documented participation of chapter members in 2 or less of the 4 areas identified	3 4 Documented participation of chapter members in 3 of the 4 areas identified	5 6 7 Opportunities documented for chapter member participation in each of the 4 areas identified	8 9 10 Multiple opportunities documented for chapter member participation in each of the 4 areas identified	
Service Activities 0–5 points	0 No evidence	1 Chapter members do not plan service activities	2 3 Members plan service activities, but the project impact is not clear or evident	4 Service activities are planned by members, benefit school/community and have a positive impact	5 Service activities are well planned and implemented by members, benefit school/community and have a positive impact	
Chapter Resource Development 0–5 points	0 No evidence	Limited evidence of resource development	2 3 Chapter seeks resources, fundraisers or donations. No evidence of developed system in place	Evidence of developed system for seeking resources, fundraisers or donations	5 Evidence of well— developed, detailed system for seeking resources, fundraisers or donations	
Chapter Budget 0-5 points	0 No evidence	Chapter budget and money flow documentation for the current year is incomplete	2 3 Chapter budget and money flow documentation for the current year is adequate but not extensive	Chapter budget and money flow is documented for the current year	5 Chapter budget and money flow is well documented for the current year	



LEVEL 1 RUBRIC (CONTINUED)

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

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



LEVEL 1 RUBRIC (CONTINUED)

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



LEVEL 2 RUBRIC

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

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



LEVEL 2 RUBRIC (CONTINUED)

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

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



LEVEL 2 RUBRIC (CONTINUED)

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

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



LEVELS 3 & 4 RUBRIC

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

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



LEVELS 3 & 4 RUBRIC (CONTINUED)

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

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



	amount of speaking time		

LEVELS 3 & 4 RUBRIC (CONTINUED)

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

Evaluator's Comments-Include two things done well and two opportunities for improvement:		
	TOTAL	
	(92 Points Possible)	
	(e = r emile r element)	
	Evaluator #:	
	Evaluator Initials:	
	RC Initials:	



CHAPTER IN REVIEW PORTFOLIO

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

ELIGIBILITY & GENERAL INFORMATION

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

CLICK HERE TO VIEW NATIONAL DEADLINES

CAREER PATHWAYS ALIGNMENT							
Human Services	Hospitality & Tourism	Education & Training	Visual Arts & Design				

EVENT LEVELS			
Level 1:	Level 2:	Level 3:	Level 4:
Through Grade 8	Grades 9–10	Grades 11–12	Postsecondary
*See page 7 for more information	n on event levels.		

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

PRESENTATIO	ON ELEMENTS A	ALLOWED						
Audio	Easel(s)	File Folder	Flip Chart(s)	Portfolio	Props/ Pointers	Skits	Presentation Equipment	Visuals
							*	
* Presentation	n Equipment is	allowed only fo	r presentation	of electronic po	ortfolio.			



COMPETITION PROCEDURES & TIME REQUIREMENTS

TIME	LEVEL 1	LEVEL 2	LEVELS 3 & 4			
Each entry will submit a portfo	Each entry will submit a portfolio (hardcopy or electronic) to the event room consultant at the designated participation time.					
10 minutes	Room consultants and evaluators	will have 10 minutes to preview	w the <i>portfolio</i> before the			
presentation begins.						
	The oral presentation may be up t					
15 minutes	minutes. Participants will be stopped at 15 minutes. If audio/visual recordings are used, they are					
	limited to a 3-minute playing time	during the presentation.				
5 minutes	Following the presentation, evalua	ators will have 5 minutes to into	erview participants.			
5 minutes	Evaluators will have up to 5 minut	es to use the rubric to score an	nd write comments for participants.			
	Total Time:	35 Minutes				

CHAPTER IN REVIEW PORTFOLIO

SPECIFICATIONS

PORTFOLIO FORMAT (CHO	DOSE ONE)
Hardcopy Portfolio	The portfolio is a collection of materials used to document and illustrate the chapter's Program of Work (POW). Materials must be contained in the official FCCLA STAR Events binder obtained from the FCCLA national emblematic supplier. A decorative and/or informative cover may be included. All materials, including the content divider pages, must fit within the cover, be one—sided and may not exceed 48 pages, as described below. Divider page tabs may extend up to 1" outside the cover. Once a hardcopy portfolio has been turned in to evaluators, participants may not switch to an electronic portfolio.
Electronic Portfolio	An electronic portfolio may be either in PowerPoint, Prezi or other electronic format that can be viewed by the evaluators and room consultants prior to the oral presentation. The electronic portfolio and the hardware (method) to view it (i.e., equipment, files, projectors, screens, laptops) will be turned in to the room consultant at the designated participation time. Participants are responsible for providing the technology used to present the project to the evaluators. Once an electronic portfolio is turned in to the evaluators, participants may not switch to a hardcopy portfolio. The portfolio may not exceed 59 slides, as described below.

SPECIFICATIONS		LEVEL 1	LEVEL 2	LEVELS 3 & 4
Up to 1–8 ½" x 11" page or 1 slide	Project Identification Page	Must include participant's name(s), chapter name, school, city, state, event name, level, and project title. Page can be up to 1 - 8% " x 11 " page or 1 slide, but cannot be larger.		
1-8 ½" x 11" page or 1 slide	Table of Contents	List the parts of the <i>portfolio</i>	in the order in which the p	arts appear.
1–8 ½" x 11" page or 2 slides	FCCLA Planning Process Summary Page	Summarize how each step of the project; use of the <i>Planni</i> presentation.	_	•
1-8 ½" x 11" page or 1 slide	Evidence of Online Summary Form Submission	Complete the Online Project the FCCLA Student Portal and	•	
0-9 Content Divider/section pages or slides	Content Divider Pages or sections	Use 0 to 9 Content Divider/se must be tabbed, must contai decorations and page number	n a title, a section name, <i>gr</i>	aphic elements, thematic



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



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



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

SPECIFICATIONS	LEVEL 1	LEVEL 2	LEVELS 3 & 4
Organization/Delivery	Deliver oral presentation in an or Program of Work (POW).	ganized, sequential manner; con	cisely and thoroughly summarize
Program of Work (POW)	Describe how the chapter's <i>Progr</i> Family and Consumer Sciences ar communication and personal skil	nd encourages members to devel	op leadership, management,
Use of <i>Portfolio</i>	Use the <i>portfolio</i> to support, illus presentation.	trate and complement the projec	ct description during the
Voice	Speak clearly with appropriate pi	tch, tempo and volume.	
Body Language	Use appropriate body language in appropriate handling of the porty		•
Grammar/Word Usage/Pronunciation	Use proper grammar, word usage	e and pronunciation.	
Responses to Evaluators' Questions	Provide clear and concise answer	s to evaluators' questions regard	ing project.



Resources

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

- FCCLA Chapter Budget Template
- FCCLA Planning Process
- Work Cited Citation Guide

National Leadership Conference Resources

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



STAR EVENTS POINT SUMMARY FORM

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

- Make sure all information at top is correct. If a student named is not participating, cross their name(s) off. If a team does not show, write "No Show" across the top and return with other forms. Do NOT change team or station numbers.
- 2. Before student presentation, the room consultants must check participants' portfolio using the criteria and standards listed below and fill in the boxes.
- 3. Confirm STAR Competition(s) is mandatory solely for participation at the National Leadership Conference. States have the authority to decide whether this requirement applies to picking up the registration packet and confirming the event/schedule accuracy OR attending a statespecific orientation.
- At the conclusion of presentation, verify evaluator scores and fill in information below. Calculate the final score and ask for evaluators' verification. Place this form in front of the completed rubrics and staple all items related to the presentation together.
- At the end of competition in the room, double check all scores, names and team numbers to ensure accuracy. Sort results by team order and turn in to the Lead Consultant.
- Check with one of the Lead Consultants if there are any questions regarding the evaluation process. 6.

ROOM CONSULTANT CHECK			POINT
	Confirmed STAR Competition(s) schedule	in the FCCLA Adviser Portal by the deadline	
Confirm STAR Competition(s)		ip Conference Only)	
0 or 1 point	0	1	
-	No	Yes	
	0	1	
Event Online Orientation Form	Online Orientation Form not completed in the	Online Orientation Form completed in the	
0 or 1 point	Student Portal by the deadline	Student Portal by the deadline	
Hardcopy Portfolio	0	1	
0 or 1 point	Binder is not the official FCCLA binder	Binder is the official FCCLA binder	
OR '	0	1	
Electronic Portfolio	Electronic Portfolio not in viewable format to	Electronic Portfolio in viewable format to the	
O or 1 point	the evaluators	evaluators	
·		1 2 3	
		At least 2 errors 1 error no errors	
		The portfolio is completed correctly and does	
		not exceed 48 single–sided pages or 59 slides,	
		including:	
Portfolio Pages	0	• 1 project ID page or slide	
0–3 points	The portfolio exceeds the page limit	• 1 table of contents page or slide	
		• 1 Planning Process summary page or 2 slides	
		Project Summary Form submission proof	
		Up to 9 Content Divider Pages or slides	
		Up to 35 content pages or 45 content slides	
Punctuality	0	1	
0 or 1 point	Participant was late for presentation	Participant was on time for presentation	
Dress Code	0	1	
0 or 1 point	Event dress code was not followed	Event dress code was followed	
EVALUATORS' SCORES		ROOM CONSULTANT TOTAL	
Evaluator 1:	Initials:	(8 points possible)	
Evaluator 2:	Initials:	AVERAGE EVALUATOR SCORE	
Evaluator 3:	Initials:	(92 Points Possible)	
Total Score:	Divided by # of Evaluators	FINAL SCORE	
	= AVERAGE EVALUATOR SCORE	(Average Evaluator Score plus	
	Rounded only to the nearest hundredth (i.e., 79.	99 not 80.00) Room Consultant Score)	
RATING ACHIEVED (circle one)	Gold: 90–100 Silver: 70–89.99 B	ronze: 1–69.99	
VERIFICATION OF FINAL SCORE 8	RATING (please initial)		
Evaluator 1: Evaluato	r 2: Evaluator 3: Adult Roc	om Consultant: Event Lead Consultant	:



LEVEL 1 RUBRIC

Participant Name: _				
Chapter:	Stat	te: Team	#: Station	#: Level:

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



LEVEL 1 RUBRIC (CONTINUED)

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

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

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



LEVEL 2 RUBRIC

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

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



LEVEL 2 RUBRIC (CONTINUED)

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

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



LEVEL 2 RUBRIC (CONTINUED)

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



CHAPTER IN REVIEW PORTFOLIO

LEVELS 3 & 4 RUBRIC

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

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



CHAPTER IN REVIEW PORTFOLIO

LEVELS 3 & 4 RUBRIC (CONTINUED)

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

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



CHAPTER IN REVIEW PORTFOLIO

LEVELS 3 & 4 RUBRIC (CONTINUED)

Grammar/Word	0	1	2	3		
Usage/	Extensive (more than 5)	Some (3–5) grammatical	Few (1–2) grammatical and	Presentation has no		
Pronunciation	grammatical and	and pronunciation errors	pronunciation errors	grammatical or		
0-3 points	pronunciation errors			pronunciation errors		
Responses to Evaluators' Questions 0–3 points	0 Did not answer evaluators' questions	Unable to answer some questions and/or given with hesitation and/or inaccurate	Gave appropriate responses to evaluators' questions	Responses to questions were appropriate and given without hesitation		
Evaluator's Comm	nents-Include two things don	e well and two opportunities	for improvement:		TOTAL	

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



CHAPTER SERVICE PROJECT DISPLAY

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

ELIGIBILITY & GENERAL INFORMATION

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

CLICK HERE TO VIEW NATIONAL DEADLINES

CAREER PATHWAYS ALIGNMEN	Т		
Human Services	Hospitality & Tourism	Education & Training	Visual Arts & Design

EVENT LEVELS				
Level 1:	Level 2:	Level 3:	Level 4:	
Through Grade 8	Grades 9–10	Grades 11–12	Postsecondary	
*See page 7 for more information on event levels.				

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

PRESENTATIO	ON ELEMENTS A	ALLOWED						
Audio	Easel(s)	File Folder	Flip Chart(s)	Portfolio	Props/ Pointers	Skits	Presentation Equipment	Visuals



COMPETITION PROCEDURES & TIME REQUIREMENTS

TIME	LEVEL 1	LEVEL 2	LEVELS 3 & 4	
5 minutes	Participants will have 5 minutes to	set up a <i>display</i> at the designat	ed participation time. Other	
3 milates	persons may not assist.			
5 minutes	Evaluators will have 5 minutes to	review the <i>display</i> .		
	The oral presentation may be up to	to 10 minutes in length. A 1–min	ute warning will be given at 9	
10 minutes	minutes. Participants will be stop	oed at 10 minutes. If audio/visua	Il recordings are used, they are	
	limited to a 1–minute playing time	e during the presentation.		
5 minutes	Following the presentation, evalu	ators will have 5 minutes to inte	rview participants.	
5 minutes	Evaluators will have up to 5 minut	es to use the rubric to score and	write comments for participants.	
Total Time: 30 Minutes				

CHAPTER SERVICE PROJECT DISPLAY

SPECIFICATIONS

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

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



SPECIFICATIONS (CONTINUED)

SPECIFICATIONS	LEVEL 1	LEVEL 2	LEVELS 3 & 4			
	Design the project to reflect	Design the project to reflect loca	l or state Family and Consumer			
Set a Goal: Relates to Family	local or state Family and	Sciences coursework content. Ide	entify applicable national Family			
and Consumer Sciences	Consumer Sciences coursework	and Consumer Sciences standard	ds.			
	content.					
Form a Plan: Project	Plan project to meet project goal	s, identify standards, examine alternative actions, consider				
Organization	consequences of various alternat	tives and select acceptable alterna	tives			
	Identify potential project	Identify potential project Identify potential project				
Form a Plan: Partners and	resources and partners on the	resources and partners on the	resources and partners on the			
Resources	school, community and/or	school, community, state	school, community, state,			
	state levels.	and/or national levels.	national and/or global levels.			
Form a Plan: Timeline	Develop a project timeline that is	s workable and has realistic steps and the deadlines.				
Farmer Blanck Marile Blanc	Develop specific work plans for n	for members and volunteers—who, what, where, when and how. Roles				
Form a Plan: Work Plan	are assigned to chapter members	embers and project volunteers.				
Same a Diago Books	Develop a detailed project budget including both chapter and partner resources that clearly support					
Form a Plan: Budget	project goals.					
	Develop plans to promote the	Develop plans to promote the pr	oject before, during and after			
Form a Plan: Increase	project before, during and	implementation. Include a list of	local, state and/or national			
Awareness/ Public Relations	after implementation.	media outlets (newspaper, radio	, podcasts, etc.) and appropriate			
		decision-makers and elected off	icials.			
Act: Youth Involved and	Project is designed by and led by	members and involves partner vo	lunteers as appropriate.			
Volunteer Recruitment						
Act. Uniqueness	Develop an annual project that is	not simply recurring. Project mus	t include unique components			
Act: Uniqueness	created by current members to r	neet the needs of the intended au	dience.			
Follow Up: Project Impact	Utilize evaluation data to indicate	e how project goals were either ac	hieved or not achieved.			
	Utilize methods for evaluation su	ich as pre–and post–surveys, inter	views, reports, observations			
Follow Up: Evaluation	and/or formal evaluations. Include	de project reach data. Describe rep	plication plans, future efforts,			
	lessons learned and appreciation	/recognition.				
Display Appearance	Display must be neat, legible, pro	ofessional, creative and use correct	t grammar and spelling.			



SPECIFICATIONS (CONTINUED)

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

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



Resources

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

- FCCLA Chapter Budget Template
- FCCLA Planning Process
- Work Cited Citation Guide

National Leadership Conference Resources

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



STAR EVENTS POINT SUMMARY FORM

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

- 1. Make sure all information at top is correct. If a student named is not participating, cross their name(s) off. If a *team* does not show, write "No Show" across the top and return with other forms. Do NOT change *team* or station numbers.
- 2. Before student presentation, the room consultants must check participants' *display* using the criteria and standards listed below and fill in the boxes.
- 3. Confirm STAR Competition(s) is mandatory solely for participation at the National Leadership Conference. States have the authority to decide whether this requirement applies to picking up the registration packet and confirming the event/schedule accuracy OR attending a state-specific orientation.
- 4. At the conclusion of presentation, verify evaluator scores and fill in information below. Calculate the final score and ask for evaluators' verification. Place this form in front of the completed rubrics and staple all items related to the presentation together.
- 5. At the end of competition in the room, double check all scores, names and *team* numbers to ensure accuracy. Sort results by *team* order and turn in to a Lead Consultant.
- 6. Check with one of the Lead Consultants if there are any questions regarding the evaluation process.

Confirm STAR Competition(s) O or 1 point Event Online Orientation Form O or 1 point Display Set-Up		in the FCCLA Adviser Portal by the deadline hip Conference Only) 1 Yes 1 Online Orientation Form completed in the Student Portal by the deadline	
Competition(s) O or 1 point Event Online Orientation Form O or 1 point Display Set-Up	(National Leadersh 0 No 0 Online Orientation Form not completed in the Student Portal by the deadline	nip Conference Only) 1 Yes 1 Online Orientation Form completed in	
O or 1 point Event Online Orientation Form O or 1 point Display Set-Up	No Online Orientation Form not completed in the Student Portal by the deadline	Yes 1 Online Orientation Form completed in	
Event Online Orientation Form O or 1 point Display Set-Up	0 Online Orientation Form not completed in the Student Portal by the deadline	1 Online Orientation Form completed in	
Form O or 1 point Display Set-Up	Online Orientation Form not completed in the Student Portal by the deadline	Online Orientation Form completed in	
O or 1 point Display Set-Up	in the Student Portal by the deadline		
Display Set-Up			
Display Set-Up		·	
		1	
	Participants did not set up their display	Participants set up display during allotted	
0 or 1 point	within allotted time period	time period	
	0	1	
Display Dimensions	Display does not fit with the appropriate	Display fits with the appropriate	
O or 1 point	dimensions/objects not returned within	dimensions/objects returned within	
5 5. <u>1 p</u> 5	display after presentation	display after presentation	
	uispiay area presentation	1	
Project Identification Page	0	Project ID page is present and completed	
0 or 1 point	Project ID page is missing or incomplete	correctly	
Project Summary Form	0	1	
Submission Proof	Project Summary Form Submission	Project Summary Form Submission	
0 or 1 point	missing	present	
Punctuality	0	1	
0 or 1 point	Participant was late for presentation	Participant was on time for presentation	
Dress Code	0	1	
0 or 1 point	Event dress code was not followed	Event dress code was followed	
EVALUATORS' SCORES		ROOM CONSULTANT TOTAL	
Evaluator 1:	Initials:	(8 points possible)	
Evaluator 2:	Initials:	AVERAGE EVALUATOR SCORE	
Evaluator 3:	Initials:	(92 Points Possible)	
Total Score:	Divided by # of Evaluators	FINAL SCORE	
	= AVERAGE EVALUATOR SCORE	(Average Evaluator Score plus	
	Rounded only to the nearest hundredth (i.e., 79	· ·	
` ,		Bronze: 1–69.99	
VERIFICATION OF FINAL SCORE & R	RATING (please initial)		



LEVEL 1 RUBRIC

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

DISPLAY						POINTS
FCCLA	0	1 2 3	4 5 6	7 8	9 10	
Planning Process	Planning Process Summary	Planning Process steps are	All Planning Process steps	Evidence that the Planning	The Planning Process is	
Summary Page 0–10 points	not provided	not clearly summarized or	are summarized	Process was utilized to	used to plan the project.	
0–10 points		are inadequate		plan project	Each step is fully	
					explained. No more than 1 page	
Address a Specific	0	1	2	3	4 5	
Need	No evidence	No survey, interview, media or	Limited survey, interview,	Survey, interview, media or	Extensive survey, interview,	
Identify Concerns		observational data used or	media or observational data	observational data used to	media or observational data used	
0–5 points		project's specific and	used to select a project to	select a project to meet a	to select a project to meet a	
		meaningful school, community	meet a specific and meaningful	specific and meaningful school,	specific and meaningful school,	
		and/or statewide need is unclear	school, community and/or statewide need	community and/or statewide need	community and/or statewide need	
Target Audience	0	1	2	3	need	
Identify Concerns	Target audience not identified	Methods to determine project	Methods to determine project	Methods to determine project		
0–3 points		target audience poorly	target audience explained.	target audience thoroughly		
		explained. Project not designed	Project designed to meet	explained. Project designed to		
SMART Goals	0	to meet target audience	target audience	meet target audience		
Set a Goal	No evidence	Project goal(s) do not meet all	Project goal(s) are specific,	Project goal(s) are extremely		
0–3 points	- The evidence	criteria	measurable, achievable,	specific, measurable,		
			relevant and time-bound	achievable, relevant and time-		
				bound		
Reflects FCCLA Purposes	0 No evidence	1 At least 1 FCCLA purposes are	2 At least 1 FCCLA purposes are	3 At least 1 FCCLA purposes are		
Set a Goal	No evidence	loosely identified with limited	identified and related to the	clearly identified and related to		
0–3 points		relation to the project	project	the project		
Family and	0	1	2	3		
Consumer	No evidence	Project design loosely reflects	Project design reflects local or	Project design clearly reflects		
Sciences Set a Goal		local or state FCS coursework content	state FCS coursework content	local or state FCS coursework content		
0–3 points		Content		content		
Project	0	1	2	3	4 5	
Organization	No evidence	Project plan is disorganized and	Project plan loosely meets	Project plan meets project	Project plan clearly meets project	
Form a Plan 0–5 points		does not meet criteria requirements	project goals, identifies standards, examines	goals, identifies standards, examines alternative actions,	goals, identifies standards, examines alternative actions,	
5 5 раши		requirements	alternative actions, considers	considers consequences of	considers consequences of	
			consequences of alternatives	alternatives and selects	alternatives and selects	
			and selects acceptable	acceptable alternatives	acceptable alternatives	
			alternatives			
Partners and	0 No ovidence	1	2 Detential newtons and	3 Detential partners and		
Resources Form a Plan	No evidence	Potential partners and resources are loosely identified	Potential partners and resources are identified on the	Potential partners and resources are clearly identified		
0–3 points		on the school, community	school, community and/or	on the school, community		
		and/or state levels	state levels	and/or state levels		
Timeline	0	1	2	3		
Form a Plan 0–3 points	Not provided	Timeline is not workable or has	Timeline is workable with	Detailed timeline is workable		
0-3 points		unrealistic steps and deadlines	realistic steps and deadlines	with realistic steps and deadlines		
Work Plan	0	1	2	3		
Form a Plan	No evidence	Work plans are loosely specific	Work plans are specific to	Work plans are detailed and		
0–3 points		to members and volunteers.	members and volunteers.	specific to members and		
		Lacks member and volunteer	Includes member and	volunteers. Includes detailed		
		role assignments	volunteer role assignments	member and volunteer role assignments		
		1	1	400.611110110		



LEVEL 1 RUBRIC (CONTINUED)

	0	1	2	3		
Budget	Not provided	Budget is provided but	Budget is provided,	Budget is detailed, includes		
Form a Plan		loosely supports project	resources included and	both chapter and partner		
0–3 points		goals	supports project goals	resources and clearly		
,			11 1 7 0	supports project goals		
Increase	0	1	2	3		
Awareness	No evidence	Promotion plans before,	Promotion plans before,	Promotion plans before,		
Public Relations		during and after project	during and after project	during and after project		
Form a Plan		implementation are poorly	implementation are	implementation are well		
0–3 points		developed	developed	developed		
Youth Involved	0	1	2			
and Volunteer	Project is not designed or	Project is primarily	Project is exclusively			
Recruitment	led by members	designed and led by	designed and led by			
Act		members. Includes	members. Includes			
0–2 points		volunteers when	volunteers when			
o z points		appropriate	appropriate			
	0	1	2			
Uniqueness	No evidence	Project lacks uniqueness,	Project is unique, designed			
Act		designed by current	by current members,			
0–2 points		members, audience needs	meets audience needs. Is			
o z points		unclear	not simply a recurring			
			project			
Project Impact	0	1	2	3		
Follow Up	No evidence	Evaluation data provides	Evaluation data provides	Evaluation data provides		
0–3 points		limited indication of	indication of achievement	clear indication of		
		achievement status	status	achievement status		
	0	1	2	3	4	
	No evidence	Lacks evaluation methods.	Includes limited evaluation	Includes evaluation	Includes multiple	
Evaluation		Project reach data poorly	methods. Project reach	methods. Project reach	evaluation methods.	
Follow Up		documented. No plans for	data documented. Loose	data documented. Plans	Project reach data well	
0–4 points		replication, future efforts,	plans for replication,	for replication, future	documented. Detailed	
'		lessons learned and	future efforts, lessons	efforts, lessons learned	plans for replication, future	
		recognition	learned and recognition	and recognition	efforts, lessons learned	
		1 2			and recognition	
Diamlau	O No display process		3	4		
Display	No display present	Display has many errors	The display is neat, legible	Display is neat, legible,	Display is neat, legible,	
Appearance		and is not aesthetically	and professional, but has	professional and creative	professional and very	
0–5 points		pleasing	grammar and spelling	with correct grammar and	creative with correct	
			errors and minimal appeal	spelling	grammar and spelling	

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



LEVEL 1 RUBRIC (CONTINUED)

Grammar/Word

1 2 3

Usage/	Extensive (more than 5)	Some (3–5) grammatical	Few (1–2) grammatical and	Presentation has no		
Pronunciation	grammatical and	and pronunciation errors	pronunciation errors	grammatical or		
0–3 points	pronunciation errors			pronunciation errors		
Responses to Evaluators' Questions 0–3 points	O Did not answer evaluators' questions	Unable to answer some questions and/or given with hesitation and/or inaccurate	Gave appropriate responses to evaluators' questions	Responses to questions were appropriate and given without hesitation		
Evaluator's Comm	nents-Include two things don		for improvement:		TOTAL	

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



LEVEL 2 RUBRIC

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

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



LEVEL 2 RUBRIC (CONTINUED)

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

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



LEVEL 2 RUBRIC (CONTINUED)

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

RC Initials: _____



LEVELS 3 & 4 RUBRIC

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

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



LEVELS 3 & 4 RUBRIC (CONTINUED)

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

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



LEVELS 3 & 4 RUBRIC (CONTINUED)

Body Language 0–2 points	Uses inappropriate gestures, posture or mannerisms, avoids eye contact	1 Gestures, posture, mannerisms and eye contact is inconsistent	Gestures, posture, mannerisms, and eye contact are appropriate			
Grammar/Word Usage/ Pronunciation	0 Extensive (more than 5) grammatical and	Some (3–5) grammatical and pronunciation errors	Few (1–2) grammatical and pronunciation errors	3 Presentation has no grammatical or		
0–3 points Responses to Evaluators' Questions 0–3 points	0 Did not answer evaluators' questions	1 Unable to answer some questions and/or given with hesitation and/or inaccurate	2 Gave appropriate responses to evaluators' questions	Responses to questions were appropriate and given without hesitation		
Evaluator's Comn	nents–Include two things don	TOTAL (92 Points Possible) Evaluator #:				

Evaluator Initials: ______

RC Initials: _____



CHAPTER SERVICE PROJECT PORTFOLIO

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

ELIGIBILITY & GENERAL INFORMATION

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

CLICK HERE TO VIEW NATIONAL DEADLINES

CAREER PATHWAYS ALIGNMENT							
Human Services	Hospitality & Tourism	Education & Training	Visual Arts & Design				

EVENT LEVELS							
Level 1:	Level 2:	Level 3:	Level 4:				
Through Grade 8	Grades 9-10	Grades 11–12	Postsecondary				
*See page 7 for more information on event levels.							

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

PRESENTATION ELEMENTS ALLOWED								
Audio	Easel(s)	File Folder	Flip Chart(s)	Portfolio	Props/ Pointers	Skits	Presentation Equipment	Visuals
							*	
* Presentation Equipment is allowed only for presentation of electronic portfolio.								



COMPETITION PROCEDURES & TIME REQUIREMENTS

TIME	LEVEL 1	LEVEL 2	LEVELS 3 & 4
Each entry will submit a portfo	olio (hardcopy or electronic) to the e	vent room consultant at the de	signated participation time.
5 minutes	Room consultants and evaluators presentation begins.	will have 5 minutes to preview	the <i>portfolio</i> before the
10 minutes	The oral presentation may be up t minutes. Participants will be stopp	_	nute warning will be given at 9
5 minutes	Following the presentation, evaluation	ators will have 5 minutes to inte	erview participants.
5 minutes	Evaluators will have up to 5 minut	es to use the rubric to score an	d write comments for participants.
	Total Time:	25 Minutes	

CHAPTER SERVICE PROJECT PORTFOLIO

SPECIFICATIONS

PORTFOLIO FORMAT (CHOOSE	ONE)
Hardcopy Portfolio	The portfolio is a collection of materials used to document and illustrate the work of the project. Materials must be contained in the official FCCLA STAR Events binder obtained from the FCCLA national emblematic supplier. A decorative and/or informative cover may be included. All materials, including the content divider pages, must fit within the cover, be one—sided and may not exceed 19 pages, as described below. Divider page tabs may extend up to 1" outside the cover. Once a hardcopy portfolio has been turned in to evaluators, participants may not switch to an electronic portfolio.
Electronic Portfolio	An <i>electronic portfolio</i> may be either in PowerPoint, Prezi or other electronic format that can be viewed by the evaluators and room consultants prior to the oral presentation. The <i>electronic portfolio</i> and the hardware (method) to view it (i.e., equipment, files, projectors, screens, laptops) will be turned in to the room consultant at the designated participation time. Participants are responsible for providing the <i>technology</i> used to present the project to the evaluators. Once an <i>electronic portfolio</i> is turned in to the evaluators, participants may not switch to a <i>hardcopy portfolio</i> . The <i>portfolio</i> may not exceed 30 slides, as described below.

SPECIFICATIONS		LEVEL 1	LEVEL 2	LEVELS 3 & 4	
Up to 1–8 ½" x 11" page or 1 slide	Project Identification Page	Must include participant's name(s), chapter name, school, city, state, event na level, and project title. Page can be up to 1 - 8 ½" x 11" page or 1 slide, but can be larger.			
1-8 ½" x 11" page or 1 slide	Table of Contents	List the parts of the portfolion	o in the order in which the p	arts appear.	
1-8 ½" x 11" page or 2 slides	FCCLA Planning Process Summary Page	Summarize how each step of the project; use of the <i>Plant</i> presentation.	_	used to plan and implement scribed in the oral	
1-8 ½" x 11" page or 1 slide	Evidence of Online Summary Form Submission	Complete the Online Project the FCCLA Student Portal ar	•	'Surveys Applications" tab of bubblession in the portfolio.	
0-5 Content Divider/section pages or slides	Content Divider Pages or sections	Use 0 to 5 <i>Content</i> Divider/s must be tabbed, must conta decorations and page numb	ain a title, a section name, g	raphic elements, thematic	



SPECIFICATIONS (CONTINUED)

SPECIFICATIONS		LEVEL 1	LEVEL 2	LEVELS 3 & 4	
SPECIFICATIONS	Identify Concerns: Address Special Needs	Use surveys, interviews, media or observations to gather data. Select a project to meet a specific and meaningful school, community and/or statewide need.	Use surveys, interviews, media or observations to gather data. Select a project to meet a specific and meaningful school, community, statewide and/or national need.	Use surveys, interviews, media or observations to gather data. Select a project to meet a specific and meaningful school, community, statewide, national and/or global need.	
	Identify Concerns:	Explain methods taken to d	etermine the project's target	audience and design project	
	Target Audience	to meet intended audience.	·		
	Set a Goal: SMART Goal	Develop a project goal that bound.	is specific, measurable, achie	vable, relevant and time–	
	Set a Goal: Reflects FCCLA Purposes	Identify and relate at least 1 of the FCCLA purposes to the project.	Identify and relate at least 3 of the FCCLA purposes to the project.	Identify and relate at least 3 of the FCCLA purposes to the project in addition to at least 1 goal from the national strategic plan.	
Up to 19	Set a Goal: Relates to Family and Consumer Sciences	Design the project to reflect local or state Family and Consumer Sciences coursework content.	Design the project to reflect local or state Family and Consumer Sciences coursework <i>content</i> . Identify applicable national Family and Consumer Sciences standards.		
8 ½" x 11" pages or 30 slides	Form a Plan: Project Organization		t goals, identify standards, ex arious alternatives and select		
	Form a Plan: Partners and Resources	Identify potential project resources and partners on the school, community and/or state levels.	Identify potential project resources and partners on the school, community, state and/or national levels.	Identify potential project resources and partners on the school, community, state, national and/or global levels.	
	Form a Plan: Timeline	Develop a project timeline t	that is workable and has reali	stic steps and deadlines.	
	Form a Plan: Work Plan		for members and volunteers d to chapter members and pr		
	Form a Plan: Budget	Develop a detailed project k clearly support project goals	oudget including both chapte s.	r and partner resources that	
	Form a Plan: Increase Awareness/Public Relations	Develop plans to promote the project before, during and after implementation.	Develop plans to promote to and after implementation. If and/or national media outled podcasts, etc.) and appropriatelected officials.	nclude a list of local, state ets (newspaper, radio, iate decision–makers and	
	Act: Youth Involved and Volunteer Recruitment	appropriate. Partner volunt perspectives, which may inc	ed by members and involves of eers are recruited to represed clude faith—based groups, contions, public health or welfare	nt diverse <i>community</i> nmunity or	



SPECIFICATIONS (CONTINUED)

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

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

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



Resources

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

- FCCLA Chapter Budget Template
- FCCLA Planning Process
- Work Cited Citation Guide

National Leadership Conference Resources

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



STAR EVENTS POINT SUMMARY FORM

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

- 1. Make sure all information at top is correct. If a student named is not participating, cross their name(s) off. If a *team* does not show, write "No Show" across the top and return with other forms. Do NOT change *team* or station numbers.
- 2. Before student presentation, the room consultants must check participants' *portfolio* using the criteria and standards listed below and fill in the boxes.
- 3. Confirm STAR Competition(s) is mandatory solely for participation at the National Leadership Conference. States have the authority to decide whether this requirement applies to picking up the registration packet and confirming the event/schedule accuracy OR attending a state-specific orientation.
- 4. At the conclusion of presentation, verify evaluator scores and fill in information below. Calculate the final score and ask for evaluators' verification. Place this form in front of the completed rubrics and staple all items related to the presentation together.
- 5. At the end of competition in the room, double check all scores, names and *team* numbers to ensure accuracy. Sort results by *team* order and turn in to the Lead Consultant.
- Check with one of the Lead Consultants if there are any questions regarding the evaluation process.

ROOM CONSULTANT CHECK			POINT
	Confirmed STAR Competition(s) schedule	in the FCCLA Adviser Portal by the deadline	
Confirm STAR Competition(s)	, , , , ,	ip Conference Only)	
0 or 1 point	0	1	
	No	Yes	
Event Online Orientation Form	0	1	
0 or 1 point	Online Orientation Form not completed in the	Online Orientation Form completed in the	
0 of 1 point	Student Portal by the deadline	Student Portal by the deadline	
Hardcopy Portfolio	0	1	
0 or 1 point	Binder is not the official FCCLA binder	Binder is the official FCCLA binder	
OR	0	1	
Electronic Portfolio	Electronic Portfolio not in viewable format to	Electronic Portfolio in viewable format to the	ne
0 or 1 point	the evaluators	evaluators	
		1 2 3	
		At least 2 errors 1 error no error	rs
		The portfolio is completed correctly and do	es
		not exceed 19 single-sided pages or 30 slid	
Doutfalia Dogge	0	including:	
Portfolio Pages	•	• 1 project ID page or slide	
0–3 points	The portfolio exceeds the page limit	• 1 table of contents page or slide	
		• 1 Planning Process summary page or 2 slice	des
		Project Summary Form submission proof	
		• Up to 5 Content Divider Pages or slides	
		• Up to 10 content pages or 20 content slid	es
Punctuality	0	1	
0 or 1 point	Participant was late for presentation	Participant was on time for presentation	
Dress Code	0	1	
0 or 1 point	Event dress code was not followed	Event dress code was followed	
EVALUATORS' SCORES		ROOM CONSULTANT TO	TAL
Evaluator 1:	Initials:	(8 points possil	ble)
Evaluator 2:	Initials:	AVERAGE EVALUATOR SCO	ORE
Evaluator 3:	Initials:	(92 Points Possil	ble)
Total Score:	Divided by # of Evaluators	FINAL SCO	ORE
	= AVERAGE EVALUATOR SCORE	(Average Evaluator Score p	olus
	Rounded only to the nearest hundredth (i.e., 79.	· · · · · · · · · · · · · · · · · · ·	
RATING ACHIEVED (circle one)		ronze: 1–69.99	
VERIFICATION OF FINAL SCORE &	RATING (please initial)		
	,		
Evaluator 1: Evaluator	r 2: Evaluator 3: Adult Roc	om Consultant: Event Lead Cons	cultant:



LEVEL 1 RUBRIC

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

PORTFOLIO						POINTS
FCCLA	0	1 2 3	4 5 6	7 8	9 10	
Planning Process	Planning Process Summary	Planning Process steps are	All Planning Process steps	Evidence that the Planning	The Planning Process is	
Summary Page	not provided	not clearly summarized or	are summarized	Process was utilized to	used to plan the project.	
0–10 points		are inadequate		plan project	Each step is fully	
					explained. No more than 1	
					page or 2 slides	
Address a Specific	0	1 2	3	4	5	
Need Identify Concerns	No evidence	No survey, interview, media or	Limited survey, interview,	Survey, interview, media or	Extensive survey, interview, media or observational data used	
0–5 points		observational data used or project's specific and	media or observational data used to select a project to	observational data used to select a project to meet a	to select a project to meet a	
o o pomio		meaningful school, community	meet a specific and meaningful	specific and meaningful school,	specific and meaningful school,	
		and/or statewide need is	school, community and/or	community and/or statewide	community and/or statewide	
		unclear	statewide need	need	need	
Target Audience	0	1	2	3		
Identify Concerns	Target audience not identified	Methods to determine project	Methods to determine project	Methods to determine project		
0–3 points		target audience poorly	target audience explained.	target audience thoroughly		
		explained. Project not designed	Project designed to meet	explained. Project designed to		
		to meet target audience	target audience	meet target audience		
SMART Goals Set a Goal	O No svidence	1	2	3		
0–3 points	No evidence	Project goal(s) do not meet all criteria	Project goal(s) are specific, measurable, achievable,	Project goal(s) are extremely specific, measurable,		
0-3 points		Criteria	relevant and time-bound	achievable, relevant and time-		
			relevant and time board	bound		
Reflects FCCLA	0	1	2	3		
Purposes	No evidence	At least 1 FCCLA purposes are	At least 1 FCCLA purposes are	At least 1 FCCLA purposes are		
Set a Goal		loosely identified with limited	identified and related to the	clearly identified and related to		
0–3 points	_	relation to the project	project	the project		
Family and Consumer	0 No evidence	Draiget decign legacyly reflects	2 Project design reflects local or	3 Project design clearly reflects		
Sciences	No evidence	Project design loosely reflects local or state FCS coursework	state FCS coursework content	local or state FCS coursework		
Set a Goal		content	State i es course work content	content		
0–3 points						
Project	0	1 2	3	4	5	
Organization	No evidence	Project plan is disorganized and	Project plan loosely meets	Project plan meets project	Project plan clearly meets project	
Form a Plan 0–5 points		does not meet criteria	project goals, identifies	goals, identifies standards,	goals, identifies standards,	
0–3 points		requirements	standards, examines alternative actions, considers	examines alternative actions, considers consequences of	examines alternative actions, considers consequences of	
			consequences of alternatives	alternatives and selects	alternatives and selects	
			and selects acceptable	acceptable alternatives	acceptable alternatives	
			alternatives			
Partners and	0	1	2	3		
Resources	No evidence	Potential partners and	Potential partners and	Potential partners and		
Form a Plan		resources are loosely identified	resources are identified on the	resources are clearly identified		
0–3 points		on the school, community	school, community and/or	on the school, community		
Timeline		and/or state levels	state levels	and/or state levels		
Timeline Form a Plan	0 Not provided	Timeline is not workable or has	2 Timeline is workable with	Detailed timeline is workable		
0–3 points	110t provided	unrealistic steps and deadlines	realistic steps and deadlines	with realistic steps and		
				deadlines		
Work Plan	0	1	2	3		
Form a Plan	No evidence	Work plans are loosely specific	Work plans are specific to	Work plans are detailed and		
0–3 points		to members and volunteers.	members and volunteers.	specific to members and		
		Lacks member and volunteer	Includes member and	volunteers. Includes detailed member and volunteer role		
		role assignments	volunteer role assignments			
	I.	1	1	assignments		



LEVEL 1 RUBRIC (CONTINUED)

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

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



LEVEL 1 RUBRIC (CONTINUED)

	0	1	2			
Body Language	Uses inappropriate	Gestures, posture,	Gestures, posture,			
0–2 points	gestures, posture or	mannerisms and eye	mannerisms, and eye			
o 2 points	mannerisms, avoids eye contact	contact is inconsistent	contact are appropriate			
Grammar/Word	0	1	2	3		
Usage/	Extensive (more than 5)	Some (3–5) grammatical	Few (1–2) grammatical and	Presentation has no		
Pronunciation	grammatical and	and pronunciation errors	pronunciation errors	grammatical or		
0–3 points	pronunciation errors			pronunciation errors		
Responses to Evaluators' Questions 0–3 points	O Did not answer evaluators' questions	Unable to answer some questions and/or given with hesitation and/or inaccurate	Gave appropriate responses to evaluators' questions	Responses to questions were appropriate and given without hesitation		
Evaluator's Comm	nents–Include two things don	e well and two opportunities	for improvement:		TOTAL (92 Points Possible)	
					Evaluator #:	
1					Evaluator Initials:	_

RC Initials: _____



LEVEL 2 RUBRIC

Participant Na	ıme:					
Chapter:		State:	Team #	: Station #	: Level:	
PORTFOLIO						POIN
FCCLA	0	1 2 3	4 5 6	7 8	9 10	
Diamaina Dunana	Dianning Process Summany	Dianning Process stone are	All Diagning Process stons	Evidence that the Dianning	The Dianning Process is	

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



	Budget is provided, resources	resources and clearly supports	
	included and supports project	project goals	
	goals		

LEVEL 2 RUBRIC (CONTINUED)

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

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



LEVEL 2 RUBRIC (CONTINUED)

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

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



LEVELS 3 & 4 RUBRIC

Participant Name:	 				
Chapter:	 State:	Team #:	Station #:	Level:	
PORTFOLIO				F	POI

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



LEVELS 3 & 4 RUBRIC (CONTINUED)

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

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



LEVELS 3 & 4 RUBRIC (CONTINUED)

	0	1	2		
Body Language	Uses inappropriate	Gestures, posture,	Gestures, posture,		
0–2 points	gestures, posture or	mannerisms and eye	mannerisms, and eye		
0–2 points	mannerisms, avoids eye	contact is inconsistent	contact are appropriate		
	contact				
Grammar/Word	0	1	2	3	
Usage/	Extensive (more than 5)	Some (3–5) grammatical	Few (1–2) grammatical and	Presentation has no	
Pronunciation	grammatical and	and pronunciation errors	pronunciation errors	grammatical or	
0–3 points	pronunciation errors			pronunciation errors	
Responses to Evaluators' Questions 0–3 points	O Did not answer evaluators' questions	1 Unable to answer some questions and/or given with hesitation and/or inaccurate	Gave appropriate responses to evaluators' questions	Responses to questions were appropriate and given without hesitation	
Evaluator's Comm	nents-Include two things don	e well and two opportunities	for improvement:		

o 5 points		inaccurate			1
Evaluator's Comm	nents-Include two things don	e well and two opportunities	for improvement:		1
				TOTAL	
				(92 Points Possible)	<u> </u>
				Evaluator #:	
				Evaluator Initials:	_
				RC Initials:	
•	•	•	•		



CULINARY ARTS

CULINARY ARTS

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

ELIGIBILITY & GENERAL INFORMATION

- 1. Review "Eligibility and General Rules for All Levels of Competition" on page 8 prior to event planning and preparation.
- 2. The National Leadership Conference (NLC) competition recipes and equipment list will be posted in the FCCLA Adviser Portal. Any necessary large equipment will be provided for national competition. Only items on the list may be brought to the event. Any items not on the equipment list will be removed and returned to the participant after cleanup. For regional/state competitions, recipes and equipment lists will be provided by the host facility and/or state association.
- 3. Each participant must complete the *Online Project Summary Form* located on the "Surveys" tab of the FCCLA Student Portal and provide signed proof of submission at the assigned participation time.
- 4. National Leadership Conference (NLC) participants are required to view the online orientation video and submit the STAR Events Online Orientation Form by the deadline. The video and form will be on the FCCLA Student Portal and can be found under Surveys Applications. Only one form per entry is required. Contact your <u>State Adviser</u> for orientation procedures for competitions held prior to the National Leadership Conference (NLC).

CLICK HERE TO VIEW NATIONAL DEADLINES

CAREER PATHWAYS ALIGNMENT				
Human Services	Hospitality & Tourism	Education & Training	Visual Arts & Design	

EVENT LEVELS Level 1:	Level 2:	Level 3:	Level 4:	
	Level 2.	Level 5.	Level 4.	
Through Grade 8	Grades 9–10	Grades 11–12	Postsecondary	
*See page 7 for more information on event levels.				

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

PRESENTATIO	ON ELEMENTS A	ALLOWED						
Audio	Easel(s)	File Folder	Flip Chart(s)	Portfolio	Props/ Pointers	Skits	Presentation Equipment	Visuals



CULINARY ARTS

PRELIMINARY & FINALIST COMPETITIONS

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

CULINARY ARTS

COMPETITION PROCEDURES & TIME REQUIREMENTS

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

CULINARY ARTS

SPECIFICATIONS

SPECIFICATIONS	
State Leadership Conference	States may administer a culinary knowledge test at regional/district and state competitions if
(SLC) Testing	required to determine finalists. A test is not required if it is not needed.
	Participants will be well groomed and wear appropriate, clean attire meeting the following standards:
Uniform and Appearance	Clean and appropriate uniform including <i>professional</i> chef attire (chef coat/jacket; industry pants or commercial uniform pants; apron; hair covering or chef hat; closed—toe, low heel, kitchen shoes made with non—slip soles and sealed non—melting uppers (canvas shoes are not appropriate). No additional jewelry, with the exception of a watch, is allowed. Facial hair is permitted if appropriate covering is used. Hair is <i>prop</i> erly restrained with hairnet if hair extends past the neck line. Minimal makeup, no cologne or nail polish. Acceptable <i>graphics</i> on the Culinary Arts uniform include the



FCCLA logo, school, chapter or state name or logo and individual name. No additional logos are permitted. If required, additional logos may be covered with white cloth tape.

CULINARY ARTS

SPECIFICATIONS (CONTINUED)

SPECIFICATIONS	LEVELS 3 & 4
Safety and Sanitation	Participants and their work areas, are kept sanitary and organized, meeting the following standards:
	Workstation is kept neat, clean and organized in a safe and sanitary manner. Hand washing is done frequently. Food contact surfaces are cleaned and sanitized frequently. Proper knife safety is demonstrated and small equipment is handled properly, according to industry standards. Complete final cleanup and return supplies after event within designated time period.
Food Production	Participants will have 60 minutes to prepare food product and garnish. Participants must be proficient in the preparation of a minimum of three food products. Participants will demonstrate industry standards in the use of equipment, tools and techniques. Participants will follow directions and recipes to prepare food products that meet industry standards for appearance and taste.
Equipment, Tools and Techniques	Use proper equipment, tools, products, vocabulary and techniques in the preparation of food
	products and garnishes. Use proper amount of product in food production and incorporate usable
	by–products or return to safe storage.
Use of Products	Follow directions of recipes in proper sequence, amounts and preparation. Incorporate usable by—
	products into recipes, if appropriate.
Mise en Place	Work efficiently and display organizational skills. Mise en Place is well executed.
Food Taste and Presentation	Each participant will prepare two identical plates that have been attractively garnished. The
	participant will present all plates for evaluation of appearance, taste and temperature at the end of
	the 60-minute period. There will be no extra time allowed to complete preparation or
	presentation. All work must stop at the 60–minute time limit.
Plating and Presentation	Prepare two plates consistently, with appropriate portion size, functional garnish and visual appeal.
Taste, Texture and	Food items are prepared with appropriate color, texture, flavor, mouth feel and appropriate
Seasoning	seasoning and balance.
Cooking Methods and Technique	Preparation of product utilizing proper cooking methods and techniques. All food is served at safe and proper temperatures and with appropriate consistency. Maillard reaction is properly executed,
	as required by recipe.



Resources

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

FCCLA is excited to introduce Chef Jason Avelson CCC, CCE, CCA as the new Culinary Consultant. In his role, Chef Avelson will spearhead the creation of recipes, compile equipment lists, provide training to skilled evaluators, and address any questions from chapter members and advisers. Any questions regarding Baking and Pastry or Culinary Arts can be directed to culinary@fcclainc.org.

National Leadership Conference Resources

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

Questions? Email <u>culinary@fcclainc.org</u>



STAR EVENTS POINT SUMMARY FORM

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

- 1. Make sure all information at top is correct. If a student named is not participating, cross their name(s) off. If a student does not show, write "No Show" across the top and return with other forms. Do NOT change student or station numbers.
- 2. Confirm STAR Competition(s) is mandatory solely for participation at the National Leadership Conference. States have the authority to decide whether this requirement applies to picking up the registration packet and confirming the event/schedule accuracy OR attending a state-specific orientation.
- 3. At the conclusion of evaluation, verify evaluator scores and fill in information below. Calculate the final score and ask for evaluators' verification. Place this form in front of the completed rubrics and staple all items related to the presentation together.
- 4. At the end of competition, double check all scores, names and student numbers to ensure accuracy. Sort results by *team* order and turn in to the Lead Consultant.
- 5. Check with the Lead Consultant if there are any questions regarding the evaluation process.

ROOM CONSULTANT CHECK					POINT
	Confirmed STAR Comp	etition schedule	in the FCCLA Ad	viser Portal by deadline	
Confirm STAR Competition	(National Leadership Conference Only)				
0 or 1 point	0			1	
	No			Yes	
Event Online Orientation Form 0 or 1 point	0			1	
	Online Orientation Form not co	mpleted in the	Online Orienta	ition Form completed in the	
	Student Portal by deadline		Student Portal	by deadline	
Proof of Project Summary Form	0			1	
Submission	Not presented to Room Consul	tant at	Presented to R	Room Consultant at participation	
0 or 1 point	participation time		time		
	0	1	2	3	
	Unprofessional uniform/attire	Unprofessional appearance		Professional attire worn:	
Uniform & Appearance	or includes uncovered	or attire as marked below:		Hair/beard restraints	
	graphics/logo not permitted	Hair/beard restraints		Kitchen shoes	
0–3 points	in event	missing		No visible jewelry	
o s points		Kitchen sh	oes not worn	Personal grooming meets	
		Jewelry un		guidelines	
			rooming does		
		not meet g	uidelines		
EVALUATORS' SCORES				ROOM CONSULTANT TOTAL	
Evaluator 1:	Initials:			(6 points possible)	
Evaluator 2:	Initials:			AVERAGE EVALUATOR SCORE	
Evaluator 3:	Initials:			(94 points possible)	
Total Score:	Divided by # of Evaluators			FINAL SCORE	
	= AVERAGE EVALUATOR SCOR	E ————		(Average Evaluator Score plus	
	Rounded only to the nearest hu	ndredth (i.e., 79.	99 not 80.00)	Room Consultant Score)	
RATING ACHIEVED (circle one)	Gold : 90–100 Silver : 70	D-89.99 B	ronze: 1–69.99		
VERIFICATION OF FINAL SCORE &	RATING (please initial)				
Evaluator 1: Evaluator	r 2· Evaluator 3·	Adult Roo	m Consultant	Event Lead Consultar	nt·



LEVELS 3 & 4 RUBRIC

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



LEVELS 3 & 4 RUBRIC (CONTINUED)

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

FOOD ITEM #	2				POINTS
	0	1 2	3 4	5	
Plating &	Items are visually	Obvious over or under	Slightly over or under	Clean plate, appropriate	
Presentation	unappealing. Use of non-	sized portions. Improper	portion size. Proper size	portion size. No evidence	
0–5 points	functional garnish	size and/or stained plate is	plate with some smudges.	of non-functional	
o 3 points		used with smudges	No evidence of non-	garnishing. Visually	
			functioning garnish	appealing	
	0	1 2	3 4	5	
	Poor use of contrasting	Fair use of contrasting	Good use of contrasting	Excellent use of	
Taste, Texture	colors and visible texture.	colors, visible texture,	color, visible texture, flavor	contrasting colors, visible	
& Seasoning	All food items are	flavor and mouth feel.	and mouth feel. Most	texture, flavor and mouth	
0–5 points	seasoned incorrectly and	Most foods are seasoned	foods are seasoned	feel. Food items are all	
	out of balance with one	incorrectly and are out of	correctly and in balance	seasoned correctly and in	
	another	balance with one another	with one another	balance with one another	
	0	1 2 3 4	5 6 7 8	9 10	
	Improper cooking methods	Improper cooking methods	Proper cooking methods	Proper cooking methods	
	and techniques used. Food	and techniques used to	and techniques mostly	and techniques used to	
	served at unsafe	produce food. Some food	used to produce quality	produce quality food.	
Cooking	temperatures. All	served at an unsafe or	food. Most food is served	Served at safe and proper	
Methods &	sauces/dressings are	improper temperature.	at a safe and proper	temperatures. All	
Technique	served at incorrect	Most	temperature. Most	sauces/dressings are	
0–10 points	temperature or	sauces/dressings are	sauces/dressings are	served at the correct	
·	consistency. Maillard	served at the incorrect	served at the correct	temperature and	
	reaction is poorly	temperature and	temperature and	consistency. Maillard	
	executed, if required	consistency. Maillard	consistency. Maillard	reaction is properly	
		reaction is improperly	reaction is mostly properly	executed, if required	
		executed, if required	executed, if required		

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



LEVELS 3 & 4 RUBRIC (CONTINUED)

Cooking Methods & Technique 0–10 points	Improper cooking methods and techniques used. Food served at unsafe temperatures. All sauces/dressings are served at incorrect temperature or consistency. Maillard reaction is poorly executed, if required	1 2 3 4 Improper cooking methods and techniques used to produce food. Some food served at an unsafe or improper temperature. Most sauces/dressings are served at the incorrect temperature and consistency. Maillard reaction is improperly executed, if required	For the state of t	9 10 Proper cooking methods and techniques used to produce quality food. Served at safe and proper temperatures. All sauces/dressings are served at the correct temperature and consistency. Maillard reaction is properly executed, if required		
Evaluator's Comn	nents–Include two things don	e well and two opportunities	for improvement:		TOTAL (94 Points Possible) Evaluator #: Evaluator Initials: RC Initials:	_



STAR EVENTS POINT SUMMARY FORM (FOR USE WITH 3 PRODUCTION AND 2 TASTING EVALUATORS)

Participant Name: ____

Chapter:	State:	Те	am #:	Station #:	Level:
"No Show" across the top and Confirm STAR Competition(s) whether this requirement appropriate specific orientation. At the conclusion of evaluation verification. Place this form in the Lead Consultant.	top is correct. If a student named d return with other forms. Do NO is mandatory solely for participal plies to picking up the registration on, verify evaluator scores and fill in front of the completed rubrics a puble—check all scores, names and ant if there are any questions regard.	T change student tion at the Nation in packet and con in information b ind staple all item d student numbe	t or station num nal Leadership C firming the ever elow. Calculate ns related to the rs to ensure acc	bers. onference. States have to the final score and ask for presentation together.	the authority to dec attending a state- or evaluators'
ROOM CONSULTANT CHECK					POIN'
	Confirmed STAR Comm	natition schadula	in the ECCLA Ac	lviser Portal by deadline	
Confirm STAR Competition	· ·	ational Leadersh		· ·	
or 1 point	0 (1)	ational Ecadersii	ip comercine o	1	
7 OF 1 POINT	No			Yes	
	0			1	
Event Online Orientation Form	Online Orientation Form not co	mnleted in the	Online Orient:	ation Form completed in	the l
0 or 1 point	Student Portal by deadline	Student Portal			Title
Proof of Project Summary Form	0		Student Forta	1	-
Submission	Not presented to Room Consul	tant at	Presented to I	Room Consultant at part	icipation
or 1 point	participation time		time	toom combantant at part	
po	0	1	2	3	
Jniform & Appearance D−3 points	Unprofessional uniform/attire or includes uncovered graphics/logo not permitted in event	Jewelry un	rked below: I restraints oes not worn covered rooming does	Professional attire wo Hair/beard restra Kitchen shoes No visible jewelry Personal groomir guidelines	aints V
EVALUATORS' SCORES				ROOM CONSULTAN	IT TOTAL
Evaluator 1:	Initials:			(6 points	possible)
Evaluator 2:	Initials:			AVERAGE PRODUCTIO	N SCORE
Evaluator 3:	Initials:			(64 points	possible)
Total Score:	Divided by # of Evaluators			AVERAGE PLATIN	G SCORE
	= AVERAGE PRODUCTION SCO	RE —		(30 points	possible)
				FINA	AL SCORE
PLATING SCORES				(Average Evaluator S	
valuator 4:	Initials:			Room Consulta	int Total)
valuator 5:	Initials:				
Total Score:	Divided by # of Evaluators				
	= AVERAGE PLATING SCORE				
Scores rounded only to the nearest RATING ACHIEVED (circle one) VERIFICATION OF FINAL SCORE &	Gold : 90–100 Silver : 70		ronze: 1–69.99		
Evaluator 1: Evaluator 2:	Evaluator 3: Evaluator 3:	aluator 4:	Evaluator 5: _	Adult Room	Event Lead



Consultant:	Consultant:

LEVELS 3 & 4 RUBRIC (PRODUCTION)

(FOR USE WITH 3 PRODUCTION AND 2 TASTING EVALUATORS)

Participant Na Chapter:			Team #	: Station #:	Level:	
SAFETY & SA	NITATION					POINTS
Safety 0–5 points	0 Station is disorganized, safety is disregarded	1 2 Station is lacking neatness and organization, questionable knife and small equipment safety	3 4 Station is neat and organized, knife safety is good and most small equipment is handled safely and properly	5 Station is very neat and organized, all knives and small equipment are handled safely and properly		
Sanitation 0–5 points	O Disregards safety and created unsafe and unsanitary conditions	Shows minimal safety and sanitation practices, surfaces inconsistently cleaned and sanitized, inconsistent hand washing	3 4 Inconsistently follows most safety and sanitation practices, food contact surfaces are cleaned and sanitized occasionally, occasional hand washing	5 Follows all safety and sanitation practices, food contact surfaces are cleaned and sanitized frequently, frequent hand washing		
Clean–up 0–4 points	Participant did not complete station clean–up with–in allotted 20 minutes	Participant completed station clean–up with–in allotted 20 minutes				
FOOD PRODU	JCTION					POINTS
Equipment, Tools & Techniques 0–10 points	O Selection and usage of tools/equipment lacks understanding and demonstration of skills	1 2 3 4 Selection and usage of tools/equipment demonstrate some industry techniques	5 6 7 8 Selection and usage of tools/equipment demonstrates most industry techniques	9 10 Selects and uses all tools/equipment correctly and safely following industry techniques		
Mise en Place 0–5 points	Mise en Place is poorly executed and displays unacceptable organizational skills	Mise en Place is fairly organized and displays marginal organizational skills	Mise en Place is organized and displays sufficient organizational skills	Mise en Place is well executed and displays excellent organizational skills		
Use of Products 0–5 points	Excess amount of products are prepared and used in each preparation. Useable by–products are not incorporated in the recipes or returned to safe storage	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	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	Froper amount of product is prepared and used in each preparation. Usable by–products are incorporated properly into the recipes or returned to safe storage		
FOOD ITEM #	1					POINTS
Cooking Methods & Technique 0–10 points	Improper cooking methods and techniques used. Food served at unsafe temperatures. All sauces/dressings are served at incorrect temperature or consistency. Maillard reaction is poorly executed, if required	I 2 3 4 Improper cooking methods and techniques used to produce food. Some food served at an unsafe or improper temperature. Most sauces/dressings are served at the incorrect temperature and consistency. Maillard reaction is improperly executed, if required	5 6 7 8 Proper cooking methods and techniques mostly used to produce quality food. Most food is served at a safe and proper temperature. Most sauces/dressings are served at the correct temperature and consistency. Maillard reaction is mostly properly executed, if required	P 10 Proper cooking methods and techniques used to produce quality food. Served at safe and proper temperatures. All sauces/dressings are served at the correct temperature and consistency. Maillard reaction is properly executed, if required		



LEVELS 3 & 4 RUBRIC (PRODUCTION) (CONTINUED) (FOR USE WITH 3 PRODUCTION AND 2 TASTING EVALUATORS)

FOOD ITEM	#2				POINTS
Cooking Methods & Technique 0–10 points	Improper cooking methods and techniques used. Food served at unsafe temperatures. All sauces/dressings are served at incorrect temperature or consistency. Maillard reaction is poorly executed, if required	1 2 3 4 Improper cooking methods and techniques used to produce food. Some food served at an unsafe or improper temperature. Most sauces/dressings are served at the incorrect temperature and consistency. Maillard reaction is improperly executed, if required	5 6 7 8 Proper cooking methods and techniques mostly used to produce quality food. Most food is served at a safe and proper temperature. Most sauces/dressings are served at the correct temperature and consistency. Maillard reaction is mostly properly executed, if required	9 10 Proper cooking methods and techniques used to produce quality food. Served at safe and proper temperatures. All sauces/dressings are served at the correct temperature and consistency. Maillard reaction is properly executed, if required	
FOOD ITEM	#3				POINTS
Cooking Methods & Technique 0–10 points	Improper cooking methods and techniques used. Food served at unsafe temperatures. All sauces/dressings are served at incorrect temperature or consistency. Maillard reaction is poorly executed, if required	1 2 3 4 Improper cooking methods and techniques used to produce food. Some food served at an unsafe or improper temperature. Most sauces/dressings are served at the incorrect temperature and consistency. Maillard reaction is improperly executed, if required	5 6 7 8 Proper cooking methods and techniques mostly used to produce quality food. Most food is served at a safe and proper temperature. Most sauces/dressings are served at the correct temperature and consistency. Maillard reaction is mostly properly executed, if required	9 10 Proper cooking methods and techniques used to produce quality food. Served at safe and proper temperatures. All sauces/dressings are served at the correct temperature and consistency. Maillard reaction is properly executed, if required	
Evaluator's Con	nments–Include two things don	e well and two opportunities	for improvement:		TOTAL (64 Points Possible) Evaluator #: Evaluator Initials: RC Initials:



LEVELS 3 & 4 RUBRIC (PLATING, PRESENTATION & TASTING) (FOR USE WITH 3 PRODUCTION AND 2 TASTING EVALUATORS)

Participant Na	nme:					
Chapter:		State:	Team #	: Station #	: Level:	
FOOD ITEM #	11					POINTS
FOOD ITEIVI #		4 2	2 4	-		POINTS
	0 Items are visually	1 2 Obvious over or under	3 4 Slightly over or under	5 Clean plate, appropriate		
Plating &	unappealing. Use of non-	sized portions. Improper	portion size. Proper size	portion size. No evidence		
Presentation	functional garnish	size and/or stained plate is	plate with some smudges.	of non–functional		
0–5 points	Turictional garristi	used with smudges	No evidence of non-	garnishing. Visually		
		used with sindages	functioning garnish	appealing		
	0	1 2	3 4	5		
	Poor use of contrasting	Fair use of contrasting	Good use of contrasting	Excellent use of		
Taste, Texture	colors and visible texture.	colors, visible texture,	color, visible texture, flavor	contrasting colors, visible		
& Seasoning	All food items are	flavor and mouth feel.	and mouth feel. Most	texture, flavor and mouth		
0–5 points	seasoned incorrectly and	Most foods are seasoned	foods are seasoned	feel. Food items are all		
o o pomio	out of balance with one	incorrectly and are out of	correctly and in balance	seasoned correctly and in		
	another	balance with one another	with one another	balance with one another		
FOOD ITEM #	2					POINTS
	0	1 2	3 4	5		
	Items are visually	Obvious over or under	Slightly over or under	Clean plate, appropriate		
Plating &	unappealing. Use of non-	sized portions. Improper	portion size. Proper size	portion size. No evidence		
Presentation	functional garnish	size and/or stained plate is	plate with some smudges.	of non–functional		
0–5 points	Turiotional garmon	used with smudges	No evidence of non-	garnishing. Visually		
			functioning garnish	appealing		
	0	1 2	3 4	5		
	Poor use of contrasting	Fair use of contrasting	Good use of contrasting	Excellent use of		
Taste, Texture	colors and visible texture.	colors, visible texture,	color, visible texture, flavor	contrasting colors, visible		
& Seasoning	All food items are	flavor and mouth feel.	and mouth feel. Most	texture, flavor and mouth		
0–5 points	seasoned incorrectly and	Most foods are seasoned	foods are seasoned	feel. Food items are all		
	out of balance with one	incorrectly and are out of	correctly and in balance	seasoned correctly and in		
	another	balance with one another	with one another	balance with one another		
FOOD ITEM #	3					POINTS
	0	1 2	3 4	5		
Diatina 0	Items are visually	Obvious over or under	Slightly over or under	Clean plate, appropriate		
Plating & Presentation	unappealing. Use of non-	sized portions. Improper	portion size. Proper size	portion size. No evidence		
0–5 points	functional garnish	size and/or stained plate is	plate with some smudges.	of non-functional		
0–3 points		used with smudges	No evidence of non-	garnishing. Visually		
			functioning garnish	appealing		
	0	1 2	3 4	5		
	Poor use of contrasting	Fair use of contrasting	Good use of contrasting	Excellent use of		
Taste, Texture	colors and visible texture.	colors, visible texture,	color, visible texture, flavor	contrasting colors, visible		
& Seasoning	All food items are	flavor and mouth feel.	and mouth feel. Most	texture, flavor and mouth		
0–5 points	seasoned incorrectly and	Most foods are seasoned	foods are seasoned	feel. Food items are all		
	out of balance with one	incorrectly and are out of	correctly and in balance	seasoned correctly and in		
	another	balance with one another	with one another	balance with one another		
Evaluator's Comn	nents-Include two things dor	ne well and two opportunities	for improvement:			
	•	•	•		TOTAL	
					TOTAL (30 Points Possible)	
					Evaluator #:	
					Evaluator Initials:	_
					RC Initials:	
					1	



DIGITAL STORIES FOR CHANGE

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

ELIGIBILITY & GENERAL INFORMATION

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

CLICK HERE TO VIEW NATIONAL DEADLINES

CAREER PATHWAYS ALIGNMENT				
Human Services	Hospitality & Tourism	Education & Training	Visual Arts & Design	

EVENT LEVELS					
Level 1:	Level 2:	Level 3:	Level 4:		
Through Grade 8	Grades 9-10	Grades 11–12	Postsecondary		
*See page 7 for more information	*See page 7 for more information on event levels.				

GENERAL INFORMATION			
Number of Participants per	Prepare Ahead of Time	Equipment Provided for	Competition Dress Code
Entry	r repare Allead of Time	Competition	competition bress code
	Digital Story, Project	Table–Yes	
1–3	Components and Oral	Laptop/Internet Access-Yes	FCCLA Official Dress
1-3	Presentation (National	Electrical Access–Yes	FCCLA Official Dress
	Leadership Qualifiers Only)	Wi-Fi – Yes	

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

^{*} A USB Drive is allowed for backup presentation use only. No additional Audio, *Presentation Equipment* or *Visuals* other than the presentation of the *digital story* are allowed.



ANNUAL TOPIC

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

DIGITAL STORIES FOR CHANGE

PROCEDURES & TIME REQUIREMENTS (PRELIMINARY ROUND)

TIME	LEVEL 1	LEVEL 2	LEVELS 3 & 4
Participants create a digi	ital story about an issue concerning familie	es, careers or communities using	g this year's national topic (see
above). It is not a demon	stration, "how to" presentation or a phot	o/video slide show.	
Projects must be posted on the school/chapter website. Posted components include <i>digital story</i> with copyright notice, <i>project identification page</i> , project summary and FCCLA <i>Planning Process</i> summary page. The video must be embedded on the website and a link provided to the original source (such as YouTube, Vimeo, etc.). The other required project components must be able to be opened in PDF format.			
5 minutes	The total running time of the <i>digit</i> the title and credits.	al story must be no longer than	5 minutes in length, to include
Total Time: 5 Minutes			

ENTRY SUBMISSION (PRELIMINARY ROUND)

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

DIGITAL STORIES FOR CHANGE

PROCEDURES & TIME REQUIREMENTS (NATIONAL LEADERSHIP CONFERENCE)

- 1. A table and laptop computer with Internet connections will be provided. Participants may bring their *digital story* files on a USB drive as a backup. Participants are not allowed to bring in any additional equipment. Note cards may be used in the oral presentation.
- 2. To prepare for the National Leadership Conference (NLC) presentation, participants are encouraged to update their presentation based on preliminary Round evaluation feedback. Changes may be made after the top 15 are announced.
- 3. FCCLA will provide the laptop to use at National Leadership Conference (NLC). The computer will have access to the internet, Microsoft Office, and Adobe.

TIME	LEVEL 1	LEVEL 2	LEVELS 3 & 4	
5 minutes	The state of the s	Participants will have 5 minutes to set up their presentation and type their website URL into the provided computer. Other persons may not assist.		
5 minutes	Participants will play their digital s story video may be up to 5 minute	•		
5 minutes	Participants must include an oral participants must include an oral participants warning will be given at 4 minutes		=	
5 minutes	Following the presentation, evaluation the project website and/or video.		view the participant and review	
5 minutes	Evaluators will have up to 5 minut participant.	tes to use the rubric to score and	write comments for each	
	Total Time:	25 Minutes		



SPECIFICATIONS

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

SPECIFICATIONS		LEVEL 1	LEVEL 2	LEVELS 3 & 4
1–8 ½" x 11" page	Project Identification Page	Must include participant's name(s), chapter name, school, city, state, event name, level and project title. Page can be up to 18 ½" x 11" page, but cannot be larger. Must be posted on the website in PDF format.		
1–8½" x 11" page	FCCLA <i>Planning Process</i> Summary Page	Summarize how each step of the project; Must be posted National Leadership Conference must also be described in the	on the website in PDF form ence (NLC) Participants: us	
1–8½" x 11" page	Evidence of Online Summary Form Submission	Complete the <i>Online Project</i> the FCCLA Student Portal an	•	"Surveys Applications" tab of ubmission on the website.
Up to 3–8 ½" x 11" pages	Project Summary Pages	Project summary pages to in of Family and Consumer Scie background information tha of the project and the chang the website in PDF format.	ences and/or related career t might help the <i>audience</i> u	rs, relevant research, understand the point of view
1–8½" x 11" page	Works Cited/ <i>Bibliography</i>	All work is original or copyrig reuse are used. Use MLA or a reliable and current.		d; only items licensed for g sources. All sources must be

SPECIFICATIONS	
Digital Story/Video Content	Participants create a <i>digital story</i> about an issue concerning families, careers or communities using the Annual Event Topic (see event description). The <i>digital story</i> /video may be produced using video creation tools of the participants' choice, but must be posted online to the website and must be available for viewing online. Do not provide a video download.

SPECIFICATIONS	LEVEL 1	LEVEL 2	LEVELS 3 & 4		
Introduction	Create an original introduction to the <i>digital story</i> that catches interest and clearly relates to the purpose and focus of the <i>digital story</i> project. Video introduction must include FCCLA emblem.				
Purpose and Focus		Establish a clear purpose, focus and point of view early in the <i>digital story</i> . Maintain the purpose and focus throughout the video presentation.			
Subject Knowledge	Subject knowledge of the <i>family</i> , career or <i>community</i> issue is clearly evident. All information presented in the video is appropriate and accurate.				
Creativity and Design	Color, design, effects and creativit from the purpose and focus.	y support the theme of the video	o. Must not distract the viewer		
Technical Quality—Sound	Sound quality is clear (no crackling	;), volume levels are adequate ar	nd consistent.		
Technical Quality— Images or Video	Images used are original or license no size distortion.	d for reuse. Image or video qual	ity is high resolution and there is		
Technical Quality—Editing	Editing and production provides me the story and maintains purpose a		nsitions. Use of effects supports		
Licensing	License the website <i>contents</i> , usin (www.creativecommons.org).	g school district licensing require	ements or Creative Commons		



SPECIFICATIONS (CONTINUED)

Communication— Graphics/Images	<i>Graphics</i> , images or video creates emotion to match the storyline and communicates symbolism or metaphors. Images are well coordinated with music, sound or narrative. (Slide shows are not an acceptable format). Only original <i>graphics</i> or images or those licensed for reuse may be used.
Communication—Text Word, text or <i>graphic</i> choices are powerful, vivid and descriptive to <i>audience</i> and support the purpose and focus. Spelling, word choice and grammar are used correctly.	
Communication — Music or sound used in the video significantly enriches the project, creates an appropriate m	
Music/Sound	tone and coordinates text or images. Only original music or music licensed for reuse may be used.

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

PRESENTATION FORMAT (NATIONAL LEADERSHIP CONFERENCE (NLC) ONLY)					
Oral Presentation	Following the viewing of the <i>digital story</i> presentation by evaluators, participants will deliver an oral presentation, which may be up to 5 minutes in length, to evaluators. The presentation must describe the FCCLA <i>Planning process</i> , research, planning, impact and personal learning of the participant as a result of the project. The presentation may not be prerecorded. No presentation elements are allowed during the oral presentation.				

SPECIFICATIONS	LEVEL 1	LEVEL 2	LEVELS 3 & 4		
Organization/Delivery	Deliver an organized, sequential	oral presentation; concisely and th	noroughly summarize project.		
Knowledge of Subject	Demonstrate knowledge of subject matter, research and impact of project on participant(s).				
Matter					
	Describe the relationship of	Describe the relationship of	Describe the relationship of		
Relationship of Family and	Family and Consumer Sciences	Family and Consumer Sciences	Family and Consumer Sciences		
Consumer Sciences	coursework to selected topic.	coursework to selected topic.	coursework and standards to		
Coursework/		Explain which FCCLA National	selected topic. Explain which		
Standards/National		Program(s) could be used	FCCLA National Program(s)		
Programs		during project implementation.	could be used during project		
			implementation.		
Voice	Speak clearly with appropriate p	itch, tempo and volume.			
Rody Languago	Use appropriate body language i	ncluding gestures, posture, manne	erisms, eye contact and		
Body Language	appropriate handling of notes or	note cards if used.			
Grammar/Word Usage/	Use proper grammar, word usag	e and pronunciation.			
Pronunciation					
Responses to Evaluators'	Provide clear and concise answe	rs to evaluators' questions regardi	ng project.		
Questions					



Resources

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

- FCCLA Planning Process
- Work Cited Citation Guide

National Leadership Conference Resources

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



LEVEL 1 RUBRIC (PRELIMINARY ROUND)

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

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



LEVEL 1 RUBRIC (PRELIMINARY ROUND) (CONTINUED)

Technical Quality 0 1 2 3 4 Editing Not evident Transitions are ineffective or Transitions are either minimal, Transitions are minimal,	5
	are minimal,
	d highly effective.
	tory, maintains focus
purpose purpose or purpose	
Licensing 0 5	
0 or 5 points	
the participant copyright statement is included	
in the video	
Communication— 0 1 2 3 4 5	
Graphics, Images or video Graphics, images or video Graphics, images or video Graphics, images or video	
0–5 points are either not included, either lack emotion or do not creates emotion to match creates emotion to match	
unoriginal or unlicensed for match storyline. Images poorly storyline. Images Mostly storyline. Images coordinate	
reuse coordinate with music, sound coordinate with music, sound with music, sound or narrative.	
or narrative. All images are or narrative. All images are or lall images are original or	
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Communication— 0 1 2 3 4 5	
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and unsupportive of the the purpose and focus. audience and supportive of the	
purpose and focus. Contains Spelling, word choice and purpose and focus. Spelling,	
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LEVEL 2 RUBRIC (PRELIMINARY ROUND)

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

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



LEVEL 2 RUBRIC (PRELIMINARY ROUND) (CONTINUED)

Tachnical Quality	1 0	1	2.2	1		
Technical Quality	0 Not ovident	1	2 3	4	5	
Editing	Not evident	Transitions are ineffective or	Transitions are either minimal,	Transitions are minimal,	Transitions are minimal,	
0–5 points		do not support story. Purpose	smooth or effective. Supports	smooth and effective. Supports	smooth and highly effective.	
		and focus unclear	story, maintains focus or	story, maintains focus or	Supports story, maintains focus	
			purpose	purpose	or purpose	
Licensing	0	5				
0 or 5 points	The video was not licensed by	A Creative Commons license or				
	the participant	copyright statement is included				
		in the video				
Communication—	0	1 2	3 4	5		
Graphics/Images	Graphics, images or video	Graphics, images or video	Graphics, images or video	Graphics, images or video		
0–5 points	are either not included,	either lack emotion or do not	creates emotion to match	creates emotion to match		
	unoriginal or unlicensed for	match storyline. Images poorly	storyline. Images Mostly	storyline. Images coordinate		
	reuse	coordinate with music, sound	coordinate with music, sound	with music, sound or narrative.		
		or narrative. All images are	or narrative. All images are	All images are original or		
		original or licensed for reuse	original or licensed for reuse	licensed for reuse		
Communication—	0	1 2	3 4	5		
Text	Not included	Word or text does not enhance	Word or text choices are	Word or text choices are		
0–5 points		the project or is inappropriate	appropriate and supportive of	powerful, vivid, descriptive to		
		and unsupportive of the	the purpose and focus.	audience and supportive of the		
		purpose and focus. Contains	Spelling, word choice and	purpose and focus. Spelling,		
		spelling, word choice and	grammar are correct	word choice and grammar are		
		grammar errors		correct		
Communication—	0	1 2	3 4	5		
Music/Sound	Music/sound either not	Music/sound creates an	Music/sound creates	Music/sound significantly		
0–5 points	included, unoriginal or	inappropriate mood/tone. All	appropriate mood/tone. All	enriches the project, creates		
	unlicensed for reuse	music/sound is original or	music/sound is original or	appropriate mood/tone and		
		licensed for reuse	licensed for reuse	coordinates with images. All		
				music/sound is original or		
				licensed for reuse		
Narration	0	1 2	3 4	5		
0–5 points	Not included	Script lacks originality and	Original script including at least	Original script including at least		
		includes at least 1 participant.	1 participant. Diction, fluency	1 participant. Diction, fluency		
		Poor diction, fluency and flow	and flow generally supports	and flow significantly supports		
			the project	or enhances the project		
Ending	0	1 2	3 4	5		
0–5 points	Ending is abrupt, weak or video	Ending is somewhat developed	Ending brings closure and	Ending brings closure and		
	simply stops. No action step	but does not engage the	engages the audience in	engages the audience in		
		audience in reflective thinking.	reflective thinking and 2 steps	reflective thinking and 2 steps		
		Action steps unclear	toward action or change	toward clear action or change		
Evaluator's Comp	nents-Include two things don	e well and two opportunities	for improvement:			
Lvaidator 3 Comm	nents-include two tilligs don	e well and two opportunities	ioi improvement.			
					TOTAL	
					(100 Points Possible)	
					Evaluator #:	
					Evaluator Initials:	
					RC Initials:	



LEVELS 3 & 4 RUBRIC (PRELIMINARY ROUND)

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

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



LEVELS 3 & 4 RUBRIC (PRELIMINARY ROUND) (CONTINUED)

	0	1	2 3	Δ	5	
Technical Quality Editing	Not evident	Transitions are ineffective or	Transitions are either minimal,	Transitions are minimal,	Transitions are minimal,	
0–5 points	not endent	do not support story. Purpose	smooth or effective. Supports	smooth and effective. Supports	smooth and highly effective.	
•		and focus unclear	story, maintains focus or	story, maintains focus or	Supports story, maintains focus	
			purpose	purpose	or purpose	
Licensing	0	5	, p	, , , , , , , , , , , , , , , , , , ,	- F	
0 or 5 points	The video was not licensed by	A Creative Commons license or				
	the participant	copyright statement is included				
	the participant	in the video				
Communication—	0	1 2	3 4	5		
Graphics/Images	Graphics, images or video	Graphics, images or video	Graphics, images or video	Graphics, images or video		
0–5 points	are either not included,	either lack emotion or do not	creates emotion to match	creates emotion to match		
•	unoriginal or unlicensed for	match storyline. Images poorly	storyline. Images Mostly	storyline. Images coordinate		
	reuse	coordinate with music, sound	coordinate with music, sound	with music, sound or narrative.		
		or narrative. All images are	or narrative. All images are	All images are original or		
		original or licensed for reuse	original or licensed for reuse	licensed for reuse		
Communication—	0	1 2	3 4	5		
Text	Not included	Word or text does not enhance	Word or text choices are	Word or text choices are		
0–5 points		the project or is inappropriate	appropriate and supportive of	powerful, vivid, descriptive to		
		and unsupportive of the	the purpose and focus.	audience and supportive of the		
		purpose and focus. Contains	Spelling, word choice and	purpose and focus. Spelling,		
		spelling, word choice and	grammar are correct	word choice and grammar are		
		grammar errors		correct		
Communication—	0	1 2	3 4	5		
Music/Sound	Music/sound either not	Music/sound creates an	Music/sound creates	Music/sound significantly		
0–5 points	included, unoriginal or	inappropriate mood/tone. All	appropriate mood/tone. All	enriches the project, creates		
	unlicensed for reuse	music/sound is original or	music/sound is original or	appropriate mood/tone and		
		licensed for reuse	licensed for reuse	coordinates with images. All		
				music/sound is original or		
				licensed for reuse		
N 4						
Narration	0	1 2	3 4	5		
0–5 points	0 Not included	Script lacks originality and	Original script including at least	5 Original script including at least		
		Script lacks originality and includes at least 1 participant.	Original script including at least 1 participant. Diction, fluency	1 participant. Diction, fluency		
		Script lacks originality and	Original script including at least 1 participant. Diction, fluency and flow generally supports	1 participant. Diction, fluency and flow significantly supports		
0–5 points	Not included	Script lacks originality and includes at least 1 participant. Poor diction, fluency and flow	Original script including at least 1 participant. Diction, fluency and flow generally supports the project	1 participant. Diction, fluency and flow significantly supports or enhances the project		
0–5 points Ending	Not included 0	Script lacks originality and includes at least 1 participant. Poor diction, fluency and flow	Original script including at least 1 participant. Diction, fluency and flow generally supports the project	1 participant. Diction, fluency and flow significantly supports or enhances the project		
0–5 points	Not included 0 Ending is abrupt, weak or video	Script lacks originality and includes at least 1 participant. Poor diction, fluency and flow 1 2 Ending is somewhat developed	Original script including at least 1 participant. Diction, fluency and flow generally supports the project 3 4 Ending brings closure and	1 participant. Diction, fluency and flow significantly supports or enhances the project 5 Ending brings closure and		
0–5 points Ending	Not included 0	Script lacks originality and includes at least 1 participant. Poor diction, fluency and flow 1 2 Ending is somewhat developed but does not engage the	Original script including at least 1 participant. Diction, fluency and flow generally supports the project 3 4 Ending brings closure and engages the audience in	1 participant. Diction, fluency and flow significantly supports or enhances the project 5 Ending brings closure and engages the audience in		
0–5 points Ending	Not included 0 Ending is abrupt, weak or video	Script lacks originality and includes at least 1 participant. Poor diction, fluency and flow 1 2 Ending is somewhat developed but does not engage the audience in reflective thinking.	Original script including at least 1 participant. Diction, fluency and flow generally supports the project 3 4 Ending brings closure and engages the audience in reflective thinking and 3 steps	1 participant. Diction, fluency and flow significantly supports or enhances the project 5 Ending brings closure and engages the audience in reflective thinking and 3 steps		
0–5 points Ending	Not included 0 Ending is abrupt, weak or video	Script lacks originality and includes at least 1 participant. Poor diction, fluency and flow 1 2 Ending is somewhat developed but does not engage the	Original script including at least 1 participant. Diction, fluency and flow generally supports the project 3 4 Ending brings closure and engages the audience in	1 participant. Diction, fluency and flow significantly supports or enhances the project 5 Ending brings closure and engages the audience in		
0–5 points Ending 0–5 points	O Ending is abrupt, weak or video simply stops. No action step	Script lacks originality and includes at least 1 participant. Poor diction, fluency and flow 1 2 Ending is somewhat developed but does not engage the audience in reflective thinking. Action steps unclear	Original script including at least 1 participant. Diction, fluency and flow generally supports the project 3 4 Ending brings closure and engages the audience in reflective thinking and 3 steps toward action or change	1 participant. Diction, fluency and flow significantly supports or enhances the project 5 Ending brings closure and engages the audience in reflective thinking and 3 steps		
0–5 points Ending 0–5 points	O Ending is abrupt, weak or video simply stops. No action step	Script lacks originality and includes at least 1 participant. Poor diction, fluency and flow 1 2 Ending is somewhat developed but does not engage the audience in reflective thinking.	Original script including at least 1 participant. Diction, fluency and flow generally supports the project 3 4 Ending brings closure and engages the audience in reflective thinking and 3 steps toward action or change	1 participant. Diction, fluency and flow significantly supports or enhances the project 5 Ending brings closure and engages the audience in reflective thinking and 3 steps		
0–5 points Ending 0–5 points	O Ending is abrupt, weak or video simply stops. No action step	Script lacks originality and includes at least 1 participant. Poor diction, fluency and flow 1 2 Ending is somewhat developed but does not engage the audience in reflective thinking. Action steps unclear	Original script including at least 1 participant. Diction, fluency and flow generally supports the project 3 4 Ending brings closure and engages the audience in reflective thinking and 3 steps toward action or change	1 participant. Diction, fluency and flow significantly supports or enhances the project 5 Ending brings closure and engages the audience in reflective thinking and 3 steps	TOTAL	
0–5 points Ending 0–5 points	O Ending is abrupt, weak or video simply stops. No action step	Script lacks originality and includes at least 1 participant. Poor diction, fluency and flow 1 2 Ending is somewhat developed but does not engage the audience in reflective thinking. Action steps unclear	Original script including at least 1 participant. Diction, fluency and flow generally supports the project 3 4 Ending brings closure and engages the audience in reflective thinking and 3 steps toward action or change	1 participant. Diction, fluency and flow significantly supports or enhances the project 5 Ending brings closure and engages the audience in reflective thinking and 3 steps	TOTAL (100 Points Possible)	
0–5 points Ending 0–5 points	O Ending is abrupt, weak or video simply stops. No action step	Script lacks originality and includes at least 1 participant. Poor diction, fluency and flow 1 2 Ending is somewhat developed but does not engage the audience in reflective thinking. Action steps unclear	Original script including at least 1 participant. Diction, fluency and flow generally supports the project 3 4 Ending brings closure and engages the audience in reflective thinking and 3 steps toward action or change	1 participant. Diction, fluency and flow significantly supports or enhances the project 5 Ending brings closure and engages the audience in reflective thinking and 3 steps		
0–5 points Ending 0–5 points	O Ending is abrupt, weak or video simply stops. No action step	Script lacks originality and includes at least 1 participant. Poor diction, fluency and flow 1 2 Ending is somewhat developed but does not engage the audience in reflective thinking. Action steps unclear	Original script including at least 1 participant. Diction, fluency and flow generally supports the project 3 4 Ending brings closure and engages the audience in reflective thinking and 3 steps toward action or change	1 participant. Diction, fluency and flow significantly supports or enhances the project 5 Ending brings closure and engages the audience in reflective thinking and 3 steps	(100 Points Possible)	



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

Participant Name: ____

Chapter:	State: <i>Te</i>	eam #:	Station #:	Level:
Show" across the top and ret 2. At the conclusion of presenta	top is correct. If a student named is not participat urn with other forms. Do NOT change <i>team</i> or sta tion, verify evaluator scores and fill in information	tion numbers. n below. Calculate t	he final score and as	k for evaluators'
	n front of the completed rubrics and staple all iten	•	-	
	the room, double check all scores, names and <i>tea</i>	<i>m</i> numbers to ensu	re accuracy. Sort res	ults by <i>team</i> order and
turn in to the Lead Consultan				
4. Check with the Lead Consulta	ant if there are any questions regarding the evalua	ition process.		
ROOM CONSULTANT CHECK				POINTS
	Confirmed STAR Competition(s) schedule		•	line
Confirm STAR Competition(s)		nip Conference Only)	
0 or 1 point	0		1	
	No		Yes	
Event Online Orientation Form	0		1	
0 or 1 point	Online Orientation Form not completed in the		on Form completed in	n the
•	Student Portal by the deadline	Student Portal by	the deadline	
Punctuality	0		1	
0 or 1 point	Participant was late for presentation	Participant was o	n time for presentat	ion
Dress Code	0		1	
0 or 1 point	Event dress code was not followed	Event dress code		
EVALUATORS' SCORES			ROOM CONSULTAN	_
Evaluator 1:	Initials:		(4 points	possible)
Evaluator 2:	Initials:	,	AVERAGE EVALUATO	OR SCORE
Evaluator 3:	Initials:		(129 points	possible)
Total Score:	Divided by # of Evaluators		FINA	AL SCORE
	= AVERAGE EVALUATOR SCORE		(Average Evaluator S	score plus
	Rounded only to the nearest hundredth (i.e., 79	.99 not 80.00)	Room Consulta	int Score)
			vided by 133 possible	-
RATING ACHIEVED (circle one) VERIFICATION OF FINAL SCORE &		Bronze: 1–69.99		

Evaluator 1: _____ Evaluator 2: ____ Evaluator 3: ____ Adult Room Consultant: ____ Event Lead Consultant: ____



LEVEL 1 RUBRIC (NATIONAL LEADERSHIP CONFERENCE)

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

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

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



LEVEL 1 RUBRIC (NATIONAL LEADERSHIP CONFERENCE) (CONTINUED)

Technical Quality	0	1	2 3	4	5	
Images or Video	Images/video are either not	Images/video quality is poor	Images/video quality is	Images/video quality is good	Images/video quality is	
0–5 points	included, unoriginal or	(low resolution, size	inconsistent. All images are	throughout. All images are	excellent—high resolution, no	
	unlicensed for reuse	distortion). All images are	original or licensed for reuse	original or licensed for reuse	distortion. All images are	
		original or licensed for reuse			original or licensed for reuse	
Technical Quality	0	1	2 3	4	5	
Editing	Not evident	Transitions are ineffective or	Transitions are either minimal,	Transitions are minimal,	Transitions are minimal,	
0–5 points		do not support story. Purpose	smooth or effective. Supports	smooth and effective. Supports	smooth and highly effective.	
		and focus unclear	story, maintains focus or	story, maintains focus or	Supports story, maintains focus	
			purpose	purpose	or purpose	
Licensing	0	5				
0 or 5 points	The video was not licensed by	A Creative Commons license or				
	the participant	copyright statement is included				
	_	in the video		_		
Communication— Graphics/Images	O Crambias imagas ar vidas	1 2	3 4	5		
0–5 points	Graphics, images or video	Graphics, images or video either lack emotion or do not	Graphics, images or video creates emotion to match	Graphics, images or video creates emotion to match		
0-5 points	are either not included, unoriginal or unlicensed for	match storyline. Images poorly	storyline. Images Mostly	storyline. Images coordinate		
	reuse	coordinate with music, sound	coordinate with music, sound	with music, sound or narrative.		
	reuse	or narrative. All images are	or narrative. All images are	All images are original or		
		original or licensed for reuse	original or licensed for reuse	licensed for reuse		
Communication—	0	1 2	3 4	5		
Text	Not included	Word or text does not enhance	Word or text choices are	Word or text choices are		
0–5 points		the project or is inappropriate	appropriate and supportive of	powerful, vivid, descriptive to		
·		and unsupportive of the	the purpose and focus.	audience and supportive of the		
		purpose and focus. Contains	Spelling, word choice and	purpose and focus. Spelling,		
		spelling, word choice and	grammar are correct	word choice and grammar are		
		grammar errors		correct		
Communication—	0	1 2	3 4	5		
Music/Sound	Music/sound either not	Music/sound creates an	Music/sound creates	Music/sound significantly		
0–5 points	included, unoriginal or	inappropriate mood/tone. All	appropriate mood/tone. All	enriches the project, creates		
	unlicensed for reuse	music/sound is original or	music/sound is original or	appropriate mood/tone and		
		licensed for reuse	licensed for reuse	coordinates with images. All		
				music/sound is original or		
				licensed for reuse		
Narration	0	1 2	3 4	5		
0–5 points	Not included	Script lacks originality and	Original script including at least	Original script including at least		
		includes at least 1 participant.	1 participant. Diction, fluency	1 participant. Diction, fluency		
		Poor diction, fluency and flow	and flow generally supports	and flow significantly supports		
Fueline		4.2	the project	or enhances the project		
Ending 0–5 points	O	1 2	3 4	5		
0-3 points	Ending is abrupt, weak or video	Ending is somewhat developed	Ending brings closure and	Ending brings closure and		
	simply stops. No action step	but does not engage the audience in reflective thinking.	engages the audience in	engages the audience in		
		Action step unclear	reflective thinking and 1 step toward action or change	reflective thinking and 1 step toward clear action or change		
		Action step unclear	toward action of change	toward clear action or change		

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



LEVEL 1 RUBRIC (NATIONAL LEADERSHIP CONFERENCE) (CONTINUED)

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	
0–3 points	effectively		improve	and pleasing	
	0	1	2		
Podu Languaga	Uses inappropriate	Gestures, posture,	Gestures, posture,		
Body Language 0–2 points	gestures, posture or	mannerisms and eye	mannerisms, and eye		
0-2 points	mannerisms, avoids eye	contact is inconsistent	contact are appropriate		
	contact				
Grammar/Word	0	1	2	3	
Usage/	Extensive (more than 5)	Some (3–5) grammatical and	Few (1–2) grammatical and	Presentation has no	
Pronunciation	grammatical and pronunciation	pronunciation errors	pronunciation errors	grammatical or pronunciation	
0–3 points	errors			errors	
Responses to	0	1	2	3	
Evaluators'	Did not answer evaluators'	Unable to answer some	Responded adequately to all	Responses to questions were	
Questions	questions	questions	questions	appropriate and given without	
0–3 points				hesitation	

Evaluator's Comments-Include two things done well and two opportunities for improvement:		
	TOTAL (129 Points Possible)	
	Evaluator #:	
	Evaluator Initials:	_
	RC Initials:	



LEVEL 2 RUBRIC (NATIONAL LEADERSHIP CONFERENCE)

Participant Na	ame:					
Chapter:		State:	Team #	: Station #	: Level:	
WEBSITE COI	NTENT (PROJECT COM	PONENTS)				POINTS
Project Identification Page 0 or 4 points	Project Identification Page is missing, is not completed or includes incorrect information	Project Identification Page is present, contains participants' names, chapter name, school, city, state, event name, level and project title				
Process Summary Page 0-10 points	O Planning Process Summary not provided	1 2 3 Planning Process steps are not clearly summarized or are inadequate	4 5 6 All Planning Process steps are summarized	7 8 Evidence that the Planning Process was utilized to plan project	9 10 The Planning Process is used to plan the project. Each step is fully explained. No more than 1 page	
Evidence of Online Project Summary Submission 0 or 1 point	0 Not provided	1 Signed proof of submission from the online form is included				
Project Summary 0–10 points	0 Not provided	1 2 Purpose, FCS relationship, research, background information and goal of the project is minimally explained or is inconsistent and presented	3 4 Purpose, FCS relationship, research, background information and goal of the project is explained but lacking detail or is disorganized	5 6 7 Purpose, FCS relationship, research, background information and goal of the project is explained and presented	8 9 10 Purpose of project, relationship to FCS areas and/or related careers, research, background information and goal of the project is well explained and presented in an organized format	
Works Cited/Bibliography	0 Not provided	1 2 Copyright is questionable and	3 Copyright statements and	4 Convergent statements and	5 Work is original, copyright	

permissions are included for

most sources but in an

inconsistent format

permissions are included for all

sources. Sources are complete,

MLA/APA citation (see citation

current, reliable and in

guide)

statements with permissions

sources. Sources are complete,

MLA/APA citation (see citation

granted are included for all

current, reliable and in

guide)

source list is incomplete or

inconsistent

0–5 points

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



LEVEL 2 RUBRIC (NATIONAL LEADERSHIP CONFERENCE) (CONTINUED)

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

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



LEVEL 2 RUBRIC (NATIONAL LEADERSHIP CONFERENCE) (CONTINUED)

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	
0–3 points	effectively		improve	and pleasing	
	0	1	2		
Pody Language	Uses inappropriate	Gestures, posture,	Gestures, posture,		
Body Language 0–2 points	gestures, posture or	mannerisms and eye	mannerisms, and eye		
0-2 points	mannerisms, avoids eye	contact is inconsistent	contact are appropriate		
	contact				
Grammar/Word	0	1	2	3	
Usage/	Extensive (more than 5)	Some (3–5) grammatical and	Few (1–2) grammatical and	Presentation has no	
Pronunciation	grammatical and pronunciation	pronunciation errors	pronunciation errors	grammatical or pronunciation	
0–3 points	errors			errors	
Responses to	0	1	2	3	
Evaluators'	Did not answer evaluators'	Unable to answer some	Responded adequately to all	Responses to questions were	
Questions	questions	questions	questions	appropriate and given without	
0–3 points				hesitation	

Evaluator's Comments-Include two things done well and two opportunities for improvement:		
	TOTAL (129 Points Possible)	
	Evaluator #:	
	Evaluator Initials:	
	RC Initials:	



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

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

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

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



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

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

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



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

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	
0–3 points	effectively		improve	and pleasing	
	0	1	2		
Dadu Laurusaa	Uses inappropriate	Gestures, posture,	Gestures, posture,		
Body Language 0–2 points	gestures, posture or	mannerisms and eye	mannerisms, and eye		
0–2 points	mannerisms, avoids eye	contact is inconsistent	contact are appropriate		
	contact				
Grammar/Word	0	1	2	3	
Usage/	Extensive (more than 5)	Some (3–5) grammatical and	Few (1–2) grammatical and	Presentation has no	
Pronunciation	grammatical and pronunciation	pronunciation errors	pronunciation errors	grammatical or pronunciation	
0–3 points	errors			errors	
Responses to	0	1	2	3	
Evaluators'	Did not answer evaluators'	Unable to answer some	Responded adequately to all	Responses to questions were	
Questions	questions	questions	questions	appropriate and given without	
0-3 points				hesitation	

Evaluator's Comments-Include two things done well and two opportunities for improvement:		
	TOTAL (129 Points Possible)	
	Evaluator #:	
	Evaluator Initials:	
	RC Initials:	



EARLY CHILDHOOD EDUCATION

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

ELIGIBILITY & GENERAL INFORMATION

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

CLICK HERE TO VIEW NATIONAL DEADLINES

CAREER PATHWAYS ALIGNMENT					
Human Services	Hospitality & Tourism	Education & Training	Visual Arts & Design		

EVENT LEVELS					
Level 1:	Level 2:	Level 3:	Level 4:		
Through Grade 8	Grades 9–10	Grades 11–12	Postsecondary		
*See page 7 for more information on event levels.					

GENERAL INFORMATION			
Number of Participants per	Prepare Ahead of Time	Equipment Provided for Competition	Competition Dress Code
Entry		•	
1	Portfolio and Resource Container	Table–Yes Electrical Access–No Wall Space–No Supplies–No Wi-Fi – No	FCCLA Official Dress

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

^{*} Skits may not be used during the oral presentation but may be used during presentation of the onsite case study activity.

Presentation Equipment is allowed only for presentation of electronic portfolio and Activity Plan Presentation. Visuals are limited to the contents of the resource container and any software needed for Activity Plan Presentation.



ANNUAL THEME

ANNUAL THEME		
	The Four Seasons	
	(Fall, Winter, Spring, Summer)	

EARLY CHILDHOOD EDUCATION

COMPETITION PROCEDURES & TIME REQUIREMENTS

TIME	LEVEL 2 LEVELS 3 & 4				
Each participant will submit a μ	Each participant will submit a portfolio (hardcopy or electronic) to the event Room Consultant at the designated participation time				
and inform evaluators of their	chosen age category (possible age categories are 2–3	3, 4–5 or 6–8 years old).			
Room Consultant will check the resource container and give the case study to the participant to plan for the activity.					
20 minutes	Room consultants and evaluators will have 20 min	utes to preview the <i>portfolio</i> while the			
20 minutes	participant plans the activity using materials from	the resource container.			
10 minutes	The presentation of the activity may be up to 10 m	inutes in length. A one-minute warning will be			
10 minutes	given at 9 minutes. The participant will be stopped	at 10 minutes.			
5 minutes	Following the presentation, evaluators will have 5	minutes to interview the participant.			
5 minutes	Evaluators will have up to 5 minutes to use the rub	ric to score and write comments for each			
5 minutes	participant.				
Total Time: 40 Minutes					

EARLY CHILDHOOD EDUCATION

SPECIFICATIONS

PORTFOLIO FORMAT (CHOOSE ONE)				
Hardcopy Portfolio	The <i>portfolio</i> is a collection of materials used to document and illustrate the work of the project. Materials must be contained in the official <u>FCCLA STAR Events binder</u> obtained from the FCCLA national emblematic supplier. A decorative and/or informative cover may be included. All materials, including the <i>content divider pages</i> , must fit within the cover, be one–sided and may not exceed 38 pages, as described below. Divider page tabs may extend up to 1" outside the cover. Once a <i>hardcopy portfolio</i> has been turned in to evaluators, participants may not switch to an <i>electronic portfolio</i> .			
Electronic Portfolio	An <i>electronic portfolio</i> may be either in PowerPoint, Prezi or other electronic format that can be viewed by the evaluators and room consultants prior to the oral presentation. The <i>electronic portfolio</i> and the hardware (method) to view it (i.e., equipment, files, projectors, screens, laptops) will be turned in to the room consultant at the designated participation time. Participants assume the responsibility of providing the <i>technology</i> used to show the evaluators the project. Once an <i>electronic portfolio</i> is turned in to the evaluators, participants may not switch to a <i>hardcopy portfolio</i> . <i>Portfolio</i> may not exceed 49 slides, as described below.			

SPECIFICATIONS		LEVEL 2	LEVELS 3 & 4
Up to 1–8 ½" x 11" page or 1 slide	Project Identification Page	Must include participant's name(s), chapter name, school, city, state, event name, evel, and project title. Page can be up to 1 - 8 ½" x 11" page or 1 slide, but cannot e larger.	
1-8 ½" x 11" page or 1 slide	Table of Contents	List the parts of the <i>portfolio</i> in the order in v	which the parts appear.
1-8 ½" x 11" page	FCCLA Planning	Summarize how each step of the Planning Pr	ocess was used to plan and implement
or 2 slides	Process Summary	the project; use of the Planning Process may	also be described in the oral
UI Z SIIUCS	Page	presentation.	



SPECIFICATIONS (CONTINUED)

SPECIFICATIONS		LEVEL 2	LEVELS 3 & 4	
1-8 ½" x 11" page or 1 slide	Evidence of Online Summary Form Submission	Complete the <i>Online Project Summary Form</i> located on the "Surveys Applications" tab of the FCCLA Student Portal and include signed proof of submission in the <i>portfolio</i> .		
0-4 Content Divider/section pages or slides	Content Divider Pages or sections	Use 0 to 4 <i>Content</i> Divider/section pages or slides. <i>Content</i> Divider/section pages may be tabbed, may contain a title, a section name, <i>graphic</i> elements, thematic decorations and/or page numbers. They must not include any other <i>content</i> .		
	Documentation of Experience/Occupational Coursework	Document evidence of units, courses, volunteer and/or paid positions related to Early Childhood Education within the last 4 years.		
	Lesson Plans	Include 2 <i>lesson plan</i> examples exhibiting a variety of Early Childhood Education concepts (ex. science, math, music, art). Sample <i>lesson plans</i> format may be participant's choice.	Include 3 lesson plan examples exhibiting a variety of Early Childhood Education concepts (ex. science, math, music, art). Sample lesson plans format may be participant's choice.	
	Lesson Plans: Learning Objectives	Include at least 2 learning objectives in each <i>lesson plan</i> .	Include at least 3 learning objectives in each <i>lesson plan</i> .	
Up to 30 8 ½" x 11"	Lesson Plans: Instructional Strategies and Rationale	Include at least 2 instructional strategies and rationale(s) in each lesson plan.	Include at least 3 instructional strategies and rationale(s) in each lesson plan.	
pages or 40 slides	Lesson Plans: Assessment	Include at least 2 assessments in each lesson plan.	Include at least 3 assessments in each lesson plan.	
	Evidence of Skills	Show evidence of actual implementation of a <i>lesson plan</i> (s) included in <i>portfolio</i> (ex. pictures, classroom teacher evaluation, samples of hands—on activities, handouts, etc.).		
	Evidence of Developmental Knowledge	Create a chart with information of age–appropriate activities based on developmental stages, ages 2–3, 4–5 or 6–8 years, as chosen by the participant	Show evidence developed within the past 4 years of knowledge of age—appropriate activities based on developmental stages, ages 2–3, 4–5 or 6–8 years (ex. chart, listing, diagram essay developed by the participant).	

PRESENTATION FORMAT	
Activity Plan and Presentation	Participant will be given a case study (type of activity, number of children, setting) and an activity topic related to the year's theme for the age category that they have selected (possible age categories: of 2–3, 4–5 or 6–8 years old). Activity plan topics may include, but are not limited to, general areas such as physical activity, science and reading readiness. Participants must complete a written activity plan and adaptations required by the case study for their presentation using the blank form provided. Only the materials and supplies in the participant's resource container may be used to complete the activity plan. Presentation Equipment is allowed for presentation of Activity Plan Presentation. Visuals are limited to the content of the resource container and any software needed for Activity Plan Presentation. The case study activity plan must be original and cannot be one of the activities from the partfolio

SPECIFICATIONS	LEVEL 2	LEVELS 3 & 4
Activity Plan	Include learning objective, instructional strategies/r modifications and assessment. Submit one copy.	rationale, setting, materials, activity,
Selection of Activity	Explain chosen age-appropriate activity for early ch	ildhood activity plan.



SPECIFICATIONS (CONTINUED)

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

PRESENTATION FORMAT	
	The oral presentation of the activity plan may be up to 10 minutes in length and is delivered to
Presentation Skills	evaluators. Participants may choose to present the activity plan as a demonstration and/or
	explanation of the activity plan as implemented with children.

SPECIFICATIONS	LEVEL 2	LEVELS 3 & 4	
Voice	Speak clearly with appropriate pitch, tempo and volume.		
Body Language Use appropriate body language including gestures, posture, mannerisms, eye contact appropriate handling of notes or note cards if used.		osture, mannerisms, eye contact and	
Grammar/Word Usage/	Use proper grammar, word usage and pronunciation.		
Pronunciation			
Responses to Evaluators'	Provide clear and concise answers to evaluators' que	stions regarding project.	
Questions			

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

SPECIFICATIONS	LEVEL 2	LEVELS 3 & 4
Resource Container	Assemble resources and supplies in a container. The container with lid must be no larger than 17 ½"	
	wide x 14 ½" deep x 11 ½" high.	



Resources

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

- Activity Plan
- FCCLA Planning Process
- Work Cited Citation Guide

National Leadership Conference Resources

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



STAR EVENTS POINT SUMMARY FORM

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

- Make sure all information at top is correct. If a student named is not participating, cross their name(s) off. If a team does not show, write "No Show" across the top and return with other forms. Do NOT change team or station numbers.
- 2. Before student presentation, the room consultants must check participants' portfolio using the criteria and standards listed below and fill in the boxes.
- 3. Confirm STAR Competition(s) is mandatory solely for participation at the National Leadership Conference. States have the authority to decide whether this requirement applies to picking up the registration packet and confirming the event/schedule accuracy OR attending a statespecific orientation.
- At the conclusion of presentation, verify evaluator scores and fill in information below. Calculate the final score and ask for evaluators' verification. Place this form in front of the completed rubrics and staple all items related to the presentation together.
- At the end of competition in the room, double check all scores, names and team numbers to ensure accuracy. Sort results by team order and turn in to the Lead Consultant.
- Check with the Lead Consultant if there are any questions regarding the evaluation process. 6.

ROOM CONSULTANT CHECK			POINTS	
	Confirmed STAR Competition schedule	in the FCCLA Adviser Portal by deadline		
Confirm STAR Competition	(National Leadership Conference Only)			
or 1 points	0	1		
	No	Yes		
Front Online Orientation Form	0	1		
Event Online Orientation Form	Online Orientation Form not completed in the	Online Orientation Form completed in the	n the	
0 or 1 points	Student Portal by deadline	Student Portal by deadline		
Hardcopy Portfolio	0	1		
or 1 point	Binder is not the official FCCLA binder	Binder is the official FCCLA binder		
OR .	0	1		
Electronic Portfolio	Electronic Portfolio not in viewable format to	Electronic Portfolio in viewable format to the		
or 1 point	the evaluators	evaluators		
	0	1 2 3		
	Portfolio exceeds the page limit	At least 2 errors 1 error no errors		
		Portfolio is completed correctly and does not		
		exceed 38 single-sided pages or 49 slides,		
Portfolio Pages		including:		
)–3 points		• 1 project ID page or slide		
, a points		• 1 table of <i>contents</i> page or slide		
		• 1 Planning Process summary page or 2 slides		
		Project Summary Form submission proof		
		• Up to 4 Content Divider Pages or slides		
		Up to 30 content pages or 40 content slides		
Punctuality	0	1		
or 1 point	Participant was late for presentation	Participant was on time for presentation		
Oress Code	0	1		
or 1 point	Event dress code was not followed	Event dress code was followed		
EVALUATORS' SCORES		ROOM CONSULTANT TOTAL		
Evaluator 1:	Initials:	(8 points possible)		
Evaluator 2:	Initials: AVERAGE EVALUATOR SCORE			
Evaluator 3:	Initials: (92 Points Possible)			
otal Score:	Divided by # of Evaluators FINAL SCORE			
	= AVERAGE EVALUATOR SCORE (Average Evaluator Score plus			
	Rounded only to the nearest hundredth (i.e., 79.			
RATING ACHIEVED (circle one) /ERIFICATION OF FINAL SCORE &		ronze: 1–69.99		
		om Consultant: Event Lead Consultant	•	



LEVEL 2 RUBRIC

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

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

ACTIVITY						POINTS
	0	1 2	3	4	5	
A 11 BI	Not included	Activity plan poorly	Activity plan loosely	Activity plan detailed.	Activity plan well-detailed.	
Activity Plan		detailed or includes most	detailed. Includes all	Includes all components	Includes all components	
0–5 points		components (see	components (see	(see specifications)	(see specifications)	
		specifications)	specifications)			
Selection of	0	1 2	3	4	5	
Activity	Not explained	Age-appropriate activity	Age-appropriate activity	Age—appropriate activity	Age-appropriate activity	
0–5 points		selection explained poorly	selection mostly explained	selection explained	selection explained well	
	0	1 2	3	4	5	
Use of Resources	Not evident	Creativity, safety and	Creativity, safety and	Creativity, safety and	Creativity, safety and	
during Activity		variety while completing	variety while completing	variety while completing	variety while completing	
0–5 points		activity plan unclear	activity plan generally evident	activity plan evident	activity plan clearly evident	
	0	1	2	3		
Modification	Not prepared	Either poorly prepared or	2 modifications for each	2 modifications for each		
0–3 points		less than 2 modifications	lesson plan mostly	lesson plan well prepared		
0-3 points		for each lesson plan	prepared			
		presented				



LEVEL 2 RUBRIC (CONTINUED)

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

PRESENTATIO	ON SKILLS				POINTS
Voice-pitch,	0	1	2	3	
tempo, volume	Voice qualities not used	Voice quality is adequate	Voice quality is good, but	Voice quality is	
0-3 points	effectively		could improve	outstanding and pleasing	
	0	1	2		
Body Language	Uses inappropriate	Gestures, posture,	Gestures, posture,		
0–2 points	gestures, posture or	mannerisms and eye	mannerisms, and eye		
0–2 points	mannerisms, avoids eye	contact is inconsistent	contact are appropriate		
	contact				
Grammar/Word	0	1	2	3	
Usage/	Extensive (more than 5)	Some (3–5) grammatical	Few (1–2) grammatical and	Presentation has no	
Pronunciation	grammatical and	and pronunciation errors	pronunciation errors	grammatical or	
0–3 points	pronunciation errors			pronunciation errors	
Danamanata	0	1 2	3 4	5	
Responses to Evaluators'	Did not answer evaluators'	Unable to answer some	Gave appropriate	Responses to questions	
	questions	questions and/or given	responses to evaluators'	were appropriate and	
Questions		with hesitation and/or	questions	given without hesitation	
0–5 points		inaccurate			

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



LEVELS 3 & 4 RUBRIC

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

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

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



LEVELS 3 & 4 RUBRIC (CONTINUED)

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

PRESENTATIO	ON SKILLS				POINT
Voice-pitch,	0	1	2	3	
tempo, volume	Voice qualities not used	Voice quality is adequate	Voice quality is good, but	Voice quality is	
0–3 points	effectively		could improve	outstanding and pleasing	
	0	1	2		
Podu Languago	Uses inappropriate	Gestures, posture,	Gestures, posture,		
Body Language	gestures, posture or	mannerisms and eye	mannerisms, and eye		
0–2 points	mannerisms, avoids eye	contact is inconsistent	contact are appropriate		
	contact				
Grammar/Word	0	1	2	3	
Usage/	Extensive (more than 5)	Some (3–5) grammatical	Few (1–2) grammatical and	Presentation has no	
Pronunciation	grammatical and	and pronunciation errors	pronunciation errors	grammatical or	
0-3 points	pronunciation errors			pronunciation errors	
Danamanata	0	1 2	3 4	5	
Responses to	Did not answer evaluators'	Unable to answer some	Gave appropriate	Responses to questions	
Evaluators'	questions	questions and/or given	responses to evaluators'	were appropriate and	
Questions		with hesitation and/or	questions	given without hesitation	
0–5 points		inaccurate			

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



ENTREPRENEURSHIP

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

ELIGIBILITY & GENERAL INFORMATION

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

CLICK HERE TO VIEW NATIONAL DEADLINES

CAREER PATHWAYS ALIGNMENT					
Human Services	Hospitality & Tourism	Education & Training	Visual Arts & Design		

EVENT LEVELS			
Level 1:	Level 2:	Level 3:	Level 4:
Through Grade 8	Grades 9–10	Grades 11–12	Postsecondary
*See page 7 for more information	n on event levels.		_

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

PRESENTATIO	PRESENTATION ELEMENTS ALLOWED							
Audio	Easel(s)	File Folder	Flip Chart(s)	Portfolio	Props/ Pointers	Skits	Presentation Equipment	Visuals
* Presentation Equipment is allowed only for presentation of electronic portfolio.								



COMPETITION PROCEDURES & TIME REQUIREMENTS

TIME	LEVEL 1	LEVEL 2	LEVELS 3 & 4			
Each entry will submit a	Each entry will submit a portfolio (hardcopy or electronic) to the event Room Consultant at the designated participation time.					
Participant(s) will have 15 minutes to set up for the event. Other persons may not assist. Room Consultants and evaluators will have 15 minutes to preview the portfolio (hardcopy or electronic during participant set—up time. The participant must make the electronic portfolio accessible to evaluators.						
20 minutes	The oral presentation may be up to minutes. Participants will be stopp they are limited to a 3–minute play	ed at 20 minutes. If audio or au	udiovisual recordings are used,			
5 minutes	Following the presentation, evalua	Following the presentation, evaluators will have 5 minutes to interview participants.				
5 minutes	Evaluators will have up to 5 minutes to use the rubric to score and write comments for participants.					
	Total Time: 4	45 Minutes				

ENTREPRENEURSHIP

SPECIFICATIONS

PORTFOLIO FORMAT (CH	OOSE ONE)
Hardcopy Portfolio	The portfolio is a collection of materials used to document and illustrate the work of the project. Materials must be contained in the official FCCLA STAR Events binder obtained from the FCCLA national emblematic supplier. A decorative and/or informative cover may be included. All materials, including the content divider pages, must fit within the cover, be one—sided and may not exceed 64 pages, as described below. Divider page tabs may extend up to 1" outside the cover. Once a hardcopy portfolio has been turned in to the evaluators, participants may not switch to an electronic portfolio.
Electronic Portfolio	An <i>electronic portfolio</i> may be either in PowerPoint, Prezi or other electronic format that can be viewed by the evaluators and room consultants prior to the oral presentation. The <i>electronic portfolio</i> and the hardware (method) to view it (i.e., equipment, files, projectors, screens, laptops) will be turned in to the room consultant at the designated participation time. Participants are responsible for providing the <i>technology</i> used to present the project to the evaluators. Once an <i>electronic portfolio</i> is turned in to the evaluators, participants may not switch to a <i>hardcopy portfolio</i> . The <i>portfolio</i> may not exceed 75 slides, as described below.

SPECIFICATIONS		LEVEL 1	LEVEL 2	LEVELS 3 & 4	
Up to 1–8 ½" x 11" page or 1 slide	Project Identification Page	Must include participant's name(s), chapter name, school, city, state, event nam level, and project title. Page can be up to 1 - 8 ½" x 11" page or 1 slide, but cann be larger.			
1-8 ½" x 11" page or 1 slide	Table of Contents	List the parts of the <i>portfolio</i> in the order in which the parts appear.			
1–8 ½" x 11" page or 2 slides	FCCLA Planning Process Summary Page	Summarize how each step o the project; use of the <i>Plann</i> presentation.	_	·	
1-8½" x 11" page or 1 slide	Evidence of Online Summary Form Submission	Complete the <i>Online Project</i> the FCCLA Student Portal an	· · · · · · · · · · · · · · · · · · ·	"Surveys Applications" tab of Ibmission in the portfolio.	
0-10 Content Divider/section pages or slides	Content Divider Pages or sections	Use 0 to 10 <i>Content</i> Divider, must be tabbed, must conta decorations and page numb	in a title, a section name, g	raphic elements, thematic	



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



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



PRESENTATION FORMAT	
Oral Presentation	The oral presentation may be up to 20 minutes in length and is delivered to evaluators. The presentation must be <i>professional</i> in nature and summarize the business plan. The presentation cannot be prerecorded. If audio or audiovisual recordings are used, they are limited to a 3–minute playing time. <i>Visuals</i> must be used during the presentation. The <i>portfolio</i> may be used as a visual.

SPECIFICATIONS	LEVEL 1	LEVEL 2	LEVELS 3 & 4				
Organization/Delivery	Deliver oral presentation in an or summarize business plan.	Deliver oral presentation in an organized, sequential manner; concisely and thoroughly summarize business plan.					
Knowledge of Subject Matter	_	of entrepreneurial skills including nel management and understandir					
Relationship of Family and Consumer Sciences Coursework	Describe the relationship of Family and Consumer Sciences coursework to selected business.	Describe the relationship of Family and Consumer Sciences coursework to selected business. Explain which FCCLA National Program(s) could be used during project implementation.	Describe the relationship of Family and Consumer Sciences coursework and standards to selected business. Explain which FCCLA National Program(s) could be used during project implementation. Identify career pathway.				
Use of <i>Portfolio</i> and <i>Visuals</i>	Use <i>portfolio</i> to describe all phase enhance the presentation.	es of the project. Use original, crea	ative and appealing visuals to				
Voice	Speak clearly with appropriate pi	tch, tempo and volume.					
Body Language	Use appropriate body language including gestures, posture, mannerisms, eye contact and appropriate handling of <i>visuals</i> and notes or notecards if used.						
Grammar/Word Usage/Pronunciation	Use proper grammar, word usage and pronunciation.						
Responses to Evaluators' Questions	Provide clear and concise answer	rs to evaluators' questions regardi	ng project.				



Resources

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

- FCCLA Planning Process
- Work Cited Citation Guide

National Leadership Conference Resources

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



STAR EVENTS POINT SUMMARY FORM

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

- Make sure all information at top is correct. If a student named is not participating, cross their name(s) off. If a team does not show, write "No Show" across the top and return with other forms. Do NOT change team or station numbers.
- 2. Before student presentation, the room consultants must check participants' portfolio using the criteria and standards listed below and fill in the boxes.
- 3. Confirm STAR Competition(s) is mandatory solely for participation at the National Leadership Conference. States have the authority to decide whether this requirement applies to picking up the registration packet and confirming the event/schedule accuracy OR attending a statespecific orientation.
- At the conclusion of presentation, verify evaluator scores and fill in information below. Calculate the final score and ask for evaluators' verification. Place this form in front of the completed rubrics and staple all items related to the presentation together.
- At the end of competition in the room, double check all scores, names and team numbers to ensure accuracy. Sort results by team order and turn in to the Lead Consultant.
- Check with the Lead Consultant if there are any questions regarding the evaluation process. 6.

ROOM CONSULTANT CHECK		POIN
		in the FCCLA Adviser Portal by the deadline
Confirm STAR Competition(s)		nip Conference Only)
or 1 point	0	1
·	No	Yes
Frank Ouling Ouismeeting France	0	1
Event <i>Online Orientation Form</i>	Online Orientation Form not completed in the	Online Orientation Form completed in the
0 or 1 point	Student Portal by the deadline	Student Portal by the deadline
Hardcopy Portfolio	0	1
0 or 1 point	Binder is not the official FCCLA binder	Binder is the official FCCLA binder
OR	0	1
Electronic Portfolio	Electronic Portfolio not in viewable format to	Electronic Portfolio in viewable format to the
or 1 point	the evaluators	evaluators
	0	1 2 3
	The portfolio exceeds the page limit	At least 2 errors 1 error no errors
		The portfolio is completed correctly and does
		not exceed 64 single–sided pages or 75 slides,
Doutfalia Dagas		including:
Portfolio Pages 0–3 points		• 1 project ID page or slide
0–3 points		• 1 table of contents page or slide
		• 1 Planning Process summary page or 2 slides
		Project Summary Form submission proof
		Up to 10 Content Divider Pages or slides
		Up to 50 content pages or 60 content slides
Punctuality	0	1
or 1 point	Participant was late for presentation	Participant was on time for presentation
Dress Code	0	1
or 1 point	Event dress code was not followed	Event dress code was followed
EVALUATORS' SCORES		ROOM CONSULTANT TOTAL
Evaluator 1:	Initials:	(8 Points Possible)
Evaluator 2:	Initials:	AVERAGE EVALUATOR SCORE
Evaluator 3:	Initials:	(92 Points Possible)
Fotal Score:	Divided by # of Evaluators	FINAL SCORE
	= AVERAGE EVALUATOR SCORE	(Average Evaluator Score plus
	Rounded only to the nearest hundredth (i.e., 79	
RATING ACHIEVED (circle one)		Bronze: 1–69.99
VERIFICATION OF FINAL SCORE		
Evaluator 1: Evalua	tor 2: Evaluator 3: Adult Roo	om Consultant: Event Lead Consultant:



LEVEL 1 RUBRIC

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

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



LEVEL 1 RUBRIC (CONTINUED)

2

Portfolio	Portfolio is disorganized and	Portfolio is disorganized,	Portfolio is organized, neat,	Portfolio is effectively		
Appearance	illegible	illegible and contains few	legible and professional, with	organized, neat, legible,		
0–3 points		grammar or spelling errors	correct grammar and spelling	professional with correct		
				grammar and spelling		
				Brannia and spennig		
ORAL PRESEN	NTATION					POINTS
	0	1 2 3	4 5 6	7 8	9 10	
Organization/	Presentation is not	The presentation covers	Presentation gives	Presentation covers	Presentation covers all	
Delivery	complete or presented	some or all topic elements	complete information but	information completely	relevant information with	
0-10 points	briefly and does not cover	with limited information	does not explain the	but does not flow well	a seamless and logical	
	components of the project		project well		delivery	
	0	1 2	3	4	5	
Knowledge of	Little or no evidence of	Minimal evidence of	Knowledge of subject	Knowledge of subject	Knowledge of subject	
Subject Matter	subject matter knowledge	subject matter knowledge	matter is evident but not	matter is evident and	matter is evident and	
0-5 points			effectively used in	shared at times in the	incorporated throughout	
			presentation	presentation	the presentation	
Relationship of	0	1	2	3		
Family and	No evidence of	Limited evidence of	Relationship between FCS	Relationship between FCS		
Consumer	relationship between FCS	relationship between FCS	coursework and project is	coursework and project is		
Sciences	coursework and project	coursework and project	evident and shared at	evident and explained well		
Coursework			times			
0-3 points						
Use of Portfolio	0	1	2	3		
and Visuals	Portfolio and visuals not	Portfolio and visuals used	Portfolio and visuals used	Presentation moves		
during	used during presentation	minimally during	effectively throughout	seamlessly between oral		
Presentation		presentation	presentation	presentation, portfolio and		
0–3 points				visuals		
Voice-pitch,	0	1	2	3		
tempo, volume	Voice qualities not used	Voice quality is adequate	Voice quality is good, but	Voice quality is		
0–3 points	effectively		could improve	outstanding and pleasing		
	0	1	2			
Rody Language	Uses inappropriate	Gestures, posture,	Gestures, posture,			
Body Language	gestures, posture or	mannerisms and eye	mannerisms, and eye			
0–2 points	mannorisms avoids ovo	contact is inconsistant	contact are appropriate			

	0–3 points		inaccurate			
1						
	Evaluator's Comm	nents-Include two things don	e well and two opportunities	for improvement:		
					TOTAL (92 Points Possible)	
					Evaluator #:	
					Evaluator Initials:	_
					RC Initials:	

contact are appropriate

pronunciation errors

Gave appropriate

questions

2

Few (1–2) grammatical and

2

responses to evaluators'

Presentation has no

pronunciation errors

3

Responses to questions

given without hesitation

were appropriate and

grammatical or

mannerisms, avoids eye

Extensive (more than 5)

grammatical and

pronunciation errors

0

0

Did not answer evaluators'

contact

questions

Grammar/Word

Pronunciation

Responses to

0-3 points

Evaluators'

Questions

0-3 points

Usage/

contact is inconsistent

Some (3-5) grammatical

and pronunciation errors

Unable to answer some

questions and/or given

with hesitation and/or

1



LEVEL 2 RUBRIC

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

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



LEVEL 2 RUBRIC (CONTINUED)

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

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



LEVEL 2 RUBRIC (CONTINUED)

Some (3–5) grammatical Few (1–2) grammatical and Presentation has no

Grammar/Word

Extensive (more than 5)

Pronunciation	grammatical and	and pronunciation errors	pronunciation errors	grammatical or		
0-3 points	pronunciation errors			pronunciation errors		
Responses to Evaluators' Questions 0–3 points	0 Did not answer evaluators' questions	1 Unable to answer some questions and/or given with hesitation and/or	Gave appropriate responses to evaluators' questions	Responses to questions were appropriate and given without hesitation		
o s points		inaccurate				
Evaluator's Comm	nents-Include two things don	e well and two opportunities	for improvement:			
					TOTAL	
					(92 Points Possible)	
					Evaluator #:	
					Evaluator Initials:	

RC Initials: ___



LEVELS 3 & 4 RUBRIC

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

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



LEVELS 3 & 4 RUBRIC (CONTINUED)

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

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



LEVELS 3 & 4 RUBRIC (CONTINUED)

Grammar/Word

2

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

Evaluator #: ______

Evaluator Initials: ______

RC Initials: _____



EVENT MANAGEMENT

An individual or *team event* that recognizes participants who apply skills learned in Family and Consumer Sciences courses to plan an event and prepare a researched proposal for an educational institution, *community* or non–profit organization, business or government institution. Participants must prepare a *portfolio* and oral presentation. Level 2 and Levels 3 & 4 participants will also complete an event volunteering experience.

ELIGIBILITY & GENERAL INFORMATION

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

CLICK HERE TO VIEW NATIONAL DEADLINES

CAREER PATHWAYS ALIGNMENT				
Human Services	Hospitality & Tourism	Education & Training	Visual Arts & Design	

EVENT LEVELS				
Level 1:	Level 2:	Level 3:	Level 4:	
Through Grade 8	Grades 9–10	Grades 11–12	Postsecondary	
*See page 7 for more information on event levels.				

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

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



COMPETITION PROCEDURES & TIME REQUIREMENTS

TIME	LEVEL 1	LEVEL 2	LEVELS 3 & 4	
Each entry will submit a portfolio (hardcopy or electronic) to the event room consultant at the designated participation time.				
	Participant(s) will have 10 minutes	to set up for the event. Other p	persons may not assist.	
10 minutes	During participant setup time, roo	m consultants and evaluators w	vill have 10 minutes to preview the	
10 minutes	portfolio (hardcopy or electronic) (during participant setup time. T	he participant must make the	
	electronic portfolio accessible to e	valuators.		
	The oral presentation may be up t	o 15 minutes in length. A 1–min	ute warning will be given at 14	
	minutes. Participants will be stopp	ed at 15 minutes. The oral pres	entation is a time for the	
	participant(s), in the role of studer	nt event manager, to present to	the evaluators, in the role of the	
15 minutes	client, the event proposal. The pre	sentation is intended to be two	–way dialogue, as in a	
	conversation or interview, rather t	han a one-way presentation. If	audio or audiovisual recordings	
	are used, they are limited to a 3-n	ninute playing time during the p	resentation. <i>Presentation</i>	
	equipment, with no audio, may be used during the entire presentation			
5 minutes	Following the presentation, evaluators will have 5 minutes to interview participants.			
5 minutes	Evaluators will have up to 5 minutes to use the rubric to score and write comments for participants.			
	Total Time:	35 Minutes		

EVENT MANAGEMENT

SPECIFICATIONS

EVENT DETAILS	
Event Criteria	As a student event manager, you approach your client (school administrator, city government staff, business manager, community non–profit director, etc.) with a proposal to implement a new event as a project for your career pathway program. In this project, you must prepare and present a pre–professional portfolio to the event organizers/sponsors, for their approval. Student event managers may not plan events which involve the consumption of alcohol, substances or the involvement with activities violating local school district policy, which could include weapons, political campaigns, etc. Events containing any of the items outlined above will will result in immediate disqualification.
Volunteering Experience (Required for Level 2 and Levels 3 & 4 Participants)	Each team participant must volunteer at a school or community event in which at least 50 people attend and which requires a minimum of 2 hours of volunteering service per team member. If all team members volunteer at the same event, only 1 Event Volunteering Experience Form is required. Submit a summary of the volunteering experience using the provided Event Volunteering Experience Summary Form. The event does not need to be related to the planned project, but is meant to give the participant insight into the perspective of an event planner.

SPECIFICATIONS	LEVEL 1	LEVEL 2	LEVELS 3 & 4
Event Volunteering Experience Summary	a copy of the completed form in t Event Leadership—who is in cl Event Goal and Objective(s) How is success measured for How many volunteers are util How is the event promoted/a What kinds of choices and de marketing, technology, activit How do the event organizers What recommendations wou	the portfolio, as indicated. narge? this event? lized at this event? dvertised? cisions must the event organizers	in the future?



SPECIFICATIONS	LEVEL 1	LEVEL 2	LEVELS 3 & 4		
Time Frame	The event must be planned for an educational institution, <i>community</i> or non–profit organization, ousiness or government institution, take place during July 1 and June 30 of the school year before the National Leadership Conference (NLC) and be the work of the participant(s) only. Levels 1 and 2 participants do not have to host the event while Levels 3 & 4 must host their planned event.				
Allowable Events	 Fundraisers—dinners, dances, tournaments, etc. Holiday events—breakfast with Santa, Mother's Day tea, etc. Leadership conferences with multiple speakers or workshops School or community dances Youth or adult athletic tournaments—wrestling, softball, rodeos, etc. Youth or adult non—athletic competitions/tournaments—speech, music, etc. Community festivals or tourism events College, career or employments fairs Award ceremonies—hall of fame, teacher of the year banquets, etc. 				
Prohibited Events	 FCCLA chapter meetings or classroom guest speakers Individual or family parties or events Events not meeting the event attendee or time requirements Any event involving the consumption or sale of prohibited substances or violate school district Policies Participants whose events are considered prohibited will be disqualified.				
Minimum Number of Event Attendees	25	50	75		
Minimum Time Requirement of Planned Event	1 hour-may not exceed 1 day. Does not include setup/teardown time. Event does not need to be implemented.	3 hours—may not exceed 2 days. Does not include setup/teardown time. Event does not need to be implemented.	4 hours-may include multiple days. Does not include setup/teardown time. Event must be implemented.		

PORTFOLIO FORMAT (CHO	DOSE ONE)
Hardcopy Portfolio	The <i>portfolio</i> is a collection of materials used to document and illustrate the work of the project. Materials must be contained in the official FCCLA STAR Events binder obtained from the FCCLA national emblematic supplier. A decorative and/or informative cover may be included. All materials, including the <i>content divider pages</i> , must fit within the cover, be one–sided and may not exceed 65 pages, as described below. Divider page tabs may extend up to 1" outside the cover. Once a hardcopy portfolio has been turned in to the evaluators, participants may not switch to an <i>electronic portfolio</i> .
Electronic Portfolio	An electronic portfolio may be either in PowerPoint, Prezi or other electronic format that can be viewed by the evaluators and room consultants prior to the oral presentation. The electronic portfolio and the hardware (method) to view it (i.e., equipment, files, projectors, screens, laptops) will be turned in to the room consultant at the designated participation time. Participants are responsible for providing the technology used to present the project to the evaluators. Once an electronic portfolio is turned in to the evaluators, participants may not switch to a hardcopy portfolio. The portfolio may not exceed 77 slides, as described below.

SPECIFICATIONS		LEVEL 1	LEVEL 2	LEVELS 3 & 4
Up to 1–8 ½" x 11" page or 1 slide	Project Identification Page	Must include participant's na level, and project title. Page of be larger.		· ·
1–8 ½" x 11" page or 1 slide	Table of <i>Contents</i>	List the parts of the <i>portfolio</i>	in the order in which the p	arts appear.



SPECIFICATIONS		LEVEL 1	LEVEL 2	LEVELS 3 & 4		
1-8 ½" x 11" page or 2 slides	FCCLA Planning Process Summary Page	•	of the <i>Planning Process</i> was unning <i>Process</i> may also be deso			
1-8 ½" x 11" page or 1 slide	Evidence of Online Summary Form Submission	Complete the Online Projec	t Summary Form under the "S nd include signed proof of sub			
0-8 Content Divider/section pages or slides	Content Divider Pages or sections	must be tabbed, must conta	section pages or slides. <i>Conte</i> ain a title, a section name, <i>gro</i> pers. They must not include a	aphic elements, thematic		
	Event Volunteering Experience		See requirements under Event Volunteering Experie section.			
	Event Proposal Introduction	Prepare written proposal introduction, providing a general event description, summary of the client needs and services the event planner will provide.	Prepare written proposal introduction (see Level 1) and include participant/ team event experience. Only current information, educational level and experiences must be included. Format may be of participant's choice.	Prepare written proposal introduction (see Level 1) and include participant/ team resume, including references listed (no letter of recommendation required). Only current information, educational level and experiences must be included. Format may be of participant's choice.		
Up to 50 8 ½" x 11" pages or 60 slides	Event SMART Goals, Objective(s) and Evaluation	Provide event goal(s) and of measurable, attainable, rea evaluation criteria to be use success.	listic and timely. Include	Provide event goal(s) and objective(s) that are specific, measurable, attainable, realistic and timely. Include evaluation criteria to be used to determine event success. Include a sample evaluation tool.		
	Event Dates and Background Research	Determine event date options.	Determine event date options and provide pertinent background research to support holding the event.	Determine event date options and provide pertinent background research to support holding event. Include information on any similar events or community data to support event.		
	Venue/Facility Space	Include selected venue/facility maps or diagrams, inclement weather plans, parking, restroom access, etc., to support venue choice.	Include selected venue/faci inclement weather plans, p etc., to support venue choic venue/facility.	arking, restroom access, ce. Provide 2 options for		
	Event Personnel Chart	Include an organizational ch to successfully implement t	nart and brief description of rehe event.	oles for personnel required		



SPECIFICATIONS		LEVEL 1	LEVEL 2	LEVELS 3 & 4			
	Health and Public		ic safety and crisis manageme				
	Safety			•			
	Planning and	Use the provided template	to develop a detailed plannin	g and implementation			
	Implementation	timeline.					
	Timeline						
	Target Attendees	Compiled demographic info	rmation for who is expected	to attend and recruitment			
	and Recruitment	strategies. This may include	, but is not limited to, demog	graphics such as gender, age,			
	Strategy	income, education level, loc	cation, marital or parental sta	tus, etc.			
		Identify potential	Identify potential	Identify potential			
	Sponsor/Advertiser/	sponsors, advertisers and	sponsors, advertisers and	sponsors, advertisers and			
	Exhibitor	exhibitors.	exhibitors. Provide 1	exhibitors. Provide 2			
	Recruitment		sample recruitment	sample recruitment			
			method.	methods.			
		Describe volunteer roles	Describe volunteer roles	Describe volunteer roles			
		in event implementation,	in event implementation,	in event implementation,			
	Volunteer	estimated number of	estimated number of	estimated number of			
	Recruitment	volunteers recruited and	volunteers recruited,	volunteers recruited,			
	Strategy	recruitment methods.	recruitment methods and	recruitment methods,			
			time commitments.	time commitments and			
Un to 50				training information.			
Up to 50 8 ½" x 11"	Projected	Provide event attendance estimate and explain method used to determine number.					
pages or 60 slides	Attendance						
(continued)	Suppliers and	Compile list of recommended suppliers and vendors for event items such as food					
(continuou)	Vendors		tainment, paid staff, clean up	, etc.			
	Activity Schedule		le of activities for the event.				
		Plan, prepare and design	Plan, prepare and design	Plan, prepare and design			
		event logo, event poster	event logo, event poster	event logo, event poster			
		and 3 social media post	and 6 social media post	and 9 social media post			
	Event Marketing	examples. 1 post for each	examples. Minimum 1	examples. Minimum 1			
		pre, during and post–	post for each pre, during	post for each pre, during			
		event promotion.	and post–event	and post–event			
			promotion.	promotion.			
		Include projected budget	Include 2 projected	Include 3 projected			
		reflecting required	budgeting options	budgeting options			
		deposits and costs	(low/high) detailing	(low/medium/high)			
	Projected Budget	associated with travel,	required deposits and	detailing required			
	and Options	lodging, mileage, food,	costs associated with	deposits and costs			
		etc. Participant may select	travel, lodging, mileage,	associated with travel,			
		the format.	food, etc. Participant may	lodging, mileage, food,			
			select the format.	etc. Participant may select			
				the format.			
	Portfolio		legible and <i>professional</i> and	use correct grammar and			
	Appearance	spelling.					



PRESENTATION FORMAT	
Oral Presentation	The oral presentation may be up to 15 minutes in length. The presentation is a time for participant(s) in the role of student event manager/management <i>team</i> , to present to the evaluators, in the role of clients. The presentation is intended to be a two—way dialogue, as in a conversation or interview, rather than a one—sided presentation. The <i>portfolio</i> will be used by the participant during the presentation. If audio or audiovisual recordings are used, they are limited to a 3—minute playing time during the presentation. <i>Presentation equipment</i> , with no audio, may be used during the entire presentation.

SPECIFICATIONS	LEVEL 1	LEVEL 2	LEVELS 3 & 4	
Organization/Delivery	Deliver an organized, sequential	oral presentation; concisely and th	noroughly summarize research.	
Knowledge of Event Planning and Management	Demonstrate knowledge of planning, budgeting and managing costs of an event.	Demonstrate knowledge of planning, budgeting and managing costs of an event. Explain which National FCCLA program which could be used to implement project.	Demonstrate knowledge of planning, budgeting and managing costs of an event. Explain which National FCCLA program which could be used to implement project. Identify FCS career pathway connections.	
Relationship of Family and Consumer Sciences Coursework	Describe the relationship of Family and Consumer Sciences coursework to selected project.	Describe the relationship of Family and Consumer Sciences coursework to selected project. Explain which FCCLA National Program(s) could be used during project implementation.	Describe the relationship of Family and Consumer Sciences coursework and standards to selected project. Explain which FCCLA National Program(s) could be used during project implementation. Identify career pathway.	
Use of Portfolio	Use the <i>portfolio</i> to describe all p	phases of the proposal/project and		
Voice	Speak clearly with appropriate pi	itch, tempo and volume.		
Body Language	Use appropriate body language in appropriate handling of notes or	ncluding gestures, posture, manne note cards if used.	erisms, eye contact, and	
Grammar/Word Usage/Pronunciation	Use proper grammar, word usage and pronunciation.			
Responses to Evaluators' Questions	Provide clear and concise answer	rs to evaluators' questions regardi	ng project.	



Event Management

Resources

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

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

National Leadership Conference Resources

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



STAR EVENTS POINT SUMMARY FORM

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

- 1. Make sure all information at top is correct. If a student named is not participating, cross their name(s) off. If a *team* does not show, write "No Show" across the top and return with other forms. Do NOT change *team* or station numbers.
- 2. Before student presentation, the room consultants must check participants' *portfolio* using the criteria and standards listed below and fill in the boxes.
- 3. Confirm STAR Competition(s) is mandatory solely for participation at the National Leadership Conference. States have the authority to decide whether this requirement applies to picking up the registration packet and confirming the event/schedule accuracy OR attending a state-specific orientation.
- 4. At the conclusion of presentation, verify evaluator scores and fill in information below. Calculate the final score and ask for evaluators' verification. Place this form in front of the completed rubrics and staple all items related to the presentation together.
- 5. At the end of competition in the room, double check all scores, names and *team* numbers to ensure accuracy. Sort results by *team* order and turn in to the Lead Consultant.
- 6. Check with the Lead Consultant if there are any questions regarding the evaluation process.

ROOM CONSULTANT CHECK			POINTS
	Confirmed STAR Competition(s) schedule	in the FCCLA Adviser Portal by the deadline	
Confirm STAR Competition(s)		ip Conference Only)	
or 1 point	0	1	
·	No	Yes	
Frank Online Orientation France	0	1	
Event Online Orientation Form	Online Orientation Form not completed in the	Online Orientation Form completed in the	
or 1 point	Student Portal by the deadline	Student Portal by the deadline	
Hardcopy Portfolio	0	1	
or 1 point	Binder is not the official FCCLA binder	Binder is the official FCCLA binder	
OR	0	1	
Electronic Portfolio	Electronic Portfolio not in viewable format to	Electronic Portfolio in viewable format to the	
or 1 point	the evaluators	evaluators	
	0	1 2 3	
	The portfolio exceeds the page limit	At least 2 errors 1 error no errors	
		The portfolio is completed correctly and does	
	not exceed 65 single–sided pages or 77 slides,		
Portfolio Pages		including:	
)–3 points		• 1 project ID page or slide	
-3 points		• 1 table of contents page or slide	
		• 1 Planning Process summary page or 2 slides	
		Project Summary Form submission proof	
		Up to 8 Content Divider Pages or slides	
		Up to 50 content pages or 60 content slides	
Punctuality	0	1	
or 1 point	Participant was late for presentation	Participant was on time for presentation	
Dress Code	0	1	
or 1 point	Event dress code was not followed	Event dress code was followed	
EVALUATORS' SCORES		ROOM CONSULTANT TOTAL	
Evaluator 1:	Initials:	(8 Points Possible)	
Evaluator 2:	Initials:	AVERAGE EVALUATOR SCORE	
Evaluator 3:	Initials:	(92 Points Possible)	
Total Score:	Divided by # of Evaluators	FINAL SCORE	
	= AVERAGE EVALUATOR SCORE	(Average Evaluator Score plus	
	Rounded only to the nearest hundredth (i.e., 79.	99 not 80.00) Room Consultant Score)	
RATING ACHIEVED (circle one)	Gold: 90–100 Silver: 70–89.99 B	ronze: 1–69.99	
ERIFICATION OF FINAL SCORE 8	RATING (please initial)		
Evaluator 1: Evaluato	r 2: Evaluator 3: Adult Roc	om Consultant: Event Lead Consultan	t •



LEVEL 1 RUBRIC

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

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



LEVEL 1 RUBRIC (CONTINUED)

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

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

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



LEVEL 2 RUBRIC

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

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



LEVEL 2 RUBRIC (CONTINUED)

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

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



LEVEL 2 RUBRIC (CONTINUED)

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



LEVELS 3 & 4 RUBRIC

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

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



LEVELS 3 & 4 RUBRIC (CONTINUED)

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

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



LEVELS 3 & 4 RUBRIC (CONTINUED)

	0	1	2			
Dady Language	Uses inappropriate	Gestures, posture,	Gestures, posture,			
Body Language 0–2 points	gestures, posture or	mannerisms and eye	mannerisms, and eye			
0-2 points	mannerisms, avoids eye	contact is inconsistent	contact are appropriate			
	contact					
Grammar/Word	0	1	2			
Usage/	Extensive (more than 3)	Few (1–3) grammatical and	Presentation has no			
Pronunciation	grammatical and	pronunciation errors	grammatical or			
0–2 points	pronunciation errors		pronunciation errors			
Responses to Evaluators' Questions 0–3 points	O Did not answer evaluators' questions	Unable to answer some questions and/or given with hesitation and/or inaccurate	Gave appropriate responses to evaluators' questions	Responses to questions were appropriate and given without hesitation		
Evaluator's Comn	nents–Include two things don	e well and two opportunities	for improvement:		TOTAL (92 Points Possible) Evaluator #: Evaluator Initials: RC Initials:	_



FASHION CONSTRUCTION

FASHION CONSTRUCTION

An *individual event* that recognizes participants who apply Fashion Construction skills learned in Family and Consumer Sciences courses and create a *display* using samples of their skills. Prior to conference and using new materials, participants construct a garment or ensemble that dresses a child or adult's upper and lower body. Garment/ensemble must include fashion construction techniques. *Display* finished product along with appropriate accessories. Participants must prepare a *display*, sample garment, *file folder* and an oral presentation.

ELIGIBILITY & GENERAL INFORMATION

CAREER PATHWAYS ALIGNMENT

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

CLICK HERE TO VIEW NATIONAL DEADLINES

Human Services	Hospitality & Tourism	Education & Training	Visual Arts & Design		
EVENT LEVELS					
Level 1:	Level 2:	Level 3:	Level 4:		
Through Grade 8	Grades 9–10	Grades 11–12	Postsecondary		
*See page 7 for more information on event levels.					

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

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



COMPETITION PROCEDURES & TIME REQUIREMENTS

TIME	LEVEL 1	LEVEL 2	LEVELS 3 & 4			
Each entry will submit a file folder with the required documents to the event room consultant at the designated participation time.						
5 minutes	Participants will have 5 minutes t	o set up their <i>display</i> . Other pers	sons may not assist.			
10 minutes	Evaluators and room consultants	will have up to 10 minutes to in:	spect the garment or ensemble for			
10 minutes	the skill areas indicated by the pa	rticipant.				
	The oral presentation may be up					
10 minutes	minutes. Participants will be stopped at 10 minutes. If audio or audiovisual recordings are used,					
	they are limited to 1–minute play	ing time during the presentation	ո.			
5 minutes	Following the presentation, evalu	ators will have 5 minutes to inte	erview participants.			
5 minutes	Evaluators will have up to 5 minutes to use the rubric to score and write comments for participants.					
Total Time: 35 Minutes						

FASHION CONSTRUCTION

SPECIFICATIONS

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

SPECIFICATIONS	LEVEL 1	LEVEL 2	LEVELS 3 & 4				
Project Identification Page	· · ·	Must include participant's name(s), chapter name, school, city, state, event name, level, and project itle. Page can be up to $1 - 8 \%$ " x 11 " page, but cannot be larger.					
FCCLA Planning Process Summary Page		now each step of the <i>Planning Proc</i> e <i>Plannina Process</i> may also be des	•				
Fabric Profile Swatch and Size	1 -11" x 17" page on <i>plain</i> paper, single–sided only.						
Fabric Profile Content, Type, Care	 1 - 11" x 17" page on plain paper, single-sided only. For each fabric used, include: fabric swatch fiber content (raw material source) fabric type fabric care 	For each fabric used, include: fabric swatch fiber content (raw material so fabric type, finishes, properti fabric care	•				
Cost Itemization	1–8½" x 11" paper, one side on quantities, unit costs and total co	y. Show a list of all supplies/notion osts.	s used to make the product with				



SPECIFICATIONS (CONTINUED)

Photo Storyboard	Provide 5–8 photos of the project's progression and the final project worn by <i>model</i> . Include detailed explanation for each step.	Provide 6–10 photos of the project's progression and the final project worn by <i>model</i> . Include detailed explanation for each step.	Provide 11–15 photos of the project's progression and the final project worn by <i>model</i> . Include detailed explanation for each step.
Coordinates		at complement the project garmer isplay (may be placed on mannequ	
Display Appearance	Display must be neat, legible, pro	ofessional, creative and use correct	t grammar and spelling.

PRESENTATION FORMAT	
File Folder	Participants will submit one letter—size <i>file folder</i> containing three identical sets, with each set stapled separately, of the items listed below to the event room consultant at the designated participation time. The <i>file folder</i> must be labeled (either typed or handwritten) in the top left corner with the name of event, event level, participant's name and state.

SPECIFICATIONS	LEVEL 1	LEVEL 2 LEVELS 3 & 4				
Time Log	1-8%" x 11 " page with a log indicating time invested in designing and making garment/accessory. Include total hours.					
Skill Area Selection Chart	Include a completed copy of the Skill Area Selection Chart with 6 skills represented in the project.	Include a completed copy of the Skill Area Selection Chart with 8 skills represented in the project.	Include a completed copy of the Skill Area Selection Chart with 10 skills represented in the project.			
Marketing Description		1–8½" x 11" page with a marketing description that could be used to secure future orders of the Fashion Construction product Include product name, description of target <i>audience</i> , description of product and product unique characteristics.				
Evidence of Online Summary	Complete the Online Project Summary Form located on the "Surveys Applications" tab of the FCCLA					
Form Submission	Student Portal and include signed proof of submission in the display.					

PRESENTATION FORMAT	
Oral Presentation	The oral presentation may be up to 10 minutes in length and is delivered to evaluators. The presentation is to describe efforts in detail. Audio and audiovisual recordings are limited to 1–minute playing time during the presentation.

SPECIFICATIONS	LEVEL 1	LEVEL 2	LEVELS 3 & 4				
Organization/Delivery	Deliver oral presentation in an o summarize project.	Deliver oral presentation in an organized, sequential manner; concisely and thoroughly summarize project.					
Knowledge of Construction	Demonstrate knowledge of cond	epts related to the selected skill area	as.				
Marketing		Explain how the marketing description was developed and how it may be used for potential product sales.					
Use of Visuals and Display	Design original, appealing visuals and display. Use these effectively during the presentation.						
Voice	Speak clearly with appropriate pitch, tempo and volume.						
Body Language	Use appropriate body language including gestures, posture, mannerisms, eye contact, and appropriate handling of notes or notecards if used.						
Grammar/Word	Use proper grammar, word usage and pronunciation.						
Usage/Pronunciation							
Responses to Evaluators'	Provide clear and concise answers to evaluators' questions regarding project.						
Questions							



SPECIFICATIONS (CONTINUED)

PRESENTATION FORMAT	
Construction Skills	Participants are to select a project that showcases their construction skills.

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



Resources

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

- FCCLA Planning Process
- Work Cited Citation Guide

National Leadership Conference Resources

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



STAR EVENTS POINT SUMMARY FORM

Chapter:		State:	Тес	am #:	_ Station #:	Level: _	
 Make sure all information at Show" across the top and re Before student presentation 	turn with other forms	. Do NOT change	team or stat	ion numbers.			
boxes.							
		s mandatory solely for participation at the National Leadership Conference. States have the authority lies to picking up the registration packet and confirming the event/schedule accuracy OR attending a s					
	plies to picking up th	e registration pa	cket and conf	firming the even	t/schedule accuracy	OR attending	a state-
specific orientation.			· · · · · · · · · · · · · · · · · · ·	la alacca Calacelat	- 41 C1		
 At the conclusion of present verification. Place this form i 							itors
5. At the end of competition in							order an
turn in to the Lead Consultar		30.1 4.1 300. 30, 114.			5 d. 5 d. 5 d. 5 d. 6 d. 6 d. 6 d. 6 d.		
6. Check with the Lead Consult	ant if there are any q	uestions regardin	g the evaluat	tion process.			
ROOM CONSULTANT CHECK							POINTS
COOM CONSOLIANT CHECK	Confirmo	d STAP Composit	ion schodulo	in the ECCLA Ad	vicor Portal by doad	ino	POINT
Confirm STAR Competition	Commine			p Conference O	viser Portal by dead	iiie	
or 1 point		0	ilai Leaueisiii	p contenence of	1		
7 OF 1 POINT		No			Yes		
		0			1		
Event Online Orientation Form	Online Orientation	Form not compl	eted in the	Online Orienta	tion Form complete	d in the	
O or 1 point	Student Portal by	deadline		Student Portal	by deadline		
Display Set-Up	0		1				
or 1 point	Participants did no		eir display within Participants set up display during allotted tir		Illotted time		
	allotted time perio			period			
	5. 1 1			1			
Display Dimensions	Display does not fi			Display fits with the appropriate dimensions/objects returned within display			
O or 1 point	dimensions/object display after prese		TUTITI	after presenta		n display	
	0	Intation		•	2		
	No File Folder pres	ented Fil		er presented	File Folder is prese	ented with	
			th incorrect l		correct labeling ar		
		in	sufficient ma	terials for	evaluators materi	al	
File Folder				s than 3 copies	Evidence of Onli	ne Project	
0–2 points			contents) or	content is	Summary Subm	ission	
		in	complete		• Time Log		
					Skill Area Chart Marketing Description		
					Marketing Description (Levels 2 and 3 a	-	
Punctuality		0			1	x 4 Offiy)	
or 1 point	Participant was lat		n	Participant wa	s on time for presen	tation	
Dress Code		0			1		
or 1 point	Event dress code v	vas not followed		Event dress co	de was followed		
VALUATORS' SCORES					ROOM CONSUL	TANT TOTAL	
valuator 1:	Initials:	-			(8 Poi	nts Possible)	
valuator 2:	Initials:	-			AVERAGE EVALUA		
valuator 3:	Initials:	-				nts Possible)	
otal Score:	Divided by # of Evo					INAL SCORE	
	= AVERAGE EVALU			00 + 00 001	(Average Evaluato	-	
	Rounded only to th		eatn (i.e., 79.	99 not 80.00)	Room Const	ultant Score)	
RATING ACHIEVED (circle one)	Gold: 90-100	Silver: 70– 89.99	Bronze	e: 1–69.99			
/ERIFICATION OF FINAL SCORE 8	RATING (nlease initi						
	(picase iiiiti	,					



LEVEL 1 RUBRIC

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

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

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



LEVEL 1 RUBRIC (CONTINUED)

Desmanasata	0	1	2	3		
Responses to	Did not answer evaluators'	Unable to answer some	Gave appropriate	Responses to questions		
Evaluators'	questions	questions and/or given	responses to evaluators'	were appropriate and		
Questions	l .	with hesitation and/or	questions	given without hesitation		
0–3 points		inaccurate	1	8		
	•	•		•		
CONSTRUCTI	ON SKILLS					POINTS
Effectiveness of	0	1	2	3		
Product	Both form and function	Satisfactory form or	Good form and function	Outstanding form and		
Construction	need improvement	function, but not both		function		
0–3 points						
Overall Quality of	0	1	2	3		
Workmanship	Low quality, not	Marginal quality of	Fair quality, somewhat	Very good quality,		
0–3 points	marketable	workmanship	marketable	marketable		
Creativity,	0	1	2	3		
Imagination and	No evidence	Little evidence	Some evidence	Highly creative, innovative		
Innovation						
0–3 points						
Selected Skill	See separate Fashion Constr	ruction Skill Area Rubric for ad	lditional criteria ratings.			
Areas	Transfer total points earned	for 6 selected skill areas to th	ne "score" column at right			
0–24 points						
Firelinate de Como			. f t			
Evaluator's Comi	ments-Include two things don	ie weii and two opportunities	s for improvement:			
					TOTAL	
					(92 Points Possible)	
					Evaluator #:	
					Evaluator Initials:	
1					Lvaluatoi iiiitiais.	

RC Initials:



SKILL SELECTION CHART LEVEL 1

Participant Name:				
Chapter:	State:	Team #:	Station #:	Level:
INSTRUCTIONS: Each participant's propage at the designated participation to skills appear on the project. If more the difficulty of work accomplished. If participated and turned in at the design in "0" points awarded. A "0" will be really as a supplementary to the state of the	ime. Check the 6 selected sk nan 6 skills are represented, ticipants check more than 6 nated participation time, eva	ills represented in the participants must che skills, only the first 6 o luators will be unable	project and indicate ck the 6 that best refl on the list will be eval to complete the Skill	where the selected ect the quality and uated. If this form is not Area Rubric, resulting
SKILL SELECTION		SKILL SELECTE	SKII	LL APPEARS

SKILL SELECTION	SKILL SE	LECTED	SKILL APPEARS
Include in your design a minimum of 6 skills from the list below:	Yes	No	Indicate where skill appears on project:
Darts, Tucks and/or Pleats			
Gathering, Ruffles, Shirring, Ruching			
Seam Finish—Stitched & Pinked, Bound or Serged			
French, Flat-Felled, Lapped or Slot Seam			
Shaped Seams—Princess or Eased			
Graded, Trimmed, Clipped and/or Notched Seams			
Set-In, Raglan or Kimono Sleeves			
Shoulder or Spaghetti Straps			
Zipper—Centered, Lapped, Invisible or Separating Fly Front			
Buttons—Shank, Sew-Through or Covered			
Buttonholes—Hand Or Machine, Bound or Loops			
Collar, Placket, Tabs or Epaulets			
Waistband or Sleeve Band			
Pockets—Patch, Inseam, Front Hip or Welt			
Facings—Neckline, Armhole or Hemline			
Boning			
Lining			
Closures–Grommets, Hooks, Eyes, Snaps, Magnets			
Hand Stitching Other Than Hemming			
Blind-Stitched or Rolled Hem			
Embellishments—Applique, Felting, Smocking, Piping, Beading or Trims			
3–D, Laser Printing			
Fiber Optics, Electronics/Technology			
Reversible Design			
Cuffs			
Belt Loops			
Crochet/Knit Elements			
Elastic/drawstring casing			
Matching plaids or striped fabrics			
Embroidery-hand/machine			



SKILL AREA RUBRIC LEVEL 1

Participant Name:					
Chapter: State:	Tear	n #:	Station #:	Level:	
INSTRUCTIONS : Circle the appropriate rating for the 6 select Provide comments on the page to help participants understathe points total and enter in the Selected Skill Area "Points"	and their ratings i	n terms of stre	ngths and areas	_	
EVALUATION CRITERIA (6 SELECTED SKILLS)					POINTS
Possible Points: 0–24	Not Done	Low Quality	Quality	High Quality	
Darts, Tucks and/or Pleats	0	1 2	3	4	
Gathering, Ruffles, Shirring, Ruching	0	1 2	3	4	
Seam Finish—Stitched & Pinked, Bound or Serged	0	1 2	3	4	
French, Flat-Felled, Lapped or Slot Seam	0	1 2	3	4	
Shaped Seams—Princess \or Eased	0	1 2	3	4	
Graded, Trimmed, Clipped and/or Notched Seams	0	1 2	3	4	
		+		_	+

1 2

1 2

Buttons—Shank, Sew-Through or Covered **Buttonholes—Hand Or Machine, Bound or Loops** Collar, Placket, Tabs or Epaulets **Waistband or Sleeve Band** Pockets—Patch, Inseam, Front Hip or Welt

Set-In, Raglan or Kimono Sleeves

Facings—Neckline, Armhole or Hemline

Zipper—Centered, Lapped, Invisible or Separating Fly Front

Shoulder or Spaghetti Straps

Boning Lining Closures-Grommets, Hooks, Eyes, Snaps, Magnets **Hand Stitching Other Than Hemming** Blind-Stitched Or Rolled Hem

Embellishments—Applique, Felting, Smocking, Piping, Beading or 1 2 **Trims** 3-D, Laser Printing Fiber Optics, Electronics/Technology 1 2 **Reversible Design**

 Cuffs
 0
 1
 2
 3
 4

 Belt Loops
 0
 1
 2
 3
 4

 Crochet/Knit Elements
 0
 1
 2
 3
 4

 Elastic/drawstring casing
 0
 1
 2
 3
 4

 Matching plaids or striped fabrics
 0
 1
 2
 3
 4

Matching plaids or striped fabrics	0	1 2	3	4	
Embroidery-hand/machine	0	1 2	3	4	
Evaluator's Comments-Include two things done well and two opportunities for in					
				TOTAL	



LEVEL 2 RUBRIC

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

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

complimentary

The display is neat, legible

and professional, but has

errors and minimal appeal

grammar and spelling

very complementary

Display is neat, legible,

spelling

professional and creative

with correct grammar and

5

Display is neat, legible,

professional and very

creative with correct

grammar and spelling

display

pleasing

0

No display present

Display

Appearance

0–5 points

1 2

Display has many errors

and is not aesthetically



LEVEL 2 RUBRIC (CONTINUED)

	0	1	2		
Dadulanavasa	Uses inappropriate	Gestures, posture,	Gestures, posture,		
Body Language 0–2 points	gestures, posture or	mannerisms and eye	mannerisms, and eye		
0-2 points	mannerisms, avoids eye	contact is inconsistent	contact are appropriate		
	contact				
Grammar/Word	0	1	2	3	
Usage/	Extensive (more than 5)	Some (3–5) grammatical	Few (1–2) grammatical and	Presentation has no	
Pronunciation	grammatical and	and pronunciation errors	pronunciation errors	grammatical or	
0–3 points	pronunciation errors			pronunciation errors	
Responses to	0	1	2	3	
Evaluators'	Did not answer evaluators'	Unable to answer some	Gave appropriate	Responses to questions	
Questions	questions	questions and/or given	responses to evaluators'	were appropriate and	
7		with hesitation and/or	questions	given without hesitation	
		With Heditation and of	questions	Biveri without hesitation	
0–3 points		inaccurate	questions	given without nesitation	
·		· · · · · · · · · · · · · · · · · · ·	questions	Siven without hesitation	
CONSTRUCTION CONSTRUCTION	ON SKILLS	· · · · · · · · · · · · · · · · · · ·	questions	given without residution	POINTS
·	ON SKILLS	· · · · · · · · · · · · · · · · · · ·	2	3	POINTS
CONSTRUCTION		· · · · · · · · · · · · · · · · · · ·	2 Good form and function	3 Outstanding form and	POINTS

Effectiveness of	0	1	2	3	
Product	Both form and function	Satisfactory form or	Good form and function	Outstanding form and	
Construction	need improvement	function, but not both		function	
0–3 points					
Overall Quality of	0	1	2	3	
Workmanship	Low quality, not	Marginal quality of	Fair quality, somewhat	Very good quality,	
0–3 points	marketable	workmanship	marketable	marketable	
Creativity,	0	1	2	3	
Imagination and	No evidence	Little evidence	Some evidence	Highly creative, innovative	
Innovation					
0–3 points					
Selected Skill	See separate Fashion Constr	uction Skill Area Rubric for ad	ditional criteria ratings.		
Areas	Transfer total points earned	for 8 selected skill areas to th	e "score" column at right		
0-24 points					
	aants_Include two things den				

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



SKILL SELECTION CHART LEVEL 2

Participant Name: _____

Chapter:	State:	Team #:	Station #:	Level:	
INSTRUCTIONS : Each participant's	project must represent 8 of the	skills listed below. Ea	nch participant will tu	rn in 3 copies of tl	his
page at the designated participation	n time. Check the 8 selected ski	lls represented in the	project and indicate	where the selecte	ed
skills appear on the project. If more	e than 8 skills are represented, p	participants must che	ck the 8 that best refl	ect the quality an	ıd
difficulty of work accomplished. If	participants check more than 8:	skills, only the first 8 o	on the list will be eval	uated. If this form	n is not
completed and turned in at the de	signated participation time, eva	luators will be unable	to complete the Skill	Area Rubric, resu	ulting
in "0" points awarded. A "0" will b	e recorded on the Skill Area Rub	ric if the project proc	luct is not included in	the display.	

SKILL SELECTION	SKILL SE	LECTED	SKILL APPEARS
Include in your design a minimum of 8 skills from the list below:	Yes	No	Indicate where skill appears on project:
Darts, Tucks and/or Pleats			
Gathering, Ruffles, Shirring, Ruching			
Seam Finish—Stitched & Pinked, Bound or Serged			
French, Flat–Felled, Lapped or Slot Seam			
Shaped Seams—Princess or Eased			
Graded, Trimmed, Clipped and/or Notched Seams			
Set-In, Raglan or Kimono Sleeves			
Shoulder or Spaghetti Straps			
Zipper—Centered, Lapped, Invisible or Separating Fly Front			
Buttons—Shank, Sew–Through or Covered			
Buttonholes—Hand Or Machine, Bound or Loops			
Collar, Placket, Tabs or Epaulets			
Waistband or Sleeve Band			
Pockets—Patch, Inseam, Front Hip or Welt			
Facings—Neckline, Armhole or Hemline			
Boning			
Lining			
Closures-Grommets, Hooks, Eyes, Snaps, Magnets			
Hand Stitching Other Than Hemming			
Blind–Stitched or Rolled Hem			
Embellishments—Applique, Felting, Smocking, Piping, Beading or Trims			
3–D, Laser Printing			
Fiber Optics, Electronics/Technology			
Reversible Design			
Cuffs			
Belt Loops			
Crochet/Knit Elements			
Elastic/drawstring casing			
Matching plaids or striped fabrics			
Embroidery-hand/machine			



SKILL AREA RUBRIC LEVEL 2

Participant Name:								
Chapter:	State:	Team #:	Station #:	Level:				
INSTRUCTIONS : Circle the appropriate rating for the	the 8 selected skills	and enter each rat	ting in the "Points" colu	ımn on the right.				

INSTRUCTIONS: Circle the appropriate rating for the 8 selected skills and enter each rating in the "Points" column on the right. Provide comments on the page to help participants understand their ratings in terms of strengths and areas for improvement. Verify the points total and enter in the Selected Skill Area "Points" column on the Fashion Construction Rubric.

EVALUATION CRITERIA (8 SELECTED SKILLS)					POINTS
Possible Points: 0–24	Not Done	Low Quality	Quality	High Quality	
Darts, Tucks and/or Pleats	0	1	2	3	
Gathering, Ruffles, Shirring, Ruching	0	1	2	3	
Seam Finish—Stitched & Pinked, Bound or Serged	0	1	2	3	
French, Flat-Felled, Lapped or Slot Seam	0	1	2	3	
Shaped Seams—Princess/or Eased	0	1	2	3	
Graded, Trimmed, Clipped and/or Notched Seams	0	1	2	3	
Set-In, Raglan or Kimono Sleeves	0	1	2	3	
Shoulder or Spaghetti Straps	0	1	2	3	
Zipper—Centered, Lapped, Invisible or Separating Fly Front	0	1	2	3	
Buttons—Shank, Sew-Through or Covered	0	1	2	3	
Buttonholes—Hand Or Machine, Bound or Loops	0	1	2	3	
Collar, Placket, Tabs or Epaulets	0	1	2	3	
Waistband or Sleeve Band	0	1	2	3	
Pockets—Patch, Inseam, Front Hip or Welt	0	1	2	3	
Facings—Neckline, Armhole or Hemline	0	1	2	3	
Boning	0	1	2	3	
Lining	0	1	2	3	
Closures–Grommets, Hooks, Eyes, Snaps, Magnets	0	1	2	3	
Hand Stitching Other Than Hemming	0	1	2	3	
Blind-Stitched Or Rolled Hem	0	1	2	3	
Embellishments—Applique, Felting, Smocking, Piping, Beading or Trims	0	1	2	3	
3–D, Laser Printing	0	1	2	3	
Fiber Optics, Electronics/Technology	0	1	2	3	
Reversible Design	0	1	2	3	
Cuffs	0	1	2	3	
Belt Loops	0	1	2	3	
Crochet/Knit Elements	0	1	2	3	
Elastic/drawstring casing	0	1	2	3	
Matching plaids or striped fabrics	0	1	2	3	
Embroidery-hand/machine	0	1	2	3	

Embroidery-hand/machine	0	1	2	3		
Evaluator's Comments-Include two things done well and two opportunities for improvement:						
	•					
				TOTAL		
				(24 Points Possible)	Ĭ	



LEVELS 3 & 4 RUBRIC

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

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

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



LEVELS 3 & 4 RUBRIC (CONTINUED)

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

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

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



SKILL SELECTION CHART LEVELS 3 & 4

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

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

SKILL SELECTION	SKILL SE	LECTED	SKILL APPEARS
Include in your design a minimum of 8 skills from the list below:	Yes	No	Indicate where skill appears on project:
Darts, Tucks and/or Pleats			
Gathering, Ruffles, Shirring, Ruching			
Seam Finish—Stitched & Pinked, Bound or Serged			
French, Flat-Felled, Lapped or Slot Seam			
Shaped Seams—Princess or Eased			
Graded, Trimmed, Clipped and/or Notched Seams			
Set-In, Raglan or Kimono Sleeves			
Shoulder or Spaghetti Straps			
Zipper—Centered, Lapped, Invisible or Separating Fly Front			
Buttons—Shank, Sew-Through or Covered			
Buttonholes—Hand Or Machine, Bound or Loops			
Collar, Placket, Tabs or Epaulets			
Waistband or Sleeve Band			
Pockets—Patch, Inseam, Front Hip or Welt			
Facings—Neckline, Armhole or Hemline			
Boning			
Lining			
Closures-Grommets, Hooks, Eyes, Snaps, Magnets			
Hand Stitching Other Than Hemming			
Blind-Stitched or Rolled Hem			
Embellishments—Applique, Felting, Smocking, Piping, Beading or Trims			
3–D, Laser Printing			
Fiber Optics, Electronics/Technology			
Reversible Design			
Cuffs			
Belt Loops			
Crochet/Knit Elements			
Elastic/drawstring casing			
Matching plaids or striped fabrics			
Embroidery–hand/machine			



SKILL AREA RUBRIC LEVELS 3 & 4

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

INSTRUCTIONS: Circle the appropriate rating for the 8 selected skills and enter each rating in the "Points" column on the right. Provide comments on the page to help participants understand their ratings in terms of strengths and areas for improvement. Verify the points total and enter in the Selected Skill Area "Points" column on the Fashion Construction Rubric.

EVALUATION CRITERIA (8 SELECTED SKILLS)					POINTS
Possible Points: 0–24	Not Done	Low Quality	Quality	High Quality	
Darts, Tucks and/or Pleats	0	1	2	3	
Gathering, Ruffles, Shirring, Ruching	0	1	2	3	
Seam Finish—Stitched & Pinked, Bound or Serged	0	1	2	3	
French, Flat-Felled, Lapped or Slot Seam	0	1	2	3	
Shaped Seams—Princess/or Eased	0	1	2	3	
Graded, Trimmed, Clipped and/or Notched Seams	0	1	2	3	
Set-In, Raglan or Kimono Sleeves	0	1	2	3	
Shoulder or Spaghetti Straps	0	1	2	3	
Zipper—Centered, Lapped, Invisible or Separating Fly Front	0	1	2	3	
Buttons—Shank, Sew-Through or Covered	0	1	2	3	
Buttonholes—Hand Or Machine, Bound or Loops	0	1	2	3	
Collar, Placket, Tabs or Epaulets	0	1	2	3	
Waistband or Sleeve Band	0	1	2	3	
Pockets—Patch, Inseam, Front Hip or Welt	0	1	2	3	
Facings—Neckline, Armhole or Hemline	0	1	2	3	
Boning	0	1	2	3	
Lining	0	1	2	3	
Closures–Grommets, Hooks, Eyes, Snaps, Magnets	0	1	2	3	
Hand Stitching Other Than Hemming	0	1	2	3	
Blind-Stitched Or Rolled Hem	0	1	2	3	
Embellishments—Applique, Felting, Smocking, Piping, Beading or Trims	0	1	2	3	
3-D, Laser Printing	0	1	2	3	
Fiber Optics, Electronics/Technology	0	1	2	3	
Reversible Design	0	1	2	3	
Cuffs	0	1	2	3	
Belt Loops	0	1	2	3	
Crochet/Knit Elements	0	1	2	3	
Elastic/drawstring casing	0	1	2	3	
Matching plaids or striped fabrics	0	1	2	3	
Embroidery-hand/machine	0	1	2	3	

Evaluator's Comments-Include two things done well and two opportunities for improvement:		
	TOTAL	
	(24 Points Possible)	



FASHION DESIGN

An individual or *team event* recognizes participants who apply fashion design skills learned in Family and Consumer Sciences courses to design and market clothing styles. Participants will develop a clothing label, research the intended *audience*, design the label's first 2 or 4–piece collection and construct one collection sample. Students will exhibit knowledge of all the aspects that surround design, including design basics, fabric choice and pricing. For competition, participants must prepare a *portfolio*, sample garment and an oral presentation.

ELIGIBILITY & GENERAL INFORMATION

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

CLICK HERE TO VIEW NATIONAL DEADLINES

CAREER PATHWAYS ALIGNMENT						
Human Services Hospitality & Tourism Education & Training Visual Arts & Design						
EVENT LEVELS						

EVENT LEVELS						
Level 1:	Level 2:	Level 3:	Level 4:			
Through Grade 8	Grades 9-10	Grades 11–12	Postsecondary			
*See page 7 for more information on event levels.						

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

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



COMPETITION PROCEDURES & TIME REQUIREMENTS

TIME	LEVEL 2	LEVELS 3 & 4		
Each entry will submit	t a portfolio to the event room consultant at the designated par	ticipation time.		
5 minutes	Participants will have 5 minutes to set up for the eve	ent. Other persons may not assist.		
15 minutes	Room consultants and evaluators will have 15 minut	tes to preview the <i>portfolio</i> and sample garment		
15 minutes	before the presentation begins.			
	The oral presentation may be up to 15 minutes in lea	-		
15 minutes	minutes. Participants will be stopped at 15 minutes.	-		
15 minutes	they are limited to 1-minute playing time during the	e presentation. <i>Presentation equipment</i> , with no		
audio, may be used during the entire presentation.				
5 minutes	minutes Following the presentation, evaluators will have 5 minutes to interview participants.			
5 minutes Evaluators will have up to 5 minutes to use the rubric to score and write comments for participa				
	Total Time: 45 Minutes			

FASHION DESIGN

SPECIFICATIONS

PORTFOLIO FORMAT (CHOOSE ONE)					
Hardcopy Portfolio	The <i>portfolio</i> is a collection of materials used to document and illustrate the work of the project. Materials must be contained in the official <u>FCCLA STAR Events binder</u> obtained from the FCCLA national emblematic supplier. A decorative and/or informative cover may be included. All materials, including the <i>content divider pages</i> , must fit within the cover, be one—sided and may not exceed 57 pages, as described below. Divider page tabs may extend up to 1" outside the cover. Once a <i>hardcopy portfolio</i> has been turned in to evaluators, participants may not switch to an <i>electronic portfolio</i> .				
Electronic Portfolio	An electronic portfolio may be either in PowerPoint, Prezi or other electronic format that can be viewed by the evaluators and room consultants prior to the oral presentation. The electronic portfolio and the hardware (method) to view it (i.e., equipment, files, projectors, screens, laptops) will be turned in to the room consultant at the designated participation time. Participants assume the responsibility of providing the technology used to show the evaluators the project. Once an electronic portfolio is turned in to the evaluators, participants may not switch to a hardcopy portfolio. Portfolio may not exceed 68 slides, as described below.				

SPECIFICATIONS		LEVEL 2 LEVELS 3 & 4		
1 –8 ½" x 11" page or 1 slide	Project Identification Page	Must include participant's name(s), chapter name, school, city, state, event name, level, and project title. Page can be up to $1 - 8 \frac{1}{2}$ x 11 page or 1 slide, but cannot be larger.		
1 –8 ½" x 11" page or 1 slide	Table of Contents	List the parts of the <i>portfolio</i> in the order in which the parts appear.		
1 –8 ½" x 11" page or 2 slides	FCCLA Planning Process Summary Page	Summarize how each step of the <i>Planning Process</i> was used to plan and implement the project; use of the <i>Planning Process</i> may also be described in the oral presentation.		
1 –8 ½" x 11" page or 1 slide	Evidence of Online Summary Form Submission	Complete the <i>Online Project Summary Form</i> located on the "Surveys Applications" tab of the FCCLA Student Portal and include signed proof of submission in the <i>portfolio</i> .		
10 –8 ½" x 11" page or 10 slides	Pattern Instructions	Provide and present complete pattern instructions for sampled project garment(s).		
0-8 Content Divider/section pages or slides	Content Divider Pages or sections	Use 0 to 8 <i>content</i> divider/section pages or slides. <i>Content</i> divider/section pages may be tabbed, may contain a title, a section name, <i>graphic</i> elements, thematic decorations and/or page numbers. They must not include any other <i>content</i> .		



SPECIFICATIONS (CONTINUED)

SPECIFICATIONS		LEVEL 2	LEVELS 3 & 4			
		Develop a clothing label. Present label a				
	Label and Explanation	accessories under this label and the inspiration for choice of this label, including				
		any inspiration from historical trends or	=			
	Knowledge of the	Include buyer demographics and buyer a				
	Intended Audience	intended <i>audience</i> 's clothing choices).	```			
	Fabric Profile(s)	Define the criteria for selecting fabrics for the collection design and include fabric swatches for each material used with a description including, at mind the following information for each swatch: • General fabric appearance (plaid, solid, matte, shiny, etc.) • Fiber content • Fabric care • Fabric characteristics				
		Each fabric profile must be no more than	n one-half of an 8%" x 11" page.			
		Develop a collection of 2 original	Develop a collection of 4 original			
Up to 39 8 ½" x 11" pages or 45 slides	Collection Design	designs. Designs must cover the top and bottom half of the body. Multiple garments may be included. Each design must be on a separate page and in full color, drawn either by hand or with a digital program. All designs must include a design description, a	designs. Designs must cover the top and bottom half of the body. Multiple garments may be included. Each design must be on a separate page and be full color, drawn either by hand or with a digital program. All designs must include a design description, a			
		swatch of the fabric(s) and sample trimming(s), notions that would be used in production, garment care information and available intended sizes. Information for each design may take up to 3 - 8½" x 11" pages or a total of up to 6 pages.	swatch of the fabric(s) and sample trimming(s), notions that would be used in production, garment care information and available intended sizes. Information for each design may take up to 3 - 8½" x 11" pages or a total of up to 12 pages.			
	Collection Sample Photo	Include a photo of the collection sample representing a member of the intended				
	Collection Sample	Provide and present a complete collection	on sample pattern including all pieces			
	Pattern	with appropriate assembly labels in an e	nvelope along with the portfolio.			
	Career Path	Research the fashion design career path and describe entry-level requirements, job and salary outlook.	Develop a career path that includes 5 major goals for yourself as a fashion designer (i.e. attending a specific college, obtaining a specific position, starting a label) and action steps in achieving goals.			
	Works Cited/ <i>Bibliography</i>	Use MLA or APA formatting when citing current.	sources. All sources must be <i>reliable</i> and			
	Portfolio Appearance	Portfolio must be neat, legible and professional and use correct grammar and spelling.				



SPECIFICATIONS (CONTINUED)

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

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

SPECIFICATIONS	LEVEL 2	LEVELS 3 & 4			
Organization/Delivery	Deliver oral presentation in an organized, sequential manner; concisely and thoroughly summarize project.				
Knowledge of Textiles,	Demonstrate thorough knowledge and use of concepts, techniques and vocabulary associated with				
Fashion and Apparel	textiles, fashion and apparel.				
	Describe the relationship of Family and	Describe the relationship of Family and			
Relationship of Family and	Consumer Sciences coursework to project.	Consumer Sciences coursework and standards			
Consumer Sciences	Explain which FCCLA National Program(s) could to project. Explain which FCCLA National				
Coursework/Standards	be used during project implementation. Program(s) could be used during project implementation. Identify career pathway.				
Use of <i>Portfolio</i> and	Use the portfolio and collection design to support	, illustrate or complement presentation.			
Collection Sample During					
Presentation					
Voice	Speak clearly with appropriate pitch, tempo and v	olume.			
Body Language	Use appropriate body language including gestures, posture, mannerisms, eye contact, and appropriate handling of notes or note cards if used.				
Grammar/Word	Use proper grammar, word usage and pronunciation.				
Usage/Pronunciation					
Responses to Evaluators'	Provide clear and concise answers to evaluators'	questions regarding project.			
Questions					



Resources

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

- FCCLA Planning Process
- Work Cited Citation Guide

National Leadership Conference Resources

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



STAR EVENTS POINT SUMMARY FORM

Chapter: State:	Team #·	Station #: L	.evel:
	ream #:	Station #: L	.evei:
1. Make sure all information at top is correct. If a student named is not partic		name(s) off. If a team does no	ot show, write "N
Show" across the top and return with other forms. Do NOT change team of			
Before student presentation, the room consultants must check participants the boxes.	s' <i>portfolio</i> using th	e criteria and standards listed	below and fill in
 Confirm STAR Competition(s) is mandatory solely for participation at the N 	ational Loadorchin	Conformed States have the a	uthority to docid
whether this requirement applies to picking up the registration packet and specific orientation.			
 At the conclusion of presentation, verify evaluator scores and fill in information. 	ation below. Calcul	ate the final score and ask for	evaluators'
verification. Place this form in front of the completed rubrics and staple all			
5. At the end of competition in the room, double check all scores, names and			y <i>team</i> order an
turn in to the Lead Consultant.			
6. Check with the Lead Consultant if there are any questions regarding the ev	aluation process.		
ROOM CONSULTANT CHECK			POINT
Confirmed STAR Competition(s) sch	edule in the FCCLA	Adviser Portal by deadline	
	ership Conference	The state of the s	
0 or 1 point	·	1	
No		Yes	
Front Online Orientation Forms		1	
Event Online Orientation Form O or 1 point Online Orientation Form not completed in t	the Online Orien	tation Form completed in the	
Student Portal by deadline	Student Port	tal by deadline	
Hardcopy Portfolio 0		1	
0 or 1 point Binder is not the official FCCLA binder	Binder is the	official FCCLA binder	
OR 0	ta Flantus via Di	1	.h.a
Electronic Portfolio Electronic Portfolio not in viewable format in the evaluators	evaluators	ortfolio in viewable format to t	.ne
0 the evaluators	1	2 3	
Portfolio exceeds the page limit	At least 2 e		ors
Totalia and and page illine		ompleted correctly and does r	
		ngle–sided pages or 68 slides,	
	including:	,	
Portfolio Pages	• 1 project II	D page or slide	
0–3 points		contents page or slide	
		Process summary page or 2 sl	
		mmary Form submission proof	
		Instruction pages or 10 slides	
	· ·	ntent Divider Pages or slides ontent pages or 45 content slic	dos
Punctuality 0	- Op to 39 ti	1	ucs
0 or 1 point Participant was late for presentation	Participant v	vas on time for presentation	
Dress Code 0	parie	1	
0 or 1 point Event dress code was not followed	Event dress	code was followed	
EVALUATORS' SCORES	•	ROOM CONSULTANT TO	TAL
Evaluator 1: Initials:		(8 Points Poss	ible)
Evaluator 2: Initials:		AVERAGE EVALUATOR SC	ORE
Evaluator 3: Initials:		(92 Points Poss	
Total Score: Divided by # of Evaluators		FINAL SC	
= AVERAGE EVALUATOR SCORE		(Average Evaluator Score	-
Rounded only to the nearest hundredth (i.e.	, 79.99 not 80.00)	Room Consultant So	ore)
RATING ACHIEVED (circle one) Gold: 90–100 Silver: 70–	onze: 1–69.99		
VERIFICATION OF FINAL SCORE & RATING (please initial)			

Evaluator 1: _____ Evaluator 2: ____ Evaluator 3: ____ Adult Room Consultant: ___ Event Lead Consultant: ___



LEVEL 2 RUBRIC

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

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



LEVEL 2 RUBRIC (CONTINUED)

COLLECTION 	SAMPLE					POINT
Collection Sample Condition 0–5 points	O Sample collection not included	Collection sample is either not actual size, not constructed by participant or is inappropriate for a professional presentation. Basic knowledge of fashion construction skills poorly represented by sample	3 Collection sample is actual size, constructed by participant and is appropriate for a professional presentation. Basic knowledge of fashion construction skills generally represented by sample	Collection sample is actual size, well–constructed by participant and is appropriate for a professional presentation. Basic knowledge of fashion construction skills represented by sample	5 Collection sample is actual size, well–constructed by participant and is highly appropriate for a professional presentation. Basic knowledge of fashion construction skills clearly represented by sample	
ORAL PRESEN	ITATION					POINT
Organization/ Delivery 0–10 points	O Presentation is not complete or presented briefly and does not cover components of the project	1 2 3 The presentation covers some or all topic elements with limited information	4 5 6 Presentation gives complete information but does not explain the project well	7 8 Presentation covers information completely but does not flow well	9 10 Presentation covers all relevant information with a seamless and logical delivery	POINT
Knowledge of Textiles, Fashion and Apparel 0-5 points	O Textiles, fashion and apparel knowledge is not evident	1 2 Textiles, fashion and apparel knowledge is limited	3 Evidence of textiles, fashion and apparel knowledge, but not used effectively in the presentation	Textiles, fashion and apparel knowledge is evident and used in the presentation	5 Textiles, fashion and apparel knowledge is clearly evident and used effectively in the presentation	
Relationship to Family and Consumer Sciences Coursework and Standards 0–5 points	0 No evidence of relationship to FCS coursework. National program not identified	1 2 Minimal evidence of relationship to FCS coursework. National Program not identified	3 Relationship to FCS coursework is evident but not shared. National Program not identified	4 Relationship to FCS coursework is evident and shared at times. National Program identified	5 Relationship to FCS coursework is evident, National Program identified and both explained well	
Use of Portfolio and Collection Sample during Presentation 0-5 points	0 Portfolio not used during presentation	1 2 Portfolio used minimally during presentation OR was used to limited amount of speaking time	3 Portfolio incorporated throughout presentation	4 Portfolio used effectively throughout presentation	5 Presentation moves seamlessly between oral presentation and portfolio	
Voice-pitch, tempo, volume 0-3 points	0 Voice qualities not used effectively	1 Voice quality is adequate	2 Voice quality is good, but could improve	3 Voice quality is outstanding and pleasing		
Body Language 0–2 points	Uses inappropriate gestures, posture or mannerisms, avoids eye contact	Gestures, posture, mannerisms and eye contact is inconsistent	Gestures, posture, mannerisms, and eye contact are appropriate			
Grammar/Word Usage/ Pronunciation 0-3 points	0 Extensive (more than 5) grammatical and pronunciation errors	1 Some (3–5) grammatical and pronunciation errors	2 Few (1–2) grammatical and pronunciation errors	3 Presentation has no grammatical or pronunciation errors		
Responses to Evaluators' Questions 0–3 points	O Did not answer evaluators' questions	Unable to answer some questions and/or given with hesitation and/or inaccurate	Gave appropriate responses to evaluators' questions	Responses to questions were appropriate and given without hesitation		
Evaluator's Comm	nents–Include two things don	e well and two opportunities	for improvement:		TOTAL (92 Points Possible)	
					Evaluator #: Evaluator Initials:	

RC Initials: ____



LEVELS 3 & 4 RUBRIC

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

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



LEVELS 3 & 4 RUBRIC (CONTINUED)

COLLECTION	SAMPLE					POIN
	0 Sample collection not	1 2 Collection sample is either	3 Collection sample is actual	4 Collection sample is actual	5 Collection sample is actual	
Collection Sample	included	not actual size, not constructed by participant or is inappropriate for a	size, constructed by participant and is appropriate for a	size, well–constructed by participant and is appropriate for a	size, well–constructed by participant and is highly appropriate for a	
Condition 0–5 points		professional presentation. Basic knowledge of fashion construction skills poorly represented by sample	professional presentation. Basic knowledge of fashion construction skills generally represented by	professional presentation. Basic knowledge of fashion construction skills represented by sample	professional presentation. Basic knowledge of fashion construction skills clearly represented by sample	
ORAL PRESEN	ITATION		sample			POIN
ORAL PRESEN		1 2 3	4 5 6	7 8	9 10	POIN
Organization/	Presentation is not	The presentation covers	Presentation gives	Presentation covers	Presentation covers all	
Delivery	complete or presented	some or all topic elements	complete information but	information completely	relevant information with	
0–10 points	briefly and does not cover components of the project	with limited information	does not explain the project well	but does not flow well	a seamless and logical delivery	
Knowledge of	0	1 2	3	4	5	
Textiles,	Textiles, fashion and apparel	Textiles, fashion and apparel	Evidence of textiles, fashion	Textiles, fashion and apparel	Textiles, fashion and apparel	
Fashion and Apparel	knowledge is not evident	knowledge is limited	and apparel knowledge, but not used effectively in the	knowledge is evident and used in the presentation	knowledge is clearly evident and used effectively in the	
0–5 points			presentation	in the presentation	presentation	
Relationship to	0	1 2	3	4	5	
Family and	No evidence of relationship	Minimal evidence of	Relationship between FCS	Relationship between FCS	Relationship between FCS	
Consumer	between FCS coursework and	relationship between FCS	coursework and standards are	coursework and standards are	coursework and standards are	
Sciences	standards. National Program	coursework and standards.	evident but not shared.	evident and shared at times.	evident. National Program and	
Coursework and Standards 0–5 points	and career pathway not identified	National Program and career pathway not identified	National Program and career pathway not identified	National Program and career pathway identified	career pathway identified. All components explained well	
Use of <i>Portfolio</i>	0	1 2	3	4	5	
and Collection	Portfolio not used during	Portfolio used minimally	Portfolio incorporated	Portfolio used effectively	Presentation moves	
Sample during Presentation 0-5 points	presentation	during presentation OR was used to limited amount of speaking time	throughout presentation	throughout presentation	seamlessly between oral presentation and portfolio	
Voice-pitch,	0	1	2	3		
tempo, volume 0–3 points	Voice qualities not used effectively	Voice quality is adequate	Voice quality is good, but could improve	Voice quality is outstanding and pleasing		
	0	1	2			
Body Language 0–2 points	Uses inappropriate gestures, posture or mannerisms, avoids eye contact	Gestures, posture, mannerisms and eye contact is inconsistent	Gestures, posture, mannerisms, and eye contact are appropriate			
Grammar/Word	0	1	2	3		
Usage/ Pronunciation 0–3 points	Extensive (more than 5) grammatical and pronunciation errors	Some (3–5) grammatical and pronunciation errors	Few (1–2) grammatical and pronunciation errors	Presentation has no grammatical or pronunciation errors		
·	0	1	2	3		
Responses to Evaluators'	Did not answer evaluators'	Unable to answer some	Gave appropriate	Responses to questions		
Questions 0–3 points	questions	questions and/or given with hesitation and/or inaccurate	responses to evaluators' questions	were appropriate and given without hesitation		
Evaluator's Comn	nents-Include two things don	e well and two opportunities	for improvement:			
					TOTAL (92 Points Possible)	
					Evaluator #:	•
					Evaluator Initials:	
						_

RC Initials: _



FCCLA CHAPTER WEBSITE

An individual or *team event* recognizes participants who use a chapter website to educate, inform and involve members and the general public about the importance of the Family and Consumer Sciences program and the FCCLA chapter.

ELIGIBILITY & GENERAL INFORMATION

- 1. Review "Eligibility and General Rules for All Levels of Competition" on page 8 prior to event planning and preparation.
- 2. Any nationally affiliated FCCLA chapter may submit only one entry in this event (must choose one level for competition).
- 3. If the chapter already has an existing website, the website for the current school year (July 1–June 30 as noted) must be revised in *content*, design, theme, color, etc., by the participant(s). If more than one chapter is in a school, they may not share the same website *content* for competition.
- 4. National Leadership Conference (NLC) participants are required to view the online orientation video and submit the STAR Events Online Orientation Form by the deadline. The video and form will be on the FCCLA Student Portal and can be found under Surveys Applications. Only one form per entry is required. Contact your State Adviser for orientation procedures for competitions held prior to the National Leadership Conference (NLC).
- 5. The use of inappropriate or copyrighted music, photographs or *graphics* may disqualify the entry.
- 6. Participants must follow state or district rules/guidelines for student privacy and use of photographs or student work when published online.
- 7. Participants who do not follow the event guidelines or the definition of the event, their project will not be considered for evaluation. However, the participant can still participate in the competition by giving an oral presentation and will only be evaluated based on that presentation.

CLICK HERE TO VIEW NATIONAL DEADLINES

CAREER PATHWAYS ALIGNMENT					
Human Services	Hospitality & Tourism	Education & Training	Visual Arts & Design		

EVENT LEVELS					
Level 1:	Level 2:	Level 3:	Level 4:		
Through Grade 8	Grades 9–10	Grades 11–12	Postsecondary		
*See page 7 for more information on event levels.					

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

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

^{*}A USB Drive is allowed for backup presentation use only. No additional Audio, *Presentation Equipment* or *Visuals* other than the presentation of the website are allowed.



PRELIMINARY ROUND & NATIONAL LEADERSHIP CONFERENCE (NLC)

PRELMINARY ROUND & NATIONAL LEADERSHIP CONFERENCE (NLC)				
Preliminary Round Participants must prepare a chapter website.				
National Leadership The top 15 entries per level will advance to the National Leadership Conference (NLC) and present				
Conference (NLC)				

FCCLA CHAPTER WEBSITE

PROCEDURES (PRELIMINARY ROUND)

IFVFIS3&4

I ROCEDONES			
Participants create a chapter	website to educate, inform and involve	members and the general pu	blic about the importance of the
Family and Consumer Science	s program and the FCCLA chapter.		
All website links must be active	ve and settings set to "public" so that ev	valuators may view the websi	te.
A social media page will not b	e accepted in replacement of a chapter	website. Social media sites s	uch as Facebook may only be used
in conjunction with the chapt	er website.		

The website may be developed using website services, templates or software of the participant's choice.

ENTRY SUBMISSION (PRELIMINARY ROUND)

PROCEDURES

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

FCCLA CHAPTER WEBSITE

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

- 1. A table and laptop computer with Internet connections will be provided. Participants may bring their files on a USB drive as a backup. Participants are not allowed to bring in any additional equipment. Note cards may be used in the oral presentation.
- 2. To prepare for the National Leadership Conference (NLC) presentation, participants are encouraged to update their presentation based on Preliminary Round evaluation feedback. Changes may be made after the top 15 are announced.
- 3. FCCLA will provide the laptop to use at National Leadership Conference (NLC). The computer will have access to the internet, Microsoft Office, and Adobe.

TIME	LEVEL 1	LEVEL 2	LEVELS 3 & 4			
5 minutes	Participants will have 5 minutes to	set up their presentation. Othe	er persons may not assist.			
10 minutes	presentation must describe the re participant(s) as a result of the pro	Participants will present their website as part of an oral presentation to evaluators. The presentation must describe the research, planning, impact and personal learning of the participant(s) as a result of the project. The oral presentation and presentation of the website may be up to 10 minutes in length. A one–minute warning will be given at 9 minutes. The participants will be stopped at 10 minutes.				
Following the presentation, evaluators will have 5 minutes to interview the participant and the website.						
5 minutes Evaluators will have up to 5 minutes to use the rubric to score and write comments for each participant.						
	Total Time:	25 Minutes				



SPECIFICATIONS (PRELIMINARY ROUND)

WEBSITE CONTENT	
Project Components	Include the National FCCLA emblem, introductory information, a visitor counter/tracking tool to assess website use and social media feed(s) from chapter, district/region, state or National FCCLA. The visitor must be able to locate all other project components on the home page.

SPECIFICATIONS (PRO	JECT COMPONENTS)	LEVEL 1	LEVEL 2	LEVELS 3 & 4		
		the chapter website as a sep ne website page or if posted a				
Home page includes the FCCLA emblem, introductory information, visitor tracki tool and various social media feeds. Visitor can easily locate all other project components from the home page						
1-8 ½" x 11" page	Project Identification Page	Must include participant's name(s), chapter name, school, city, state, event name, level, and project title. Page can be up to 1 - 8 ½" x 11" page or 1 slide, but cannot be larger. Must be posted on the website as a PDF.				
1–8 ½" x 11" page	FCCLA <i>Planning Process</i> Summary Page	the project, wast be posted on the website in i bi format.				
1-8 ½" x 11" page or 1 slide	Evidence of Online Summary Form Submission	_	t Summary Form located on ortal and include signed proc			
1– 8 ½" x 11" page As Needed	Copyright	properly cited and docume items or items licensed for copyrighted and its use is s	ics, text, trademarks or used nted as either original or lice reuse are allowed. Most pop trictly limited. Purchasing an public project. Copyright law	nsed for reuse. Only original ular/commercial music is item does not necessarily		
1–8½" x 11" page As Needed	Works Cited/ Bibliography		when citing sources. All sou			

SPECIFICATIONS (INFORMATION)		LEVEL 1	LEVEL 2	LEVELS 3 & 4		
The following content information must be included in the chapter website. There are no limits to the amount of website pages,					nount of website pages,	
subpages, tabs, etc. on the website, but the following information must be easily located upon review of the website.					the website.	
	1.	Promotion of	Include content to promote	the local Family and Consum	er Sciences program and	
		Family and	FCCLA as an essential part o	of college and career readines	s for all students. The	
		Consumer	information provided expan	ids user knowledge and move	es beyond expectations.	
		Sciences				
Provide 1 Website Page, Subpage or Tab for Each (Minimum 8)	2.	Membership Information	Provide information on at least 3 membership recruitment activities. Include membership costs, benefits, deadlines and clear instructions on how to join FCCLA.	Provide information on at least 3 membership recruitment activities. Include membership costs, benefits, deadlines and clear instructions on how to join FCCLA. Highlight at least 1 membership retention effort.	Provide information on at least 4 membership recruitment activities. Include membership costs, benefits, deadlines and clear instructions on how to join FCCLA. Explain at least 3 membership retention and recognition efforts; highlight members as appropriate.	



SPECIFICATIONS (PRELIMINARY ROUND) (Continued)

SPECIFICATIONS (INFO	ORM	ATION)	LEVEL 1	LEVEL 2 LEVELS 3 & 4	
	3.	Awards/ Recognition	Acknowledge the awards and accomplishments the chapter and/or members have received in the past 2–3 years. Include local, regional/district, state and/or national recognitions received.		
	4.	Chapter Leadership	Include a list of the chapter officers and their responsibilities.	Include a list of chapter officers and their responsibilities. Highlight their FCCLA service and/or career goals.	
	5.	Contact	Provide chapter's primary c	ontact information and method(s).	
Provide 1 Website	6.	Chapter Supporter Recognition	Highlight and provide recognition for chapter supporters.	Highlight and provide recognition for chapter supporters. Include active hyperlinks to school website and relevant partners, including district, regional, state and national FCCLA.	
Provide 1 Website Page, Subpage or Tab for Each (Minimum 8) (Continued)	7.	Activities	Include a current listing of all regularly scheduled chapter meetings (district, regional, state, national); membership events; service activities; fundraisers (as permitted); STAR Event workdays and competitions; other chapter activities.	Include a current and interactive embedded calendar with all regularly scheduled chapter meetings (district, regional, state, national); membership events; service activities; fundraisers (as permitted); STAR Event workdays and competitions; other activities. Provide links with relevant information in the calendar events.	
	8.	Program of Work (POW)	promotes Family and Consu	Program of Work (POW) reflects the purposes of FCCLA, imer Sciences and encourages members to develop ommunication and personal skills through planning, chapter activities.	

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



SPECIFICATIONS (NATIONAL LEADERSHIP CONFERENCE (NLC))

PRESENTATION FORMAT (NATIONAL LEADERSHIP CONFERENCE (NLC) ONLY)					
Oral Presentation	Participants will present their website as part of an oral presentation to evaluators. The presentation must describe the research, planning, impact and personal learning of the participant(s) as a result of the project. The oral presentation and presentation of the website may be up to 10 minutes in length. The presentation may not be prerecorded. No presentation elements are allowed during the oral presentation.				

SPECIFICATIONS	LEVEL 1	LEVEL 2	LEVELS 3 & 4				
Organization/Delivery	Deliver oral presentation in an o project.	Deliver oral presentation in an organized, sequential manner, concisely and thoroughly summarize project.					
Knowledge of Subject Matter	Demonstrate knowledge of subj	ect matter, research and impact of	f project on participant(s).				
Relationship to Family and Consumer Sciences Coursework and/or Related Careers	Describe the relationship of Family and Consumer Sciences coursework to selected project.	Describe the relationship of Family and Consumer Sciences coursework to selected project. Explain which FCCLA National Program(s) could be used during project implementation.	Describe the relationship of Family and Consumer Sciences coursework and standards to selected project. Explain which FCCLA National Program(s) could be used during project implementation. Identify career pathway.				
Voice	Speak clearly with appropriate p	itch, tempo and volume.					
Body Language	Use appropriate body language including gestures, posture, mannerisms, eye contact and appropriate handling of notes or note cards if used.						
Grammar/Word Usage/ Pronunciation	Use proper grammar, word usage and pronunciation.						
Responses to Evaluators' Questions	Provide clear and concise answe	rs to evaluators' questions regardi	ng project.				



Resources

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

- FCCLA Planning Process
- Work Cited Citation Guide
- FCCLA Branding Guidelines

National Leadership Conference Resources

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



LEVEL 1 RUBRIC (PRELIMINARY ROUND)

Participant Na	me:					
Chapter:		State:	Team #	: Station #:	Level:	
WEBSITE CON	ITENT (PROJECT COMI	PONENTS)				POINTS
Project Identification Page 0 or 1 point	Project Identification Page is missing, is not completed or includes incorrect information	Project Identification Page is present, contains participants' names, chapter name, school, city, state, event name, level and project title				
FCCLA Planning Process Summary Page 0–10 points	0 Planning Process Summary not included	1 2 3 Planning Process steps are not clearly summarized or are inadequate	4 5 6 All Planning Process steps are summarized	7 8 Evidence that the Planning Process was utilized to plan project	9 10 The Planning Process is used to plan the project. Each step is fully explained. No more than 1 page	
Evidence of Online Project Summary	0 Not included	1 Signed proof of submission				

0–10 points		are inadequate		plan project	step is fully explained. No more than 1 page	
Evidence of Online Project Summary Submission 0 or 1 point	0 Not included	Signed proof of submission from the online form is included				
Website Content Page, Subpage or Tabs for 8 Minimum Areas 0 or 1 point	O Less than 8 subpages/tabs on the home page	1 Minimum of 8 subpages/tabs on the home page				
Works Cited/Bibliography 0–5 points	0 Not included	1 2 Copyright is questionable and source list is incomplete or inconsistent	3 Copyright statements and permissions are included for most sources but in an inconsistent format	Copyright statements and permissions are included for all sources. Sources are complete, current, reliable and in MLA/APA citation (see citation guide)	5 Work is original, copyright statements with permissions granted are included for all sources. Sources are complete, current, reliable and in MLA/APA citation (see citation guide)	
WEBSITE CON	NTENT (INFORMATION	1)				P
Promotion of	0 Not included	1 2 3	4 5 6	7 8	9 10	

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



LEVEL 1 RUBRIC (PRELIMINARY ROUND) (CONTINUED)

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

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

Evaluator's Comments-Include two things done well and two opportunities for improvement:		
	TOTAL	
	(100 Points Possible)	
	Evaluator #:	
	Evaluator Initials:	_
	RC Initials:	



LEVEL 2 RUBRIC (PRELIMINARY ROUND)

Participant Na	ıme:						
			Team #:	: Station #:	Level:		
WEBSITE CON	VTENT (PROJECT COM	PONENTS)				POINTS	
Project Identification Page 0 or 1 point	Project Identification Page is missing, is not completed or includes incorrect information	Project Identification Page is present, contains participants' names, chapter name, school, city, state, event name, level and project title					
FCCLA Planning Process Summary Page 0–10 points	Planning Process Summary not included	1 2 3 Planning Process steps are not clearly summarized or are inadequate	4 5 6 All Planning Process steps are summarized	7 8 Evidence that the Planning Process was utilized to plan project	9 10 The Planning Process is used to plan the project. Each step is fully explained. No more than 1 page		
Evidence of Online Project Summary Submission 0 or 1 point	0 Not included	1 Signed proof of submission from the online form is included					
Website Content Page, Subpage or Tabs for 8 Minimum Areas 0 or 1 point	0 Less than 8 subpages/tabs on the home page	1 Minimum of 8 subpages/tabs on the home page					
Works Cited/Bibliography 0–5 points	0 Not included	Copyright is questionable and source list is incomplete or inconsistent	Copyright statements and permissions are included for most sources but in an inconsistent format	Copyright statements and permissions are included for all sources. Sources are complete, current, reliable and in MLA/APA citation (see citation guide)	Work is original, copyright statements with permissions granted are included for all sources. Sources are complete, current, reliable and in MLA/APA citation (see citation guide)		
WEBSITE CONTENT (INFORMATION) POINTS							
Promotion of Family and Consumer Sciences and FCCLA 0–10 points	0 Not included	1 2 3 Website FCS and FCCLA promotion efforts limited	4 5 6 Website promotes FCS and FCCLA. Expands user knowledge	7 8 Website promotes FCS and FCCLA as essential. Expands user knowledge and moves beyond expectation	9 10 Website promotes FCS and FCCLA as a college/career readiness essential. Expands user knowledge and moves beyond expectation		



LEVEL 2 RUBRIC (PRELIMINARY ROUND) (CONTINUED)

Contact	0	1	2	3		
0–3 points	Not included	Primary contact information	Primary contact information	Primary contact information		
p		and method(s) limited	and method(s) provided	and method(s) well detailed		
Chapter Supporter	0	1 2	2	4		
Recognition	Not included	Chapter supporters listed,	Chapter supporters highlighted	Chapter supporters extremely		
0–4 points	Trot meradea	recognition limited. Links	and recognized. Active links	highlighted and recognized.		
0 4 points		•	_	0 0		
		included, not active	included	Active links included	2 42	
Activities	0	1 2 3	4 5 6	7 8	9 10	
0–10 points	Not included	Current listing of all regular	Current listing of all regular	Current listing of all regular	Current listing of all regular	
		chapter meetings, events and	chapter meetings, events and	chapter meetings, events and	chapter meetings, events and	
		activities limited. Embedded	activities provided in	activities detailed in embedded	activities well detailed in	
		calendar contains broken links	embedded calendar with links	calendar with links as	embedded calendar with links	
			as appropriate	appropriate	as appropriate	
Program of Work	0	1 2 3 4	5 6 7	8 9 10		
(POW)	Not included	POW is limited in scope and	POW indicates chapter	POW indicates well-balanced		
0–10 points		lacks promotion of FCCLA's	activities that reflect FCCLA's	and comprehensive chapter		
		purpose, FCS or skill	purposes, promote FCS and	activities that reflect FCCLA's		
		development through chapter	encourage skill development	purposes, promote FCS and		
		activities	through chapter activities	encourage skill development		
		activities	un ough chapter activities	through chapter activities		
			l .	unough chapter activities		
WEBSITE CO	NTENT (DESIGN & NA	VIGATION)				POIN
	O O	1 2				
Home Page	Not included					
0–2 points	Not included	Home page includes FCCLA				
		emblem, introductory				
		information, visitor tracking				
		tool and various social media				
		feeds. Visitor can easily locate				
		all other project components				
		from the home page				
Browser	0	1 2	3 4	5		
Compatibility	Not included	Website not designed for a	Website deigned for a range of	Website well designed for a		
0–5 points		range of web-enable devices	web-enabled devices	wide range of web-enabled		
				devices		
Appearance	0	1 2	3	4	5	
0–5 points	Not included	Website has many errors and is	Website is neat, legible and	Website is neat, legible,	Website is neat, legible,	
5 po		'	professional with minimal	professional and creative with	professional and very creative	
		not aesthetically pleasing	1 '	·		
			grammar and spelling errors	correct grammar and spelling	with correct grammar and	
					spelling	
Navigation	0	1 2	3 4	5		
0–5 points	Not included	Most hyperlinks active and	All hyperlinks active and public.	All hyperlinks active and public.		
		public. Visitor either cannot	Visitor can locate all	Visitor can easily locate all		
		locate information or navigate	information and navigate site	information and navigate site		
		site				
Licensing	0	5				
0 or 5 points	Not included	Website contents licensed				
		using school district licensing				
		requirements or Creative				
		Commons				
FCCLA Branding	0	5				
Guidelines	Use of FCCLA trademarks	Use of FCCLA trademarks				
0 or 5 points	inconsistent with FCCLA	consistent with FCCLA Branding				
o or o points	Branding Guidelines	•				
	Di allullig Guldelilles	Guidelines				
Evaluator's Com	ments-Include two things do	ne well and two opportunities	for improvement:			
	merade two timigs do	and the opportunities	.omprovement			
					TOTAL	
					(100 Doints Dossible)	

Evaluator's Comments-Include two things done well and two opportunities for improvement:		
	TOTAL	
	(100 Points Possible)	
Ev	valuator #:	
Ev	valuator Initials:	_
RC	C Initials:	



LEVELS 3 & 4 RUBRIC (PRELIMINARY ROUND)

Participant Na	ime:			,		
			Team #:	: Station #	Level:	
WEBSITE CON	NTENT (PROJECT COM	PONENTS)				POINTS
Project Identification Page 0 or 1 point	Project Identification Page is missing, is not completed or includes incorrect information	Project Identification Page is present, contains participants' names, chapter name, school, city, state, event name, level and project title				
FCCLA Planning Process Summary Page 0–10 points	0 Planning Process Summary not included	1 2 3 Planning Process steps are not clearly summarized or are inadequate	4 5 6 All Planning Process steps are summarized	7 8 Evidence that the Planning Process was utilized to plan project	9 10 The Planning Process is used to plan the project. Each step is fully explained. No more than 1 page	
Evidence of Online Project Summary Submission 0 or 1 point	0 Not included	Signed proof of submission from the online form is included				
Website Content Page, Subpage or Tabs for 8 Minimum Areas 0 or 1 point	0 Less than 8 subpages/tabs on the home page	1 Minimum of 8 subpages/tabs on the home page				
Works Cited/Bibliography 0–5 points	0 Not included	1 2 Copyright is questionable and source list is incomplete or inconsistent	3 Copyright statements and permissions are included for most sources but in an inconsistent format	4 Copyright statements and permissions are included for all sources. Sources are complete, current, reliable and in MLA/APA citation (see citation guide)	5 Work is original, copyright statements with permissions granted are included for all sources. Sources are complete, current, reliable and in MLA/APA citation (see citation guide)	
WEBSITE CON	NTENT (INFORMATION	1)				POINTS
Promotion of Family and Consumer Sciences and FCCLA 0–10 points	0 Not included	1 2 3 Website FCS and FCCLA promotion efforts limited	4 5 6 Website promotes FCS and FCCLA. Expands user knowledge	7 8 Website promotes FCS and FCCLA as essential. Expands user knowledge and moves beyond expectation	9 10 Website promotes FCS and FCCLA as a college/career readiness essential. Expands user knowledge and moves beyond expectation	
Membership	0	1 2 3	4 5 6	7 8	9 10	



LEVELS 3 & 4 RUBRIC (PRELIMINARY ROUND) (CONTINUED)

Contact	0	1	2	3		
0–3 points	Not included	Primary contact information	Primary contact information	Primary contact information		
		and method(s) limited	and method(s) provided	and method(s) well detailed		
Chapter Supporter	0	1 2	3	4		
Recognition	Not included	Chapter supporters listed,	Chapter supporters highlighted	Chapter supporters extremely		
0–4 points		recognition limited. Links	and recognized. Active links	highlighted and recognized.		
		included, not active	included	Active links included		
Activities	0	1 2 3	4 5 6	7 8	9 10	
0–10 points	Not included	Current listing of all regular	Current listing of all regular	Current listing of all regular	Current listing of all regular	
		chapter meetings, events and	chapter meetings, events and	chapter meetings, events and	chapter meetings, events and	
		activities limited. Embedded	activities provided in	activities detailed in embedded	activities well detailed in	
		calendar contains broken links	embedded calendar with links	calendar with links as	embedded calendar with links	
			as appropriate	appropriate	as appropriate	
Program of Work	0	1 2 3 4	5 6 7	8 9 10		
(POW)	Not included	POW is limited in scope and	POW indicates chapter	POW indicates well-balanced		
0–10 points		lacks promotion of FCCLA's	activities that reflect FCCLA's	and comprehensive chapter		
		purpose, FCS or skill	purposes, promote FCS and	activities that reflect FCCLA's		
		development through chapter	encourage skill development	purposes, promote FCS and		
		activities	through chapter activities	encourage skill development		
				through chapter activities		
						ı
WEBSITE COI	N <i>TENT</i> (DESIGN & N	AVIGATION)				POINTS
Home Page	0	1 2				
0–2 points	Not included	Home page includes FCCLA				
		emblem, introductory				
		information, visitor tracking				
		tool and various social media				
		feeds. Visitor can easily locate				
		all other project components				
		from the home page				

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

Evaluator's Comments-Include two things done well and two opportunities for improvement:		
	TOTAL (100 Points Possible)	İ
	Evaluator #:	
	Evaluator Initials:	
	RC Initials:	



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

Participant Name:					
Chapter:	State: <i>T</i>	eam #:	Station #:	Level:	
	top is correct. If a student named is not participa turn with other forms. Do NOT change <i>team</i> or st	0,	· ·	does not show, write	e "ſ
2. At the conclusion of the pre-	sentation, verify evaluator scores and fill in inform in front of the completed rubrics and staple all ite	nation below. C	alculate the final score a		ırs'
	the room, double check all scores, names and ted				r ar
turn in to the Lead Consultar	nt.				
4. Check with the Lead Consult	ant if there are any questions regarding the evalu	ation process.			
ROOM CONSULTANT CHECK				PO	INT
	Confirmed STAR Competition(s) schedu	le in the FCCLA	A Adviser Portal by dead	line	
Confirm STAR Competition(s)	(National Leaders		•		
0 or 1 point	0	•	1		
	No		Yes		
Frank Ouling Orientation Forms	0		1		
Event Online Orientation Form	Online Orientation Form not completed in the	Online Orie	ntation Form completed	l in the	
0 or 1 point	Student Portal by deadline	Student Por	rtal by deadline		
Punctuality	0		1		
0 or 1 point	Participant was late for presentation	Participant	was on time for presenta	ation	
Dress Code	0		1		
0 or 1 point	Event dress code was not followed	Event dress	code was followed		
EVALUATORS' SCORES			ROOM CONSULTA	ANT TOTAL	
Evaluator 1:	Initials:		(4 point	ts possible)	
Evaluator 2:	Initials:		AVERAGE EVALUAT	TOR SCORE	
Evaluator 3:	Initials:		(129 point	ts possible)	
Total Score:	Divided by # of Evaluators		FII	NAL SCORE	
	= AVERAGE EVALUATOR SCORE		(Average Evaluator	r Score plus	
	Rounded only to the nearest hundredth (i.e., 75	9.99 not 80.00)	Room Consul	Itant Score)	
		FINAL SCO	RE divided by 133 possib		
RATING ACHIEVED (circle one) VERIFICATION OF FINAL SCORE 8		Bronze: 1–69.9	RATING SCORE PE		_

Evaluator 1: _____ Evaluator 2: ____ Evaluator 3: ____ Adult Room Consultant: ____ Event Lead Consultant: ____



LEVEL 1 RUBRIC (NATIONAL LEADERSHIP CONFERENCE (NLC))

Chapter:	ime:	State:	Team #:	: Station #:	Level:	
WEDGITE CO	ITENT (DDO LECT COM					DOU
	TENT (PROJECT COM					POI
Project Identification Page 0 or 1 point	Project Identification Page is missing, is not completed or includes incorrect information	Project Identification Page is present, contains participants' names, chapter name, school, city, state, event name, level and project title				
FCCLA Planning Process Summary Page 0–10 points	0 Planning Process Summary not included	1 2 3 Planning Process steps are not clearly summarized or are inadequate	4 5 6 All Planning Process steps are summarized	7 8 Evidence that the Planning Process was utilized to plan project	9 10 The Planning Process is used to plan the project. Each step is fully explained. No more than 1 page	
Evidence of Online Project Summary Submission O or 1 point	0 Not included	1 Signed proof of submission from the online form is included				
Website Content Page, Subpage or Tabs for 8 Minimum Areas 0 or 1 point	0 Less than 8 subpages/tabs on the home page	1 Minimum of 8 subpages/tabs on the home page				
Works Cited/Bibliography 0–5 points	0 Not included	1 2 Copyright is questionable and source list is incomplete or inconsistent	Copyright statements and permissions are included for most sources but in an inconsistent format	Copyright statements and permissions are included for all sources. Sources are complete, current, reliable and in MLA/APA citation (see citation guide)	Work is original, copyright statements with permissions granted are included for all sources. Sources are complete, current, reliable and in MLA/APA citation (see citation guide)	
WEBSITE COM	NTENT (INFORMATION	1)				POII
Promotion of Family and Consumer Sciences and FCCLA 0–10 points	0 Not included	1 2 3 Website FCS and FCCLA promotion efforts limited	4 5 6 Website promotes FCS and FCCLA. Expands user knowledge	7 8 Website promotes FCS and FCCLA as essential. Expands user knowledge and moves beyond expectation	9 10 Website promotes FCS and FCCLA as a college/career readiness essential. Expands user knowledge and moves beyond expectation	- Cil
Membership Information 0–10 points	0 Not included	1 2 3 Less than 2 recruitment activities provided. Costs, benefits, deadlines and instructions unclear	4 5 6 At least 3 recruitment activities provided. Costs, benefits, deadlines and instructions included	7 8 At least 3 recruitment activities detailed. Costs, benefits, deadlines and instructions clear	9 10 At least 3 recruitment activities well detailed. Costs, benefits, deadlines and instructions clear	
Awards/ Recognition 0–3 points	0 Not included	1 2–3 years of past local, district, regional, state and national recognition poorly detailed	2 2–3 years of past local, district, regional, state and national recognition detailed	3 2–3 years of past local, district, regional, state and national recognition well detailed		
Chapter Leadership 0–5 points	0 Not included	1 2 List of chapter officers and responsibilities limited	3 4 List of chapter officers and responsibilities provided	5 List of chapter officers and responsibilities well detailed		

Primary contact information

and method(s) provided

Primary contact information

and method(s) well detailed

Primary contact information

and method(s) limited

Not included

0-3 points



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

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

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

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



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

Deletienskin of	_		1 -			
Relationship of	0	1	2	3		
Family and	No evidence of relationship	Limited evidence of	Relationship between FCS	Relationship between FCS		
Consumer	between FCS coursework and	relationship between FCS	coursework and project is	coursework and project is		
	project	coursework and project	evident and shared at times	evident and explained well		
Coursework and						
Standards						
0–3 points						
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		
0–3 points	effectively		improve	and pleasing		
	0	1	2			
Body Language	Uses inappropriate	Gestures, posture,	Gestures, posture,			
0–2 points	gestures, posture or	mannerisms and eye	mannerisms, and eye			
0-2 points	mannerisms, avoids eye	contact is inconsistent	contact are appropriate			
	contact					
Grammar/Word	0	1	2	3		
Usage/	Extensive (more than 5)	Some (3–5) grammatical and	Few (1-2) grammatical and	Presentation has no		
Pronunciation	grammatical and pronunciation	pronunciation errors	pronunciation errors	grammatical or pronunciation		
0–3 points	errors			errors		
Responses to	0	1	2	3		
Evaluators'	Did not answer evaluators'	Unable to answer some	Responded adequately to all	Responses to questions were		
Questions	questions	questions	questions	appropriate and given without		
0–3 points				hesitation		
•				•		
Evaluator's Comm	ents-Include two things don	e well and two opportunities	for improvement:			
					TOTAL	
					IOIAL	
					(129 Points Possible)	
					(129 Points Possible)	
					(129 Points Possible) Evaluator #:	
					, ,	



LEVEL 2 RUBRIC (NATIONAL LEADERSHIP CONFERENCE (NLC))

Chapter:		State:	Team #	: Station #:	: Level:	
WERSITE COM	NTENT (PROJECT COM	PONENTS)				POINTS
Project		1				TOINTS
Identification	Project Identification Page is	Project Identification Page is				
Page	missing, is not completed or includes incorrect information	present, contains participants'				
0 or 1 point	includes incorrect information	names, chapter name, school,				
		city, state, event name, level and project title				
FCCLA Planning	0	1 2 3	4 5 6	7 8	9 10	
Process Summary	Planning Process Summary	Planning Process steps are	All Planning Process steps	Evidence that the Planning	The Planning Process is used	
Page	not included	not clearly summarized or	are summarized	Process was utilized to	to plan the project. Each	
0–10 points		are inadequate		plan project	step is fully explained. No more than 1 page	
Evidence of Online	0	1			more than I page	
Project Summary	Not included	Signed proof of submission				
Submission		from the online form is				
0 or 1 point Website Content	0	included 1				
Page, Subpage or	Less than 8 subpages/tabs on	Minimum of 8 subpages/tabs				
Tabs for 8	the home page	on the home page				
Minimum Areas 0 or 1 point						
Works	0	1 2	3	4	5	
Cited/Bibliography	Not included	Copyright is questionable and	Copyright statements and	Copyright statements and	Work is original, copyright	
0–5 points		source list is incomplete or inconsistent	permissions are included for most sources but in an	permissions are included for all sources. Sources are complete,	statements with permissions granted are included for all	
		inconsistent	inconsistent format	current, reliable and in	sources. Sources are complete,	
				MLA/APA citation (see citation	current, reliable and in	
				guide)	MLA/APA citation (see citation	
					guide)	
WEBSITE CON	NTENT (INFORMATION	1)				POINTS
Promotion of	0	1 2 3	4 5 6	7 8	9 10	
Family and Consumer	Not included	Website FCS and FCCLA	Website promotes FCS and	Website promotes FCS and	Website promotes FCS and	
Sciences and		promotion efforts limited	FCCLA. Expands user knowledge	FCCLA as essential. Expands user knowledge and moves	FCCLA as a college/career readiness essential. Expands	
FCCLA			Knowieuge	beyond expectation	user knowledge and moves	
0–10 points					beyond expectation	
Membership	0 Not included	1 2 3	4 5 6	7 8	9 10	
Information 0–10 points	Not included	Less than 3 recruitment activities or no retention effort	At least 3 recruitment activities and at least 1 retention effort	At least 3 recruitment activities and at least 1 retention effort	At least 3 recruitment activities and at least 1 retention effort	
o 10 points		provided. Costs, benefits,	provided. Costs, benefits,	detailed. Costs, benefits,	well detailed. Costs, benefits,	
		deadlines and instructions	deadlines and instructions	deadlines and instructions	deadlines and instructions clear	
		unclear	included	clear		
Awards/	0 Not included	1	2	3		
Recognition 0–3 points	Not included	2–3 years of past local, district, regional, state and national	2–3 years of past local, district, regional, state and national	2–3 years of past local, district, regional, state and national		
		recognition poorly detailed	recognition detailed	recognition well detailed		
Chapter	0	1 2	3 4	5		
Leadership 0–5 points	Not included	List of chapter officers with responsibilities and	List of chapter officers and responsibilities provided.	List of chapter officers and responsibilities well detailed.		
o 5 points		service/career goals limited	Chapter officer service/career	Chapter officer service/career		
		, 3	goals highlighted	goals well highlighted		



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

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

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

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



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

Relationship of	0	1	2	3		
Family and	No evidence of relationship	Limited evidence of	Relationship between FCS	Relationship between FCS		
Consumer	between FCS coursework and	relationship between FCS	coursework and project is	coursework and project is		
Sciences	project. National program not	coursework and project.	evident and shared at times.	evident, National Program		
Coursework and	identified	National Program not	National Program identified	identified and both explained		
Standards	lacitinea	identified	National Frogram achimica	well		
0-3 points		Tachtinea .		Well		
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		
0–3 points	effectively		improve	and pleasing		
	0	1	2			
Body Language	Uses inappropriate	Gestures, posture,	Gestures, posture,			
0–2 points	gestures, posture or	mannerisms and eye	mannerisms, and eye			
o 2 points	mannerisms, avoids eye	contact is inconsistent	contact are appropriate			
	contact					
Grammar/Word	0	1	2	3		
Usage/	Extensive (more than 5)	Some (3–5) grammatical and	Few (1–2) grammatical and	Presentation has no		
Pronunciation	grammatical and pronunciation	pronunciation errors	pronunciation errors	grammatical or pronunciation		
0–3 points	errors			errors		
Responses to	0	1	2	3		
Evaluators'	Did not answer evaluators'	Unable to answer some	Responded adequately to all	Responses to questions were		
Questions	questions	questions	questions	appropriate and given without		
0–3 points				hesitation		
- 1						
Evaluator's Comm	nents-Include two things don	e well and two opportunities	for improvement:			
					TOTAL	
					(129 Points Possible)	
					Evaluator #:	
					Evaluator Initials:	
					RC Initials:	
					ĺ	



Participant Na Chapter:		Stato	Team #	· Station #	: Level:	
Chapter.		State.		Station #	Level	
WEBSITE COI	VTENT (PROJECT COM	PONENTS)				POINT
Project Identification Page 0 or 1 point	Project Identification Page is missing, is not completed or includes incorrect information	Project Identification Page is present, contains participants' names, chapter name, school, city, state, event name, level and project title				
FCCLA Planning Process Summary Page 0–10 points	O Planning Process Summary not included	1 2 3 Planning Process steps are not clearly summarized or are inadequate	4 5 6 All Planning Process steps are summarized	7 8 Evidence that the Planning Process was utilized to plan project	9 10 The Planning Process is used to plan the project. Each step is fully explained. No more than 1 page	
Evidence of Online Project Summary Submission 0 or 1 point	0 Not included	1 Signed proof of submission from the online form is included				
Website Content Page, Subpage or Tabs for 8 Minimum Areas 0 or 1 point	O Less than 8 subpages/tabs on the home page	1 Minimum of 8 subpages/tabs on the home page				
Works Cited/Bibliography 0–5 points	0 Not included	1 2 Copyright is questionable and source list is incomplete or inconsistent	Copyright statements and permissions are included for most sources but in an inconsistent format	Copyright statements and permissions are included for all sources. Sources are complete, current, reliable and in MLA/APA citation (see citation guide)	Work is original, copyright statements with permissions granted are included for all sources. Sources are complete, current, reliable and in MLA/APA citation (see citation guide)	
WERSITE COL	VTENT (INFORMATION	ı)				POINT:
Promotion of Family and Consumer Sciences and FCCLA 0–10 points	0 Not included	1 2 3 Website FCS and FCCLA promotion efforts limited	4 5 6 Website promotes FCS and FCCLA. Expands user knowledge	7 8 Website promotes FCS and FCCLA as essential. Expands user knowledge and moves beyond expectation	9 10 Website promotes FCS and FCCLA as a college/career readiness essential. Expands user knowledge and moves beyond expectation	POINTS
Membership Information 0–10 points	0 Not included	1 2 3 Less than 4 recruitment activities or no retention effort provided. Costs, benefits, deadlines and instructions unclear	4 5 6 At least 4 recruitment activities and at least 3 retention effort provided. Costs, benefits, deadlines and instructions included	7 8 At least 4 recruitment activities and at least 3 retention effort detailed. Costs, benefits, deadlines and instructions clear	9 10 At least 4 recruitment activities and at least 3 retention effort well detailed. Costs, benefits, deadlines and instructions clear	
Awards/ Recognition 0–3 points	O Not included	1 2–3 years of past local, district, regional, state and national recognition poorly detailed	2 2–3 years of past local, district, regional, state and national recognition detailed	3 2–3 years of past local, district, regional, state and national recognition well detailed		
Chapter Leadership 0–5 points	0 Not included	1 2 List of chapter officers with responsibilities and service/career goals limited	3 4 List of chapter officers and responsibilities provided. Chapter officer service/career	5 List of chapter officers and responsibilities well detailed. Chapter officer service/career		

goals highlighted

goals well highlighted



LEVELS 3 & 4 RUBRIC (NATIONAL LEADERSHIP CONFERENCE)

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

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

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



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

	ı	1	1	1		
Relationship of	0	1	2	3		
Family and	No evidence of relationship	Limited evidence of	Evidence of relationship	Detailed evidence of		
Consumer	between FCS coursework,	relationship between FCS	between FCS coursework,	relationship between FCS		
Sciences	standards and project. Neither	coursework, standards and	standards and project. National	coursework, standards and		
Coursework and	National Program nor career	project. Either National	Program and career pathway	project. National Program and		
Standards	pathway identified	Program or career pathway not	identified	career pathway identified. All		
0–3 points		identified		components explained well		
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		
0–3 points	effectively		improve	and pleasing		
	0	1	2	-		
	Uses inappropriate	Gestures, posture,	Gestures, posture,			
Body Language	gestures, posture or	mannerisms and eye	mannerisms, and eye			
0–2 points	mannerisms, avoids eye	contact is inconsistent	contact are appropriate			
	contact					
Grammar/Word	0	1	2	3		
Usage/	Extensive (more than 5)	Some (3-5) grammatical and	Few (1–2) grammatical and	Presentation has no		
Pronunciation	grammatical and pronunciation	pronunciation errors	pronunciation errors	grammatical or pronunciation		
0–3 points	errors	·	·	errors		
Responses to	0	1	2	3		
Evaluators'	Did not answer evaluators'	Unable to answer some	Responded adequately to all	Responses to questions were		
Questions	questions	questions	questions	appropriate and given without		
0–3 points				hesitation		
Evaluator's Comn	nents–Include two things don	e well and two opportunities	for improvement:			
					TOTAL	
					(129 Points Possible)	
					,	
					Evaluator #:	

Evaluator Initials: _____



FOCUS ON CHILDREN

An individual or *team event*, recognizes participants who use Family and Consumer Sciences skills to plan and conduct a child development project that has a positive impact on children and the *community*. Child development encompasses birth through adolescence. Participants must prepare a *display* and an oral presentation.

ELIGIBILITY & GENERAL INFORMATION

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

CLICK HERE TO VIEW NATIONAL DEADLINES

CAREER PATHWAYS ALIGNMENT					
Human Services	Hospitality & Tourism	Education & Training	Visual Arts & Design		

EVENT LEVELS			
Level 1:	Level 2:	Level 3:	Level 4:
Through Grade 8	Grades 9-10	Grades 11–12	Postsecondary
*See page 7 for more information	n on event levels.		

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

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



COMPETITION PROCEDURES & TIME REQUIREMENTS

TIME	LEVEL 1	LEVEL 2	LEVELS 3 & 4			
5 minutes	At the designated participation to Other persons may not assist.	me, participant(s) will have 5 mi	nutes to set up their <i>display</i> s.			
10 minutes	The oral presentation may be up minutes. Participants will be stop they are limited to 1-minute play	pped at 10 minutes. If audio or au	udiovisual recordings are used,			
5 minutes	Following the presentation, evalu	uators will have 5 minutes to inte	erview participants.			
5 minutes	Following the interview, evaluate	ors will have 5 minutes to review	the display.			
5 minutes	Evaluators will have up to 5 minu	ites to use the rubric to score and	d write comments for participants.			
	Total Time: 30 Minutes					

FOCUS ON CHILDREN

SPECIFICATIONS

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

SPECIFICATIONS	LEVEL 1	LEVEL 2	LEVELS 3 & 4					
Project Identification Page	Must include participant's name(s), chapter name, school, city, state, event name, level, and project title. Page can be up to $1 - 8 \frac{1}{2}$ " x 11" page, but cannot be larger.							
FCCLA Planning Process	1–8 ½ "x 11" summary of how ea	1–8 ½ "x 11" summary of how each step of the <i>Planning Process</i> was used to plan and implement						
Summary Page	the project; use of the Planning F	Process may also be described in th	ne oral presentation.					
Evidence of Online Summary	Complete the Online Project Sum	mary Form located on the "Survey	ys Applications" tab of the FCCLA					
Form Submission	Student Portal and include signed	d proof of submission in the <i>displa</i>	y.					
Identify Concerns: Address a Specific Need Set a Goal: SMART Goal Set a Goal: Child		Use surveys, interviews, media or observations to gather data. Select a specific and current child development issue, concern or need within the local community, surrounding areas or state. ecific, measurable, achievable, releand knowledge used to meet projection.						
Development Concepts	, , , , , , , , , , , , , , , , , , , ,							
Form a Plan: Project Organization	Develop a project plan to meet p	roject goals. Include potential part	tners needed to meet goals.					
Form a Plan: Timeline,	Develop a project timeline with r	ealistic steps, deadlines, assignme	nt of responsibilities and budget.					
Responsibilities and Budget								
Act: Working with Children	I	rom others who assisted, partnere nvolvement with children. Particip						



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

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

SPECIFICATIONS	LEVEL 1	LEVEL 2	LEVELS 3 & 4				
Organization/Delivery	Deliver oral presentation in an organized, sequential manner discussing all aspects of the Planning Process. Summarize project activities and accomplishments.						
Relationship of Family and Consumer Sciences Coursework/Standards	Describe the relationship of Family and Consumer Sciences coursework to selected project.	Describe the relationship of Family and Consumer Sciences coursework to selected project. Explain which FCCLA National Program(s) could be used during project implementation.	Describe the relationship of Family and Consumer Sciences coursework and standards to selected project. Explain which FCCLA National Program(s) could be used during project implementation. Identify career pathway connections.				
Knowledge of Subject Matter	describe the project. Research m	ment knowledge and skills by using nethods such as surveys, interview echnology may have been used to g	s, reports, readings, observations				
Use of <i>Display</i>		rate and complement the project of					
Voice	Speak clearly with appropriate p	itch, tempo and volume.					
Body Language	Use appropriate body language in appropriate handling of display a	including gestures, posture, manne and notes or notecards if used.	erisms, eye contact and				
Grammar/Word Usage/Pronunciation	Use proper grammar, word usag	Use proper grammar, word usage and pronunciation.					
Responses to Evaluators' Questions	Provide clear and concise answers to evaluators' questions regarding project.						



Resources

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

- FCCLA Planning Process
- Work Cited Citation Guide

National Leadership Conference Resources

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



STAR EVENTS POINT SUMMARY FORM

Participant Name: _

Project Summary Form Submission Proof

0 or 1 point **Punctuality** 0 or 1 point

Chapter:	State: <i>T</i>	eam #:	Station #:	Level: _		
	It top is correct. If a student named is not participa eturn with other forms. Do NOT change <i>team</i> or st	٠,		es not shov	v, write "No	
•	n, the room consultants must check participants' a			ted below a	and fill in th	
	s) is mandatory solely for participation at the Nation of the Nation packet and control p					
 At the conclusion of presen verification. Place this form 	tation, verify evaluator scores and fill in information in front of the completed rubrics and staple all ite	ms related to	the presentation together.			
·	n the room, double check all scores, names and <i>tec</i>	am numbers to	o ensure accuracy. Sort resi	ults by <i>tean</i>	n order and	
turn in to the Lead Consulta						
6. Check with one of the Lead	Consultants if there are any questions regarding the	ne evaluation	process.			
ROOM CONSULTANT CHECK					DOINT	
ROOM CONSULTANT CHECK		de in the ECC	N.A.A.d. dana Dantal law dan	allia a	POINTS	
Confirm STAR	• • • • • • • • • • • • • • • • • • • •	STAR Competition(s) schedule in the FCCLA Adviser Portal by deadline (National Leadership Conference Only)				
Competition(s)	(National Leaders	inp comerenc	1			
0 or 1 point	No		Yes			
Event Online Orientation	0		1			
Form	Online Orientation Form not completed	Online Or	ientation Form complete	ed in		
0 or 1 point	in the Student Portal by deadline		nt Portal by deadline			
5: 1 6 : 11	0		1			
Display Set-Up	Participants did not set up their display	Participar	nts set up display during	allotted		
0 or 1 point	within allotted time period	time perio	od			
	0		1			
Display Dimensions	Display does not fit with the appropriate	Display fit	s with the appropriate			
0 or 1 point	dimensions/objects not returned within	dimension	ns/objects returned with	iin		
	display after presentation	display af	ter presentation			
Project Identification Page	0		1			
0 or 1 point	Project ID page is missing or incomplete	Project ID	page is present and con	npleted		
o or a bount	Froject to page is thissing of incomplete	correctly				

Dress Code 0 or 1 point Event dress code was not followed Event dress code was followed **EVALUATORS' SCORES ROOM CONSULTANT TOTAL** Evaluator 1: ___ Initials: _____ (8 Points Possible) Evaluator 2: ___ Initials: **AVERAGE EVALUATOR SCORE** Initials: (92 Points Possible) Evaluator 3: _____ Divided by # of Evaluators Total Score: ___ **FINAL SCORE** = AVERAGE EVALUATOR SCORE -(Average Evaluator Score plus Rounded only to the nearest hundredth (i.e., 79.99 not 80.00) Room Consultant Score)

correctly

Project Summary Form Submission

Participant was on time for presentation

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

Project Summary Form Submission

Participant was late for presentation

Evaluator 2: _____ Evaluator 3: _____ Adult Room Consultant: Event Lead Consultant:



LEVEL 1 RUBRIC

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

DISPLAY						POINTS
FCCLA	0	1 2 3	4 5 6	7 8	9 10	
Planning	Planning Process	Planning Process steps are	All Planning Process steps	Evidence that the Planning	The Planning Process is	
Process	Summary not provided	not clearly summarized or	are summarized	Process was utilized to	used to plan the project.	
Summary Page	Summary not provided	are inadequate	are summarized	plan project	Each step is fully explained.	
0–10 points		are madequate		pian project	No more than 1 page	
0 10 points	0	1 2	3 4	5	6	
	No evidence	No survey, interview,	Limited survey, interview,	Survey, interview, media	Extensive survey,	
Addresses a		media/observational data	media or observational	or observational data used	interview, media or	
Specific Need		used or specific and	data used to select a	to select a specific and	observational data used to	
Identify		current community need is	specific and current child	current child development	select a specific and	
Concerns		unclear	development issue,	issue, concern or need	current child development	
0–6 points			concern or need within the	within the local community	issue, concern or need	
			local community	,	within the local community	
	0	1 2	3 4	5		
SMART Goal	No evidence	Project goal(s) do not meet	Project goal(s) are specific,	Project goal(s) are		
Set a Goal		all criteria	measurable, achievable,	extremely specific,		
0–5 points			relevant and time-bound	measurable, achievable,		
·				relevant and time-bound		
Child	0	1 2	3 4	5	6	
Development	Not included	Child development skills	Child development skills	Child development skills	Child development skills	
Concepts		and knowledge used to	and knowledge used to	and knowledge used to	and knowledge used to	
Set a Goal		meet project goals poorly	meet project goals loosely	meet project goals detailed	meet project goals well	
0-6 points		detailed	detailed		detailed	
Droject	0	1 2	3	4	5	
Project Organization	Not included	Unclear how project plan	Project plan generally	Project plan meets project	Project plan clearly meets	
Form a Plan		meets project goals.	meets project goals.	goals. Potential partners	project goals. Potential	
0–5 points		Potential partners poorly	Potential partners loosely	detailed	partners well detailed	
0–5 points		detailed	detailed			
Timeline,	0	1 2	3	4	5	
Responsibilities	Not included	Project plan is disorganized	Realistic steps, deadlines,	Realistic steps, deadlines,	Realistic steps, deadlines,	
and Budget		or potential partners not	responsibility assignments	responsibility assignments	responsibility assignments	
Form a Plan		identified	and budget loosely	and budget detailed in	and budget well detailed in	
0–5 points			detailed in project timeline	project timeline	project timeline	
Working with	0	1 2	3 4	5	6	
Children	Not included	Plan poorly executed or	Plan executed. Support	Plan executed. Support	Plan well executed.	
Act		support from others or	from others and	from others and	Support from others and	
0–6 points		involvement with children	involvement with children	involvement with children	involvement with children	
		unclear	generally evident	evident	clearly evident	
	0	1 2	3	4	5	
Evaluation	No evidence	Evaluation methods used	Evaluation methods used	Evaluation methods used	Evaluation methods used	
Follow Up		to determine project	to determine project	to determine project	to determine project	
0–5 points		strengths and areas for	strengths and areas for	strengths and areas for	strengths and areas for	
·		improvement unclear	improvement generally	improvement evident	improvement clearly	
	0	1 2	evident 3	4	evident 5	
Project Impact	No evidence	Project's positive impact	Project's positive impact	Project's positive impact	Project's positive impact	
Follow Up	INO EVIUEITE	poorly documented using	loosely documented using	documented using	well documented using	
0–5 points		evaluation data	evaluation data	evaluation data	evaluation data	
	0	1 2	evaluation data 3	evaluation uata	Evaluation uata	
Display	No display present	Display has many errors	The display is neat, legible	Display is neat, legible,	Display is neat, legible,	
Appearance	140 dispiay present	and is not aesthetically	and professional, but has	professional and creative	professional and very	
0–5 points		pleasing	grammar and spelling	with correct grammar and	creative with correct	
o s points		picasing	errors and minimal appeal	spelling	grammar and spelling	
		1	cirors and minima appear	Spennig	Branning and spennig	



LEVEL 1 RUBRIC (CONTINUED)

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

Evaluator's Comments-Include two things done well and two opportunities for improvement:		
Established Section Control of the C	TOTAL (92 Points Possible)	
	Evaluator #:	
	Evaluator Initials:	
	RC Initials:	



LEVEL 2 RUBRIC

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

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



LEVEL 2 RUBRIC (CONTINUED)

POINTS

ORAL PRESENTATION

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



LEVELS 3 & 4 RUBRIC

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

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



LEVELS 3 & 4 RUBRIC (CONTINUED)

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



FOOD INNOVATIONS

An individual or *team event* recognizes participants who demonstrate knowledge of the basic concepts of food product development by creating an original *prototype formula*, testing the product through *focus groups* and developing a marketing strategy.

Participants will demonstrate their knowledge of food science, nutrition, food preparation safety and product marketing.

Participants must prepare a *display*, suggested product packaging and an oral presentation.

ELIGIBILITY & GENERAL INFORMATION

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

CLICK HERE TO VIEW NATIONAL DEADLINES

CAREER PATHWAYS ALIGNMENT							
Human Services	Hospitality & Tourism	Education & Training	Visual Arts & Design				

EVENT LEVELS						
Level 1:	Level 2:	Level 3:	Level 4:			
Through Grade 8	Grades 9–10	Grades 11–12	Postsecondary			
*See page 7 for more information on event levels.						

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

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



ANNUAL TOPIC

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

FOOD INNOVATIONS

COMPETITION PROCEDURES & TIME REQUIREMENTS

TIME	LEVEL 1	LEVEL 2	LEVELS 3 & 4	
5 minutes	At the designated participation t persons may not assist.	ime, participant(s) will have 5 min	utes to set up their display. Other	
10 minutes	minutes. Participants will be stop	to 10 minutes in length. A 1–min oped at 10 minutes. If audio or au laying time during the presentation e entire presentation.	diovisual recordings are used,	
5 minutes	Following the presentation, eval	uators will have 5 minutes to inte	rview participant(s).	
5 minutes	Following the interview, evaluat	ors will have 5 minutes to review	the <i>display</i> .	
5 minutes	Evaluators will have up to 5 mine participant(s).	Evaluators will have up to 5 minutes to use the rubric to score and write comments for participant(s).		
Total Time: 30 Minutes				

FOOD INNOVATIONS

SPECIFICATIONS

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



SPECIFICATIONS	LEVEL 1	LEVEL 2	LEVELS 3 & 4		
		(s), chapter name, school, city, stat			
Project Identification Page		title. Page can be up to 1 - 8 ½" x 11" page, but cannot be larger.			
FCCLA Planning Process	1–8 ½ "x 11" summary of how each step of the <i>Planning Process</i> was used to plan and implement				
Summary Page	the project; use of the <i>Planning Process</i> may also be described in the oral presentation.				
Evidence of Online Summary	Complete the Online Project Summary Form under the "Surveys Applications" tab of the FCCLA				
Form Submission	Student Portal and include signed	d proof of submission in the displa	у.		
Original Prototype Formula(s)	Present original <i>prototype formula</i> (s) and additional modified version(s) after each test and alteration, including the final formula(s). Changes from the previous version must be highlighted in each modified formula. The original <i>prototype formula</i> (s) must fit within the participants' level of the national food product topic. The final formula(s) may be from any stage of development. Sufficient evidence is given to support the choice of the final formula(s) as the best option for manufacturing.				
Product Testing Method	Participants will test their formula in focus groups and modify it 2 times. Focus groups must follow the following guidelines: Test #1—minimum 5 individuals Test #2—minimum 10 individuals, who are part of the intended consumer audience(s) of the product. Display the method of evaluation for each stage of testing and include a sample of both negative and positive results from each stage. Selection of final product may occur at any stage of product testing.	Participants will test their formula in focus groups and modify it 2 times. Focus groups must follow the following guidelines: Test #1—minimum 10 individuals Test #2—minimum 15 individuals, who are part of the intended consumer audience(s) of the product. Display the method of evaluation for each stage of testing and include a sample of both negative and positive results from each stage. Selection of final product may occur at any stage of product testing.	Participants will test their formula in focus groups and modify it 3 times. Focus groups must follow the following guidelines: Test #1—minimum 10 individuals Test #2—minimum 15 individuals, who are part of the intended consumer audience(s) of the product. Test #3—re—test the individuals from Test #2 (minimum 15 individuals, who are part of the intended consumer audience(s) of the product.) Display the method of evaluation for each stage of testing and include a sample of both negative and positive results from each stage. Selection of final product may occur at any stage of product testing.		
Process Storyboard	Document the various production and testing stages. Provide a minimum of 10 product photos.	Document the various production and testing stages. Provide a minimum of 15 product photos.	Document the various production and testing stages. Provide a minimum of 20 product photos.		
Nutrition Information	Create a nutrition fact label for the product following FDA guidelines. Include serving size, amount per serving and % Daily Value for total calories, fat calories, total fat, total carbohydrates, protein, sodium and cholesterol; ingredients; allergy warnings; and consumption instructions.				



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

MODEL	
Suggested Product	In addition to the display, suggested product packaging must be actual size, 3D model of intended
Packaging	product container.

SPECIFICATIONS	LEVEL 1	LEVEL 2	LEVELS 3 & 4
Design Effectiveness	The model must exhibit creativity and innovation and the design must be effective in containing, shipping and storing the product. Include a description of actual materials to be used in the suggested product packaging.	must be effective in containing Include a description of actual	Include a list of potential shipping
Marketability	The packaging must be appealing to the target market and contain all of the appropriate information to be ready for sale. Minimum information required: Product Name Nutrition Facts Label Ingredient List Allergy Warning Consumption Instructions Net Weight		
Model Appearance	The suggested product packaging and use correct grammar/spellin		onal, creative, visually appealing

PRESENTATION FORMAT	
Oral Presentation	The oral presentation may be up to 10 minutes in length and is delivered to evaluators. The presentation must explain the specifics of the project. The presentation may not be prerecorded. If audio or <i>audiovisual equipment</i> is used, it is limited to 3—minute playing time during the presentation. <i>Presentation equipment</i> , with no audio, may be used throughout the oral presentation. Participants may use any combination of <i>props</i> , materials, supplies and/or equipment to demonstrate how to carry out the project.

SPECIFICATIONS	LEVEL 1	LEVEL 2	LEVELS 3 & 4
Organization/Delivery	Deliver an organized, sequential o	ral presentation; concisely and t	horoughly summarize project.
Explanation of Product	Explain why the particular food product was chosen and its appeal to both the participant and		
Choice	potential consumers.		



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



Resources

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

- FCCLA Planning Process
- Work Cited Citation Guide

National Leadership Conference Resources

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



STAR EVENTS POINT SUMMARY FORM

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

- 1. Make sure all information at top is correct. If a student named is not participating, cross their name(s) off. If a *team* does not show, write "No Show" across the top and return with other forms. Do NOT change *team* or station numbers.
- 2. Before student presentation, the room consultants must check participants' *display* using the criteria and standards listed below and fill in the boxes.
- Confirm STAR Competition(s) is mandatory solely for participation at the National Leadership Conference. States have the authority to decide whether this requirement applies to picking up the registration packet and confirming the event/schedule accuracy OR attending a statespecific orientation.
- 4. At the conclusion of presentation, verify evaluator scores and fill in information below. Calculate the final score and ask for evaluators' verification. Place this form in front of the completed rubrics and staple all items related to the presentation together.
- 5. At the end of competition in the room, double check all scores, names and *team* numbers to ensure accuracy. Sort results by *team* order and turn in to the Lead Consultant.
- 6. Check with the Lead Consultant if there are any questions regarding the evaluation process.

ROOM CONSULTANT CHECK			POINTS
	·	in the FCCLA Adviser Portal by the deadline	
Confirm STAR Competition(s)	(National Leadership Conference Only)		
0 or 1 point	0	1	
	No	Yes	
Event Online Orientation Form	0	1	
0 or 1 point	Online Orientation Form not completed in the	Online Orientation Form completed in the	
o or 1 point	Student Portal by the deadline	Student Portal by the deadline	
Diambour Cat. IIIa	0	1	
Display Set-Up	Participants did not set up their display within	Participants set up display during allotted time	
0 or 1 point	allotted time period	period	
	0	1	
Display Dimensions	Display does not fit with the appropriate	Display fits with the appropriate	
0 or 1 point	dimensions/objects not returned within	dimensions/objects returned within display	
·	display after presentation	after presentation	
		1	
Project Identification Page	0	Project ID page is present and completed	
0 or 1 point	Project ID page is missing or incomplete	correctly	
Project Summary Form			
Submission Proof	O Substitution of Substitution	1	
0 or 1 point	Project Summary Form Submission missing	Project Summary Form Submission present	
Punctuality	0	1	
0 or 1 point	Participant was late for presentation	Participant was on time for presentation	
Dress Code	0	1	
0 or 1 point	Event dress code was not followed	Event dress code was followed	
EVALUATORS' SCORES		ROOM CONSULTANT TOTAL	
Evaluator 1:	Initials:	(8 Points Possible)	
Evaluator 2:	Initials:	AVERAGE EVALUATOR SCORE	
Evaluator 3:	Initials:	(92 Points Possible)	
Fotal Score:	Divided by # of Evaluators	FINAL SCORE	
	= AVERAGE EVALUATOR SCORE	(Average Evaluator Score plus	
	Rounded only to the nearest hundredth (i.e., 79.	·	
	,	, , ,	
RATING ACHIEVED (circle one)	Gold: 90–100 Silver: 70–89.99 Bron.	ze: 1–69.99	
VERIFICATION OF FINAL SCORE &			
	W I		



LEVEL 1 RUBRIC

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



LEVEL 1 RUBRIC (CONTINUED)

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

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



LEVEL 1 RUBRIC (CONTINUED)

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



LEVEL 2 RUBRIC

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

DISPLAY FCCLA Planning	0 Planning Process Summary	1 2 3 Planning Process steps are	4 5 6 All Planning Process steps	7 8 Evidence that the Planning	9 10 The Planning Process is	POINTS
Process Summary Page 0–10 points	not provided	not clearly summarized or are inadequate	are summarized	Process was utilized to plan project	used to plan the project. Each step is fully explained. No more than 1 page	
Original Prototype Formula(s) 0-10 points	0 Not included	Missing either original, modified or final version(s). Formula(s) inconsistent with food topic or participant level. Modifications and supporting evidence for best option poorly detailed	4 5 6 Original, modified and final version(s) presented. Formula(s) mostly matches food topic and participant level. Modifications and supporting evidence for best option detailed	7 8 Original, modified and final version(s) presented. Formula(s) matches food topic and participant level. Modifications and supporting evidence for best option detailed	9 10 Original, modified and final version(s) well presented. Formula(s) clearly matches food topic and participant level. Modifications and supporting evidence for best option well detailed	
Product Testing Method 0–10 points	0 No evidence of product testing provided	Product tested less than 2 times. Focus group does not meet evaluation criteria (see specifications)	4 5 6 Product tested 2 times. Focus groups meet evaluation criteria (see specifications). Method(s) of evaluation and results loosely detailed	7 8 Product tested 2 times. Focus groups meet evaluation criteria (see specifications). Method(s) of evaluation and results detailed	Product tested 2 times. Focus groups meet evaluation criteria (see specifications). Method(s) of evaluation and results well detailed	
Process Storyboard 0–2 points	0 Not included	Product and testing stages documented. Less than 15 photos included	Product and testing stages well documented. Provided at least 15 photos			
Nutrition Information 0–5 points	0 Not included	Nutrition information does not meet specification requirements	Nutrition fact label does not follow FDA guidelines. Required nutrition information poorly detailed. (See specifications)	Nutrition fact label clearly follows FDA guidelines. Required nutrition information detailed. (See specifications)	Nutrition fact label clearly follows FDA guidelines. Required nutrition information well detailed. (See specifications)	
Equipment, Safety and Sanitation 0–3 points	0 Not included	Equipment, safety and sanitation list poorly detailed, but incorporates ServSafe or equivalent local/state food safety requirements. Photos included	Equipment, safety and sanitation list included, but lacks detail Equipment, safety and sanitation list incorporates ServSafe or equivalent local/state food safety requirements, but lacks detail. Photos included	a Equipment, safety and sanitation list incorporates ServSafe or equivalent local/state food safety requirements well detailed. Photos included		
Product Summary 0–2 points	0 Not included	Product name, target market, expected appeal and sensory evaluation methods poorly detailed	Product name, target market, expected appeal and sensory evaluation methods well detailed			
Actual and Suggested Pricing 0-2 points	0 Not included	Process for determining actual cost for one serving/package of production and suggested retail price poorly detailed	Process for determining actual cost for one serving/package of production and suggested retail price well detailed			
Display Appearance 0–3 points	0 Not included	Display has many errors and is not aesthetically pleasing	The display is neat, legible and professional, but has grammar and spelling errors and minimal appeal	3 Display is neat, legible, professional and creative with correct grammar and spelling		



LEVEL 2 RUBRIC (CONTINUED)

SUGGESTED F	SUGGESTED PRODUCT PACKAGING					
	0	1	2	3		
	Not included	Model lacks creativity.	Model is creative and	Model is creative and		
Docion		Somewhat effective in	innovative. Effective in	innovative. Highly effective		
Design Effectiveness		containing, shipping and	containing, shipping and	in containing, shipping and		
0–3 points		storing. List of suggested	storing. List of suggested	storing. List of suggested		
0–5 points		packaging materials poorly	packaging materials	packaging materials well		
		detailed. Shipping issues	detailed. Shipping issues	detailed. Shipping issues		
		not considered	considered	considered		
	0	1	2	3		
	Not included	Target audience not	Packaging appeals to	Packaging appeals to		
Marketability		considered in packaging.	target audience. All	target audience. All		
0–3 points		Required information	appropriate information	appropriate information		
		loosely detailed. (See	included. (See	well detailed. (See		
		specifications)	specifications)	specifications)		
	0	1	2			
Model	Not included	Packaging has many errors	Packaging is neat, legible,			
Appearance		and is not aesthetically	professional and creative			
0–2 points		pleasing	with correct grammar and			
			spelling			

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



LEVEL 2 RUBRIC (CONTINUED)

Grammar/Word

Usage/	Extensive (more than 5)	Some (3–5) grammatical	Few (1–2) grammatical and	Presentation has no		
Pronunciation	grammatical and	and pronunciation errors	pronunciation errors	grammatical or		
0–3 points	pronunciation errors			pronunciation errors		
Responses to Evaluators' Questions 0–3 points	O Did not answer evaluators' questions	Unable to answer some questions and/or given with hesitation and/or inaccurate	Gave appropriate responses to evaluators' questions	Responses to questions were appropriate and given without hesitation		
	l .					
Evaluator's Comn	nents–Include two things don	e well and two opportunities	s for improvement:		TOTAL (92 Points Possible)	



LEVELS 3 & 4 RUBRIC

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

DISPLAY						POINTS
FCCLA Planning Process Summary Page 0–10 points	O Planning Process Summary not provided	1 2 3 Planning Process steps are not clearly summarized or are inadequate	4 5 6 All Planning Process steps are summarized	7 8 Evidence that the Planning Process was utilized to plan project	9 10 The Planning Process is used to plan the project. Each step is fully explained. No more than 1 page	
Original Prototype Formula(s) 0–10 points	0 Not included	Missing either original, modified or final version(s). Formula(s) inconsistent with food topic or participant level. Modifications and supporting evidence for best option poorly detailed	4 5 6 Original, modified and final version(s) presented. Formula(s) mostly matches food topic and participant level. Modifications and supporting evidence for best option detailed	7 8 Original, modified and final version(s) presented. Formula(s) matches food topic and participant level. Modifications and supporting evidence for best option detailed	9 10 Original, modified and final version(s) well presented. Formula(s) clearly matches food topic and participant level. Modifications and supporting evidence for best option well detailed	
Product Testing Method 0–10 points	O No evidence of product testing provided	1 2 3 Product tested less than three times. Focus group does not meet evaluation criteria (see specifications)	4 5 6 Product tested three times. Focus groups meet evaluation criteria (see specifications). Method(s) of evaluation and results loosely detailed	7 8 Product tested three times. Focus groups meet evaluation criteria (see specifications). Method(s) of evaluation and results detailed	9 10 Product tested three times. Focus groups meet evaluation criteria (see specifications). Method(s) of evaluation and results well detailed	
Process Storyboard 0–2 points	0 Not included	1 Product and testing stages documented. Less than 20 photos included	Product and testing stages well documented. Provided at least 20 photos			
Nutrition Information 0–5 points	0 Not included	1 2 Nutrition information does not meet specification requirements	3 Nutrition fact label does not follow FDA guidelines. Required nutrition information poorly detailed. (See specifications)	A Nutrition fact label clearly follows FDA guidelines. Required nutrition information detailed. (See specifications)	5 Nutrition fact label clearly follows FDA guidelines. Required nutrition information well detailed. (See specifications)	
Equipment, Safety and Sanitation 0–3 points	0 Not included	Equipment, safety and sanitation list poorly detailed, but incorporates ServSafe or equivalent local/state food safety requirements. Photos included	Equipment, safety and sanitation list incorporates ServSafe or equivalent local/state food safety requirements, but lacks detail. Photos included	3 Equipment, safety and sanitation list incorporates ServSafe or equivalent local/state food safety requirements well detailed. Photos included		
Product Summary 0–2 points	0 Not included	1 Product name, target market, expected appeal and sensory evaluation methods poorly detailed	Product name, target market, expected appeal and sensory evaluation methods well detailed			
Actual and Suggested Pricing 0–2 points	0 Not included	1 Process for determining actual cost for one serving/package of production and suggested retail price poorly detailed	Process for determining actual cost for one serving/package of production and suggested retail price well detailed			
Display Appearance 0–3 points	0 Not included	1 Display has many errors and is not aesthetically pleasing	2 The display is neat, legible and professional, but has grammar and spelling errors and minimal appeal	3 Display is neat, legible, professional and creative with correct grammar and spelling		



LEVELS 3 & 4 RUBRIC (CONTINUED)

SUGGESTED	PRODUCT PACKAGING				POIN
	0	1	2	3	
	Not included	Model lacks creativity.	Model is creative and	Model is creative and	
Danism		Somewhat effective in	innovative. Effective in	innovative. Highly effective	
Design		containing, shipping and	containing, shipping and	in containing, shipping and	
Effectiveness		storing. List of suggested	storing. List of suggested	storing. List of suggested	
0–3 points		packaging materials poorly	packaging materials	packaging materials well	
		detailed. Shipping issues	detailed. Shipping issues	detailed. Shipping issues	
		not considered	considered	considered	
	0	1	2	3	
	Not included	Target audience not	Packaging appeals to	Packaging appeals to	
Marketability		considered in packaging.	target audience. All	target audience. All	
0–3 points		Required information	appropriate information	appropriate information	
		loosely detailed. (See	included. (See	well detailed. (See	
		specifications)	specifications)	specifications)	
	0	1	2		
Model	Not included	Packaging has many errors	Packaging is neat, legible,		
Appearance		and is not aesthetically	professional and creative		
0–2 points		pleasing	with correct grammar and		
			spelling		

ORAL PRESEN	ITATION					POINTS
Organization/ Delivery 0–10 points	O Presentation is not complete or presented briefly and does not cover components of the project	1 2 3 The presentation covers some or all topic elements with limited information	4 5 6 Presentation gives complete information but does not explain the project well	7 8 Presentation covers information completely but does not flow well	9 10 Presentation covers all relevant information with a seamless and logical delivery	
Explanation of Product Choice 0–4 points	0 No product choice explanation	1 Product choice explanation was brief and product choice is not thought out or appropriate for topic and audience	Product choice explanation was clear and thorough. Product choice is appropriate for topic and audience	3 Product choice explanation was clear and thorough. Some evidence that the product choice was thought out and appropriate for topic and target audience	4 Product choice explanation was clear and thorough. It is evident that the product choice was thought out and highly appropriate for topic and target audience	
Knowledge of Food Science, Dietetics and Nutrition 0-4 points	O Little or no evidence of subject matter knowledge	1 Some evidence of subject matter knowledge	Z Knowledge is evident but not effectively used in presentation, food science prototype area not mentioned	3 Knowledge is evident and shared at times in the presentation, food science prototype area mentioned	4 Knowledge is evident and incorporated throughout the presentation and included food science prototype area	
Relationship of Family and Consumer Sciences Coursework and Standards 0–3 points	No evidence of relationship between FCS coursework, standards and project. Neither National Program nor career pathway identified	Limited evidence of relationship between FCS coursework, standards and project. Either National Program or career pathway not identified	Evidence of relationship between FCS coursework, standards and project. National Program and career pathway identified	3 Detailed evidence of relationship between FCS coursework, standards and project. National Program and career pathway identified. All components explained well		
Use of <i>Display</i> During	0 Display not used during	1 2 Display and visuals used	3 4 Display and visuals	5 Presentation moves		
Presentation 0–5 points	presentation	minimally during presentation	incorporated throughout presentation	seamlessly between oral presentation and display		
Voice-pitch, tempo, volume 0-3 points	0 Voice qualities not used effectively	1 Voice quality is adequate	2 Voice quality is good, but could improve	3 Voice quality is outstanding and pleasing		
Body Language 0–2 points	Uses inappropriate gestures, posture or mannerisms, avoids eye contact	1 Gestures, posture, mannerisms and eye contact is inconsistent	2 Gestures, posture, mannerisms, and eye contact are appropriate			



LEVELS 3 & 4 RUBRIC (CONTINUED)

RC Initials:

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



HOSPITALITY, TOURISM, AND RECREATION

An individual or *team event*, recognizes participants who demonstrate their knowledge of the hospitality, tourism and recreation industries and ability to translate their knowledge into a hypothetical or real business. Project must relate to culinary, lodging, recreation, tourism or event coordination. Participant(s) will research existing businesses which are similar to their project, develop basic business plan and client services information and create a website that highlights the business. Participant(s) will demonstrate their customer service knowledge and ability to problem solve through an onsite case study. Participant(s) must prepare a *portfolio*, an oral presentation and complete a case study.

ELIGIBILITY & GENERAL INFORMATION

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

CLICK HERE TO VIEW NATIONAL DEADLINES

CAREER PATHWAYS ALIGNMEN	Т		
Human Services	Hospitality & Tourism	Education & Training	Visual Arts & Design

EVENT LEVELS						
Level 1:	Level 2:	Level 3:	Level 4:			
Through Grade 8	Grades 9–10	Grades 11–12	Postsecondary			
*See page 7 for more information on event levels.						

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

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



COMPETITION PROCEDURES & TIME REQUIREMENTS

TIME	LEVEL 1	LEVEL 2	LEVELS 3 & 4			
Each entry will submit a portfo	lio to the event room consultant at	the designated participation time.				
	Participant(s) will have 10 minute	s to set up for the event. Other pers	sons may not assist.			
10 minutes	Room consultants and evaluators	will have 10 minutes to preview the	e <i>portfolio</i> before the			
	presentation begins, during partic	ipant set up time.				
10 minutes	Participants will be given 10 minu	tes to complete the case study in a	separate case study room.			
Participants will turn the completed case study form in to evaluators prior to the ora						
	The oral presentation may be up	to 10 minutes in length. A 1-minute	warning will be given at 9			
10 minutes	minutes. Participants will be stopped at 10 minutes. If audio or audiovisual recordings are used,					
10 illillutes	they are limited to a 3 minute pla	ying time during the presentation. F	Presentation equipment, with			
	no audio, may be used during the	entire presentation.				
5 minutes	Following the presentation, evalu	ators will have 5 minutes to intervie	ew participants.			
5 minutes	Evaluators will have up to 5 minutes to use the rubric to score and write comments for participants.					
Total Time: 40 Minutes						

HOSPITALITY, TOURISM, AND RECREATION

SPECIFICATIONS

PORTFOLIO FORMAT (CHOOSE ONE)					
Hardcopy Portfolio	The portfolio is a collection of materials used to document and illustrate the work of the project. Materials must be contained in the official FCCLA STAR Events binder obtained from the FCCLA national emblematic supplier. A decorative and/or informative cover may be included. All materials, including the content divider pages, must fit within the cover, be one—sided and may not exceed 47 pages, as described below. Divider page tabs may extend up to 1" outside the cover. Once a hardcopy portfolio is turned in to the evaluators, participants may not switch to an electronic portfolio.				
Electronic Portfolio	An <i>electronic portfolio</i> may be either in PowerPoint, Prezi or other electronic format that can be viewed by the evaluators and room consultants prior to the oral presentation. The <i>electronic portfolio</i> and the hardware (method) to view it (i.e., equipment, files, projectors, screens, laptops) will be turned in to the room consultant at the designated participation time. Participants assume the responsibility of providing the <i>technology</i> used to show the evaluators the project. Once an <i>electronic portfolio</i> is turned in to the evaluators, participants may not switch to a <i>hardcopy portfolio</i> . <i>Portfolio</i> may not exceed 58 slides, as described below.				

SPECIFICATIONS		LEVEL 1	LEVEL 2	LEVELS 3 & 4	
1-8 ½" x 11" page or 1 slide	Project Identification Page	Must include participant's name(s), chapter name, school, city, state, event name level, and project title. Page can be up to $1 - 8 \frac{1}{2}$ " x 11 " page or 1 slide, but canno be larger.			
1-8 ½" x 11" page or 1 slide	Table of Contents	List the parts of the portfolio	o in the order in which the p	arts appear.	
1-8 ½" x 11" page or 2 slides	FCCLA Planning Process Summary Page	Summarize how each step of the project; use of the <i>Plant</i> presentation.	-	•	
1-8 ½" x 11" page or 1 slide	Evidence of Online Summary Form Submission	Complete the <i>Online Project</i> tab of the FCCLA Student Poportfolio.	•		
0-8 Content Divider/section pages or slides	Content Divider Pages or sections	Use 0 to 8 Content Divider/s may be tabbed, may contain decorations and/or page nu	n a title, a section name, <i>gra</i>	phic elements, thematic	



SPECIFICATIONS (CONTINUED)

SPECIFICATIONS		LEVEL 1	LEVEL 2	LEVELS 3 & 4
Up to 35 8 ½" x 11" pages or 45 slides	Project Focus Area	Indicate the area of the protourism and recreation focus project must be relatively to one of the following: • Culinary— Catering or F • Lodging—Hotel, Resort • Recreation—Amusement • Tourism—City, County, • Event Coordination—O	ject's focus. The project may essed business or it may rejuve ocal to the participant(s). The Restaurant (Food Truck, Brick or Short Term Rental (includint or Leisure Services and Fac Regional or State Tourism Organization Providing Corpora Special Events Management	create a new hospitality, nate an existing one. The project focus area must be and Mortar, Boat, etc.) ng Airbnb) ilities ganization
	Focus Area Career Summary	Summarize up—to—date information about the selected hospitality focus area, including career specialties in that area. Describe entry—level and upper—level jobs.	Summarize up—to—date information about the selected hospitality focus area, including career specialties in that area. Describe entry—level and upper—level jobs, qualifications and skills required/preferred by employers.	Summarize up-to-date information about the selected hospitality focus area, including career specialties in that area. Describe entry-level and upper-level jobs, qualifications, skills required/preferred by employers, job outlook and salary ranges.
	Background Research	Research 1 example of a high–quality hospitality business similar to the project's focus. Researched business does not have to be local to the participant. Provide an overview of the business and determine at least three positive practices and three negative practices regarding the way the business meets or does not meet the needs and desires of its clients.	Research 2 examples of high–quality hospitality businesses similar to the project's focus. Researched businesses do not have to be local to the participant. Provide an overview of each business and determine at least four positive practices and four negative practices regarding the way each business meets or does not meet the needs and desires of its clients.	Research 3 examples of high—quality hospitality businesses similar to the project's focus. Researched businesses do not have to be local to the participant. Provide an overview of each business and determine at least five positive practices and five negative practices regarding the way each business meets or does not meet the needs and desires of its clients.
	Business Mission	Develop a mission statemer	nt for the project's business.	
	Statement	Datamains the business?	wood oliood and list derive	higo Ingluda wha a taratial
	Target Client Profile	clients would be interested	rget client and list demograp in the business' services.	nics. Include why potential
	Business Marketing: Format	Develop and include a digital or printed brochure in the <i>portfolio</i> . The brochure may be multiple pages in length.	Develop a user friendly busi	ces and amenities provided. nots of the website in the able, participants may te information (only) from the presentation must be



SPECIFICATIONS (CONTINUED)

Provide a comprehensive overview of the business. Participants must select one content area/focus from the topics below to demonstrate their knowledge and work. Culinary Culinary Culinary 1 type of cuisine At least 1 type of cuisine At least 1 type of cuisine Menu Menu(s) Menu(s) Type(s) of service Type(s) of service Type(s) of service (buffet, plated, (buffet, plated, (buffet, plated, stations, carry-out, stations, carry-out, stations, carry-out, delivery, etc.) delivery, etc.) delivery, etc.) Pre-meal planning Pre-meal planning Pre-meal planning (restaurants-(restaurants-(restaurantsreservations, seating, reservations, seating, reservations, seating, catering-pre-event catering-pre-event catering-pre-event client meetings, client meetings, client meetings, tastings, etc.) tastings, etc.) tastings, etc.) Cost Cost Cost Directions Directions Directions Contact information Contact information Contact information Lodging Lodging Lodging Type of atmosphere Type of atmosphere Type of atmosphere 3 types of guest rooms 1 type of guest room 2 types of guest rooms Guest amenities and Guest amenities and Guest amenities and services services services Onsite and/or area Onsite and/or area Onsite and/or area dining and attractions dining and attractions dining and attractions Meeting/event space Meeting/event space Meeting/event space Cost Cost Cost Directions Directions Directions Contact information **Up to 35** Contact information Contact information Recreation 8 ½" x 11" **Business Marketing:** At least 3 types of activities pages or 45 slides Content Recreation Recreation Related services and 1 type of activity At least 3 types of activities (continued) amenities Related services and Related services and Required or optional amenities amenities training (e.g., Required or optional Required or optional skydiving, golf, etc.) training (e.g., training (e.g., Safety requirements skydiving, golf, etc.) skydiving, golf, etc.) Cost Safety requirements Safety requirements Directions Cost Contact information Directions Directions Contact information Contact information Tourism Area attractions, dining, **Tourism Tourism** shopping and lodging Area attractions, dining, Area attractions, dining, Transportation information shopping and lodging shopping and lodging Tourist tips Transportation information Transportation information Visitor's Guide Tourist tips Tourist tips **Upcoming Events** Visitor's Guide Sample itineraries Vacation packages and/or Vacation packages and/or Cost sample itineraries sample itineraries Contact information Cost Cost Contact information Contact information **Event Coordination Event Coordination Event Coordination** 1 type of events/meeting At least 3 types of At least 3 types of Services provided events/meetings events/meetings Client meetings Services provided Services provided Preferred suppliers Preferred suppliers Contact information Client meetings • Client meetings Risk management Cost Cost Contact information Contact information



SPECIFICATIONS (CONTINUED)

Up to 35			Develop methods for receiving client feedback.
8 ½" x 11"	Customer Service		Describe how praise is shared with staff and utilized as
pages or 45 slides	Strategy		testimonials. Explain the process for handling customer
(continued)			complaints and preventing future problems.
Works Cited/Bibliography	Use MLA or APA formatting when citing sources. All sources must be reliable and current.		
Portfolio Appearance	Portfolio must be nea	at, legible and <i>professi</i>	onal and use correct grammar and spelling.

PRESENTATION FORMAT	
Oral Presentation	The oral presentation may be up to 10 minutes in length and is delivered to evaluators. The presentation must explain the specifics of the project. The presentation may not be prerecorded. If audio or <i>audiovisual equipment</i> is used, it is limited to a 3–minute playing time during the presentation. <i>Presentation equipment</i> , with no audio, may be used throughout the oral presentation. Participants may use any combination of <i>props</i> , materials, supplies and/or equipment to demonstrate how to carry out the project.

SPECIFICATIONS	LEVEL 1	LEVEL 2	LEVELS 3 & 4				
Organization/Delivery	Deliver oral presentation in an organized, sequential manner; concisely and thoroughly summarize research.						
Knowledge of Hospitality, Tourism, and Recreation		Demonstrate thorough knowledge of the hospitality, tourism and recreational field and ability to apply knowledge to real–life situations and its application to Family and Consumer Sciences–related concerns.					
Relationship to Family and Consumer Sciences Coursework and/or Related Careers	Describe the relationship of Family and Consumer Sciences coursework to selected project.	Describe the relationship of Family and Consumer Sciences coursework to selected project. Explain which FCCLA National Program(s) could be used during project implementation.	Describe the relationship of Family and Consumer Sciences coursework and standards to selected project. Explain which FCCLA National Program(s) could be used during project implementation. Identify career pathway.				
Use of <i>Portfolio</i> and <i>Visuals</i> During Presentation	Use the <i>portfolio</i> and <i>visuals</i> to s	support, illustrate or complement p	presentation.				
Voice	Speak clearly with appropriate p	itch, tempo and volume.					
Body Language	Use appropriate body language including gestures, posture, mannerisms, eye contact, and appropriate handling of notes or note cards if used.						
Grammar/Word Usage/Pronunciation	Use proper grammar, word usage and pronunciation.						
Responses to Evaluators' Questions	Provide clear and concise answe	rs to evaluators' questions regardi	ng project.				



CASE STUDY

CASE STUDY	
Case Study	Participant(s) will be given 10 minutes during competition to complete a written case study to evaluate their ability to respond to customer service/customer relations challenges. The case study will be a common issue directly related to the project focus area selected by the participant(s). Each individual or <i>team</i> will complete one Hospitality, Tourism and Recreation Case Study Form which will be turned in to the evaluators prior to the oral presentation. Work will take place within the case study room with no spectators. No pre—written material is allowed. Participant(s) will be provided blank Case Study Forms that must be used to respond and relay the developed solution(s). Calculators are not allowed in the case study.

SPECIFICATIONS	LEVEL 1	LEVEL 2	LEVELS 3 & 4			
Knowledge of Communication Techniques	Provide evidence for knowledge of communication strengthening methods and explain utilized communication techniques.					
Appropriate Solutions	Provide and explain realistic and appropriate solutions with action steps to resolve the situation.					
Resources		. , ,	oogle.com m com			



Resources

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

- FCCLA Planning Process
- Work Cited Citation Guide
- Website Designing Sites (Levels 2-4 Only)
 - www.sites.google.com
 - o www.wix.com
 - o www.canva.com
 - www.weebly.com

National Leadership Conference Resources

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



STAR EVENTS POINT SUMMARY FORM

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

- Make sure all information at top is correct. If a student named is not participating, cross their name(s) off. If a team does not show, write "No Show" across the top and return with other forms. Do NOT change team or station numbers.
- 2. Before student presentation, the room consultants must check participants' portfolio using the criteria and standards listed below and fill in the boxes.
- 3. Confirm STAR Competition(s) is mandatory solely for participation at the National Leadership Conference. States have the authority to decide whether this requirement applies to picking up the registration packet and confirming the event/schedule accuracy OR attending a statespecific orientation.
- At the conclusion of presentation, verify evaluator scores and fill in information below. Calculate the final score and ask for evaluators' verification. Place this form in front of the completed rubrics and staple all items related to the presentation together.
- At the end of competition in the room, double check all scores, names and team numbers to ensure accuracy. Sort results by team order and turn in to the Lead Consultant.
- Check with the Lead Consultant if there are any questions regarding the evaluation process. 6.

ROOM CONSULTANT CH	ECK	POINT
		le in the FCCLA Adviser Portal by deadline
Confirm STAR Competition		nip Conference Only)
or 1 point	0	1
	No	Yes
Frank Online Orientation F	0	1
Event <i>Online Orientation F</i>	Online Orientation Form not completed in the	Online Orientation Form completed in the
0 or 1 point	Student Portal by deadline	Student Portal by deadline
Hardcopy Portfolio	0	1
0 or 1 point	Binder is not the official FCCLA binder	Binder is the official FCCLA binder
OR	0	1
Electronic Portfolio	Electronic Portfolio not in viewable format to	Electronic Portfolio in viewable format to the
0 or 1 point	the evaluators	evaluators
	0	1 2 3
	Portfolio exceeds the page limit	At least 2 errors 1 error no errors
		Portfolio is completed correctly and does not
		exceed 47 single-sided pages or 58 slides,
Portfolio Pages		including:
0–3 points		• 1 project ID page or slide
o o points		• 1 table of contents page or slide
		• 1 Planning Process summary page or 2 slides
		Project Summary Form submission proof
		Up to 8 Content Divider Pages or slides
		Up to 35 content pages or 45 content slides
Punctuality	0	1
0 or 1 point	Participant was late for presentation	Participant was on time for presentation
Dress Code	0	1
or 1 point	Event dress code was not followed	Event dress code was followed
EVALUATORS' SCORES		ROOM CONSULTANT TOTAL
Evaluator 1:	Initials:	(8 Points Possible)
Evaluator 2:	Initials:	AVERAGE EVALUATOR SCORE
Evaluator 3:	Initials:	(92 Points Possible)
Total Score:	Divided by # of Evaluators	FINAL SCORE
	= AVERAGE EVALUATOR SCORE	(Average Evaluator Score plus
	Rounded only to the nearest hundredth (i.e., 79.	
RATING ACHIEVED (circle on VERIFICATION OF FINAL SO	ne) Gold: 90–100 Silver: 70–89.99 B DRE & RATING (please initial)	Bronze: 1–69.99
Ēvaluator 1: Ev	aluator 2: Evaluator 3: Adult Roc	om Consultant: Event Lead Consultant:



LEVEL 1 RUBRIC

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

PORTFOLIO						POINTS
FCCLA Planning Process Summary Page 0–10 points	O Planning Process Summary not provided	1 2 3 Planning Process steps are not clearly summarized or are inadequate	4 5 6 All Planning Process steps are summarized	7 8 Evidence that the Planning Process was utilized to plan project	9 10 The Planning Process is used to plan the project. Each step is fully explained. No more than 1 page or 2 slides	
Project Focus Area 0 or 1 point	0 Focus area not identified	1 Focus area identified				
Focus Area Career Summary 0–3 points	0 Not included	Summary was missing at least 3 components and showed limited knowledge and understanding of jobs in the focus area	Summary was missing at least 1 component, though showing knowledge and understanding of jobs in the focus area	3 Summary was complete, showing substantial knowledge and understanding of career specialties, entry–level and upper–level jobs		
Background Research 0–5 points	0 Not included	Example of high–quality hospitality business unclearly relates to project focus. Business overview either poorly detailed or includes less than 3 positive or 3 negative business practices	3 1 example of high–quality hospitality business loosely relates to project focus. Business overview poorly detailed but includes 3 positive and 3 negative business practices	4 1 example of high–quality hospitality business relates to project focus. Business overview detailed and includes 3 positive and 3 negative business practices	5 1 example of high–quality hospitality business clearly relates to project focus. Business overview well detailed and includes 3 positive and 3 negative business practices	
Business Mission Statement 0–2 points	0 Not included	1 Business' mission statement poorly written	2 Business' mission statement well written			
Target Client Profile 0–2 points	0 Not included	Target clients, demographics and explanation of interest in services poorly detailed	Target clients, demographics and explanation of interest in services well detailed			
Business Marketing: Format 0–7 points	0 Not included	1 2 3 Brochure is included but is incomplete or not fully developed, not visually appealing, missing target clientele or has grammar or spelling errors	4 5 Brochure is included and represents the business in a professional manner; is visually appealing, generally meets target clientele and uses correct grammar and spelling	6 7 Brochure is included and represents the business in a professional manner; is visually appealing, clearly meets target clientele and uses correct grammar and spelling		
Business Marketing: Content 0–12 points	0 Not included	1 2 3 4 Overview of business is incomplete. Knowledge and work in selected content area/focus poorly demonstrated	5 6 7 8 Overview of business is complete. Knowledge and work in selected content area/focus poorly demonstrated	9 10 Overview of business is comprehensive. Knowledge and work in selected content area/focus demonstrated	11 12 Overview of business is comprehensive. Knowledge and work in selected content area/focus strongly demonstrated	
Works Cited/ Bibliography 0–3 points	0 Not included	1 Sources are incomplete, dated, unreliable and with many citation errors	2 Sources are complete, current and reliable, but have citation errors (see citation guide)	3 Sources are complete, current, reliable and in MLA/APA citation (see citation chart)		
Portfolio Appearance 0–3 points	O Portfolio is disorganized and illegible	1 Portfolio is disorganized, illegible and contains few grammar or spelling errors	Portfolio is organized, neat, legible and professional, with correct grammar and spelling	3 Portfolio is effectively organized, neat, legible and professional with correct grammar and spelling		



LEVEL 1 RUBRIC (CONTINUED)

POINTS

ORAL PRESENTATION

ORAL PRESER	ITATION					POINTS
Organization/ Delivery 0–10 points Knowledge of Hospitality,	Presentation is not complete or presented briefly and does not cover components of the project O Little or no evidence of	1 2 3 The presentation covers some or all topic elements with limited information 1 2 Minimal evidence of	4 5 6 Presentation gives complete information but does not explain the project well 3 Knowledge of subject	7 8 Presentation covers information completely but does not flow well 4 Knowledge of subject	9 10 Presentation covers all relevant information with a seamless and logical delivery 5 Knowledge of subject	
Tourism, and Recreation 0–5 points	subject matter knowledge	subject matter knowledge	matter is evident but not effectively used in presentation	matter is evident and shared at times in the presentation	matter is evident and incorporated throughout the presentation	
Relationship of Family and Consumer Sciences Coursework 0–3 points	No evidence of relationship between FCS coursework and project	Limited evidence of relationship between FCS coursework and project	Relationship between FCS coursework and project is evident and shared at times	Relationship between FCS coursework and project is evident and explained well		
Use of Portfolio and Visuals During Presentation 0-5 points	O Portfolio and visuals not used during presentation	Portfolio and visuals used minimally during presentation	Portfolio and visuals used effectively throughout presentation	Fresentation moves seamlessly between oral presentation, portfolio and visuals		
Voice-pitch, tempo, volume 0-3 points	0 Voice qualities not used effectively	1 Voice quality is adequate	Voice quality is good, but could improve	Voice quality is outstanding and pleasing		
Body Language 0–2 points	Uses inappropriate gestures, posture or mannerisms, avoids eye contact	Gestures, posture, mannerisms and eye contact is inconsistent	Gestures, posture, mannerisms, and eye contact are appropriate			
Grammar/Word Usage/ Pronunciation 0-3 points	0 Extensive (more than 5) grammatical/pronunciation errors	Some (3–5) grammatical and pronunciation errors	Few (1–2) grammatical and pronunciation errors	3 Presentation has no grammatical or pronunciation errors		
Responses to Evaluators' Questions 0–3 points	0 Did not answer evaluators' questions	Unable to answer some questions	Responded adequately to all questions	Responses to questions were appropriate and given without hesitation		
CASE STUDY						POINTS
Knowledge of Subject 0–5 points	0 No case study	1 2 Case study incomplete	3 Case study included. Evidence of subject matter knowledge limited	4 Case study included and detailed. Evidence of subject matter knowledge provided	5 Case study included and well detailed. Clear evidence of subject matter knowledge	
Appropriate Solutions 0-5points	0 No case study	1 2 Solution is not feasible or appropriate for the situation	Solution is adequate for the situation. Action step(s) included, but poorly communicated	Solution is adequate for the situation. Action step(s) detailed and communicated	5 Solution is feasible and appropriate for the situation. Action step(s) well detailed and clearly communicated	
Evaluator's Comm	nents-Include two things don	e well and two opportunities	for improvement:		TOTAL	
					(92 Points Possible) Evaluator #: Evaluator Initials:	
					RC Initials:	_



LEVEL 2 RUBRIC

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

PORTFOLIO						POINTS
FCCLA Planning Process Summary Page 0–10 points	0 Planning Process Summary not provided	1 2 3 Planning Process steps are not clearly summarized or are inadequate	4 5 6 All Planning Process steps are summarized	7 8 Evidence that the Planning Process was utilized to plan project	9 10 The Planning Process is used to plan the project. Each step is fully explained. No more than 1 page or 2 slides	
Project Focus Area 0 or 1 point	0 Focus area not identified	1 Focus area identified				
Focus Area Career Summary 0–3 points	0 Not included	Summary was missing at least 3 components and showed limited knowledge and understanding of career specialties, entrylevel and upper-level jobs, qualifications and skills required/preferred	Summary was missing at least 1 component, though showing knowledge and understanding of career specialties, entry-level and upper-level jobs, qualifications and skills required/preferred	Summary was complete, showing substantial knowledge and understanding of career specialties, entry—level and upper—level jobs, qualifications and skills required/preferred		
Background Research 0–5 points	0 Not included	Examples of high–quality hospitality business unclearly relates to project focus. Business overview either poorly detailed or includes less than 4 positive or 4 negative business practices	3 2 examples of high–quality hospitality business loosely relate to project focus. Business overview poorly detailed but includes 4 positive and 4 negative business practices	2 examples of high–quality hospitality business relate to project focus. Business overview detailed and includes 4 positive and 4 negative business practices	5 2 examples of high–quality hospitality business clearly relate to project focus. Business overview well detailed and includes 4 positive and 4 negative business practices	
Business Mission Statement 0–2 points	0 Not included	Business' mission statement poorly written	Business' mission statement well written			
Target Client Profile 0-2 points	0 Not included	Target clients, demographics and explanation of interest in services poorly detailed	Z Target clients, demographics and explanation of interest in services well detailed			
Business Marketing: Format 0–5 points	0 Not included	Business website is not user friendly. Services and amenities poorly detailed and communicated	Business website is mostly user friendly, may contain broken links. Services and amenities listed	Business website is user friendly. Services and amenities detailed and communicated to clients	5 Business website is user friendly. Services and amenities well detailed and clearly communicated to clients	
Business Marketing: Content 0–10 points	0 Not included	1 2 3 Overview of business is incomplete. Knowledge and work in selected content area/focus poorly demonstrated	4 5 6 Overview of business is complete. Knowledge and work in selected content area/focus poorly demonstrated	7 8 Overview of business is comprehensive. Knowledge and work in selected content area/focus demonstrated	9 10 Overview of business is comprehensive. Knowledge and work in selected content area/focus strongly demonstrated	
Customer Service Strategy 0–4 points	0 Not included	Customer service strategy provided though poorly thought out	Developed a customer service strategy for receiving positive feedback, criticism and client complaints. Provides a process for staff recognition, though no plan for preventing future problems	Beveloped a customer service strategy for receiving positive feedback, criticism and client complaints. Provides a process for staff recognition and prevention plan for future problems	Developed a customer service strategy for receiving positive feedback, criticism and client complaints. Provides a comprehensive process for staff recognition, utilization of testimonials and prevention plan for future problems	
Works Cited/ Bibliography 0–3 points	0 Not included	Sources are incomplete, dated, unreliable and with many citation errors	Sources are complete, current and reliable, but have citation errors (see citation guide)	3 Sources are complete, current, reliable and in MLA/APA citation (see citation chart)		



LEVEL 2 RUBRIC (CONTINUED)

		_	1 -	1 _		
Portfolio Appearance 0–3 points	O Portfolio is disorganized and illegible	Portfolio is disorganized, illegible and contains few grammar or spelling errors	Portfolio is organized, neat, legible and professional, with correct grammar and spelling	Portfolio is effectively organized, neat, legible and professional with correct grammar and spelling		
				_		
ORAL PRESEN	ITATION					POINTS
Organization/ Delivery 0-10 points	Presentation is not complete or presented briefly and does not cover components of the project	1 2 3 The presentation covers some or all topic elements with limited information	4 5 6 Presentation gives complete information but does not explain the project well	7 8 Presentation covers information completely but does not flow well	9 10 Presentation covers all relevant information with a seamless and logical delivery	
Knowledge of Hospitality, Tourism, and Recreation 0–5 points	O Little or no evidence of subject matter knowledge	1 2 Minimal evidence of subject matter knowledge	3 Knowledge of subject matter is evident but not effectively used in presentation	4 Knowledge of subject matter is evident and shared at times in the presentation	5 Knowledge of subject matter is evident and incorporated throughout the presentation	
Relationship of Family and Consumer Sciences Coursework 0–3 points	No evidence of relationship between FCS coursework and project. National program not identified	Limited evidence of relationship between FCS coursework and project. National Program not identified	Relationship between FCS coursework and project is evident and shared at times. National Program identified	Relationship between FCS coursework and project is evident, National Program identified and both explained well		
Use of Portfolio and Visuals During Presentation 0–5 points	0 Portfolio and visuals not used during presentation	Portfolio and visuals used minimally during presentation	3 4 Portfolio and visuals used effectively throughout presentation	Fresentation moves seamlessly between oral presentation, portfolio and visuals		
Voice-pitch, tempo, volume 0-3 points	0 Voice qualities not used effectively	1 Voice quality is adequate	Voice quality is good, but could improve	Voice quality is outstanding and pleasing		
Body Language 0–2 points	Uses inappropriate gestures, posture or mannerisms, avoids eye contact	Gestures, posture, mannerisms and eye contact is inconsistent	Gestures, posture, mannerisms, and eye contact are appropriate			
Grammar/Word Usage/ Pronunciation 0-3 points	0 Extensive (more than 5) grammatical/pronunciation errors	Some (3–5) grammatical and pronunciation errors	Few (1–2) grammatical and pronunciation errors	3 Presentation has no grammatical or pronunciation errors		
Responses to Evaluators' Questions 0-3 points	O Did not answer evaluators' questions	Unable to answer some questions	Responded adequately to all questions	Responses to questions were appropriate and given without hesitation		
CASE STUDY						POINTS
Knowledge of Subject 0–5 points	0 No case study	1 2 Case study incomplete	3 Case study included. Evidence of subject matter knowledge limited	4 Case study included and detailed. Evidence of subject matter knowledge provided	5 Case study included and well detailed. Clear evidence of subject matter knowledge	
Appropriate Solutions 0–5points	0 No case study	1 2 Solution is not feasible or appropriate for the situation	3 Solution is adequate for the situation. Action step(s) included, but poorly communicated	Solution is adequate for the situation. Action step(s) detailed and communicated	5 Solution is feasible and appropriate for the situation. Action step(s) well detailed and clearly communicated	
Evaluator's Comm	nents–Include two things don	e well and two opportunities	for improvement:		TOTAL (92 Points Possible)	
					· ·	<u> </u>
					Evaluator #: Evaluator Initials:	
					RC Initials:	
1					1	



LEVELS 3 & 4 RUBRIC

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

PORTFOLIO						POINTS
FCCLA	0	1 2 3	4 5 6	7 8	9 10	
Planning Process	Planning Process Summary	Planning Process steps are	All Planning Process steps	Evidence that the Planning	The Planning Process is	
Summary Page	not provided	not clearly summarized or	are summarized	Process was utilized to	used to plan the project.	
0–10 points		are inadequate		plan project	Each step is fully explained.	
					No more than 1 page or 2	
					slides	
Project Focus Area	0	1				
0 or 1 point	Focus area not identified	Focus area identified				
	0	1	2	3		
	Not included	Summary was missing at	Summary was missing at	Summary was complete,		
		least 3 components and	least 1 component, though	showing substantial		
Focus Area Career		showed limited knowledge	showing knowledge and	knowledge and		
Summary		and understanding of	understanding of career	understanding of career		
0–3 points		career specialties, entry-	specialties, entry-level and	specialties, entry-level and		
0-3 points		level and upper-level jobs,	upper-level jobs,	upper-level jobs,		
		qualifications and skills	qualifications and skills	qualifications and skills		
		required/preferred, job	required/preferred, job	required/preferred, job		
		outlook and salary ranges	outlook and salary ranges	outlook and salary ranges		
	0	1 2	3	4	5	
	Not included	Examples of high-quality	3 examples of high–quality	3 examples of high–quality	3 examples of high–quality	
		hospitality business	hospitality business loosely	hospitality business relate	hospitality business clearly	
Background		unclearly relates to project	relate to project focus.	to project focus. Business	relate to project focus.	
Research		focus. Business overview	Business overview poorly	overview detailed and	Business overview well	
0–5 points		either poorly detailed or	detailed but includes 5	includes 5 positive and 5	detailed and includes 5	
		includes less than 5	positive and 5 negative	negative business practices	positive and 5 negative	
		positive or 5 negative	business practices		business practices	
Dueiness Mississ	0	business practices 1	2			
Business Mission Statement	Not included	Business' mission	Business' mission			
0–2 points	140t Illelaueu	statement poorly written	statement well written			
o z ponits	0	1	2			
Target Client	Not included	Target clients,	Target clients,			
Profile		demographics and	demographics and			
0–2 points		explanation of interest in	explanation of interest in			
		services poorly detailed	services well detailed			
	0	1 2	3	4	5	
	Not included	Business website is not	Business website is mostly	Business website is user	Business website is user	
Business		user friendly. Services and	user friendly, may contain	friendly. Services and	friendly. Services and	
Marketing: Format		amenities poorly detailed	broken links. Services and	amenities detailed and	amenities well detailed	
0–5 points		and communicated	amenities listed	communicated to clients	and clearly communicated	
					to clients	
	0	1 2 3	4 5 6	7 8	9 10	
Business	Not included	Overview of business is				
Marketing:		incomplete. Knowledge	complete. Knowledge and	comprehensive.	comprehensive.	
Content		and work in selected	work in selected content	Knowledge and work in	Knowledge and work in	
0–10 points		content area/focus poorly	area/focus poorly	selected content	selected content	
20 poto		demonstrated	demonstrated	area/focus demonstrated	area/focus strongly	
					demonstrated	
	0	1	2	3	4	
	Not included	Customer service strategy	Developed a customer	Developed a customer	Developed a customer	
		provided though poorly	service strategy for	service strategy for	service strategy for	
		thought out	receiving positive	receiving positive	receiving positive	
Customer Service			feedback, criticism and	feedback, criticism and	feedback, criticism and	
Strategy			client complaints. Provides	client complaints. Provides	client complaints. Provides	
0–4 points			a process for staff	a process for staff	a comprehensive process	
			recognition, though no	recognition and prevention	for staff recognition,	
			plan for preventing future	plan for future problems	utilization of testimonials	
			problems		and prevention plan for	
	1			<u> </u>	future problems	



LEVELS 3 & 4 RUBRIC (CONTINUED)

	0	1	2	3	
Works Cited/	Not included	Sources are incomplete,	Sources are complete,	Sources are complete,	
Bibliography		dated, unreliable and with	current and reliable, but	current, reliable and in	
0–3 points		many citation errors	have citation errors (see	MLA/APA citation (see	
			citation guide)	citation chart)	
	0	1	2	3	
Portfolio	Portfolio is disorganized	Portfolio is disorganized,	Portfolio is organized,	Portfolio is effectively	
•	and illegible	illegible and contains few	neat, legible and	organized, neat, legible	
Appearance		grammar or spelling errors	professional, with correct	and professional with	
0–3 points			grammar and spelling	correct grammar and	
				spelling	

ORAL PRESEN	ITATION					POINTS
	0	1 2 3	4 5 6	7 8	9 10	
Organization/	Presentation is not	The presentation covers	Presentation gives	Presentation covers	Presentation covers all	
Delivery	complete or presented	some or all topic elements	complete information but	information completely	relevant information with	
0–10 points	briefly and does not cover	with limited information	does not explain the	but does not flow well	a seamless and logical	
	components of the project		project well		delivery	
Knowledge of	0	1 2	3	4	5	
Hospitality,	Little or no evidence of	Minimal evidence of	Knowledge of subject	Knowledge of subject	Knowledge of subject	
Tourism, and	subject matter knowledge	subject matter knowledge	matter is evident but not	matter is evident and	matter is evident and	
Recreation	, c		effectively used in	shared at times in the	incorporated throughout	
0–5 points			presentation	presentation	the presentation	
•	0	1	2	3	·	
Relationship of	No evidence of relationship	Limited evidence of	Evidence of relationship	Detailed evidence of		
Family and	between FCS coursework,	relationship between FCS	between FCS coursework,	relationship between FCS		
Consumer	standards and project.	coursework, standards and	standards and project.	coursework, standards and		
Sciences	Neither National Program	project. Either National	National Program and	project. National Program		
Coursework	nor career pathway	Program or career	career pathway identified	and career pathway		
0-3 points	identified	pathway not identified		identified. All components		
		['		explained well		
Use of Portfolio	0	1 2	3 4	5		
and Visuals	Portfolio and visuals not	Portfolio and visuals used	Portfolio and visuals used	Presentation moves		
During	used during presentation	minimally during	effectively throughout	seamlessly between oral		
Presentation		presentation	presentation	presentation, portfolio and		
0-5 points				visuals		
Voice-pitch,	0	1	2	3		
tempo, volume	Voice qualities not used	Voice quality is adequate	Voice quality is good, but	Voice quality is		
0–3 points	effectively		could improve	outstanding and pleasing		
	0	1	2			
Body Language	Uses inappropriate	Gestures, posture,	Gestures, posture,			
0–2 points	gestures, posture or	mannerisms and eye	mannerisms, and eye			
0-2 points	mannerisms, avoids eye	contact is inconsistent	contact are appropriate			
	contact					
Grammar/Word	0	1	2	3		
Usage/	Extensive (more than 5)	Some (3–5) grammatical	Few (1–2) grammatical and	Presentation has no		
Pronunciation	grammatical/pronunciation	and pronunciation errors	pronunciation errors	grammatical or		
0–3 points	errors			pronunciation errors		
Responses to	0	1	2	3		
Evaluators'	Did not answer evaluators'	Unable to answer some	Responded adequately to	Responses to questions		
Questions	questions	questions	all questions	were appropriate and		I
Questions	questions	questions	all questions	were appropriate and		



LEVELS 3 & 4 RUBRIC (CONTINUED)

	0	1 2	3	4	5	
(nowledge of	No case study	Case study incomplete	Case study included.	Case study included and	Case study included and	
ubject			Evidence of subject matter	detailed. Evidence of	well detailed. Clear	
–5 points			knowledge limited	subject matter knowledge	evidence of subject matter	
					knowledge	
	0	1 2	3	4	5	
Appropriate	No case study	Solution is not feasible or	Solution is adequate for	Solution is adequate for	Solution is feasible and	
Solutions		appropriate for the	the situation. Action	the situation. Action	appropriate for the	
0–5points		situation	step(s) included, but	step(s) detailed and	situation. Action step(s)	
)—Spoilits			poorly communicated	communicated	well detailed and clearly	
					communicated	
			poorly communicated	communicated	,	
		1		l		<u> </u>
valuator's Com	ments-Include two things do	ne well and two opportunities	s for improvement:	l	- Communicated	
Evaluator's Com	ments—Include two things do	ne well and two opportunities	s for improvement:		TOTAL	
Evaluator's Comi	l ments–Include two things do	ne well and two opportunities	s for improvement:			

Evaluator Initials: _____

RC Initials: _



CASE STUDY FORM

Participant Name:					
Chapter:	S	State:	Team #:	Station	#: Level:
Participants will be given 10 min					
relations challenges. Participants	s will turn in this com	ipleted form t	o evaluators prid	or to the oral prese	entation.
SELECT EVENT LEVEL (CHOOSE C	DNE)				
Level 1:	Level 2	:	Lev	rel 3:	Level 4:
Through Grade 8	Grades 9-	-10	Grade	s 11–12	Postsecondary
PROJECT FOCUS (CHOOSE ONE)					
Culinary	Lodging	Recre	ation	Tourism	Event Coordination
Using the case study provided for the proje	ect focus selected above. w	hat steps would v	ou take in response?		
companie case court, promise not me proje		y	ou tune in tespenier		



INSTRUCTIONAL VIDEO DESIGN

An individual or *team event* recognizes participants who demonstrate their knowledge, skills and abilities to research, plan and create an instructional video to deliver *content* as part of a lesson or unit of instruction.

ELIGIBILITY & GENERAL INFORMATION

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

CLICK HERE TO VIEW NATIONAL DEADLINES

CAREER PATHWAYS ALIGNMENT						
Human Services	Hospitality & Tourism	Education & Training	Visual Arts & Design			

EVENT LEVELS			
Level 1:	Level 2:	Level 3:	Level 4:
Through Grade 8	Grades 9–10	Grades 11–12	Postsecondary
*See page 7 for more information	n on event levels.		

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

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

^{*}A USB Drive is allowed for backup presentation use only. No additional Audio, *Presentation Equipment* or *Visuals* other than the presentation of the website are allowed.



PRELIMINARY ROUND & NATIONAL LEADERSHIP CONFERENCE (NLC)

PRELMINARY ROUND & NATIONAL LEADERSHIP CONFERENCE (NLC)			
Preliminary Round Participants must prepare an instructional video and submit project components on the FCCLA Portal by deadline outlined on the FCCLA website.			
National Leadership	The top 15 entries per level will advance to the National Leadership Conference (NLC) and present		
Conference (NLC)	their instructional video, plus oral presentation.		

INSTRUCTIONAL VIDEO DESIGN

PROCEDURES & TIME REQUIREMENTS (PRELIMINARY ROUND) (DUE FEBRUARY 1)

TIME	LEVEL 1	LEVEL 2	LEVELS 3 & 4		
Participants create an instruct	Participants create an instructional video as part of a lesson or unit of instruction. The student must choose a topic that meets local				
school district standards for a	opropriateness and be approved by	the FCCLA chapter adviser.			
Projects must be posted on the school/chapter website. Posted components include: instructional video(s) with copyright notice,					
video worksheet, project identification page, project summary and FCCLA Planning Process summary page. The video(s) must be					
embedded on the website and a link provided to the original source (such as YouTube, Vimeo, etc.). The other required project					
components must be able to be opened in PDF format.					
E minutos	The total running time of the inst	ructional video must be no long	er than five (5) minutes in length,		
including the title and credits.					
	Total Time	e: 5 Minutes			

ENTRY SUBMISSION (PRELIMINARY ROUND)

Preliminary Round entries must be submitted in the FCCLA Adviser Portal under Meetings & Events by the deadline posted on the FCCLA Website. An entry fee will be required. Projects must be ready for evaluation at that time and no changes may be made to projects until after the Top 15 are announced.

INSTRUCTIONAL VIDEO DESIGN

PROCEDURES & TIME REQUIREMENTS (NATIONAL LEADERSHIP CONFERENCE)

- 1. A table and laptop computer with Internet connections will be provided. Participants may bring their website files on a USB drive as a backup. Participants are not allowed to bring in any additional equipment. Note cards may be used in the oral presentation.
- 2. To prepare for the National Leadership Conference (NLC) presentation, participants are encouraged to update their presentation based on Preliminary Round evaluation feedback. Changes may be made after the top 15 are announced.
- 3. FCCLA will provide the laptop to use at National Leadership Conference (NLC). The computer will have access to the internet, Microsoft Office, and Adobe.

TIME	LEVEL 1	LEVEL 2	LEVELS 3 & 4	
5 minutes	Participants will have 5 minutes to	set up their presentation. Othe	er persons may not assist.	
5 minutes	Participants will play their instructional video for the evaluators. The total running time of the instructional video may be up to 5 minutes in length. If creating a micro–video series, the series may not exceed 5 minutes. Videos will be stopped at 5 minutes.			
5 minutes	Participants must include an oral pminute warning will be given at 4 i		_	
5 minutes	Following the presentation, evaluators will have 5 minutes to interview the participant and review the project website and/or video(s).			
5 minutes	Evaluators will have up to 5 minutes to use the rubric to score and write comments for each participant.			
Total Time: 25 Minutes				



SPECIFICATIONS (PRELIMINARY ROUND)

WEBSITE CONTENT	
Project Components	Projects must be posted on the school/chapter website. Posted components include: instructional video with copyright notice, video worksheet, project identification page, FCCLA Planning Process summary page. The video must be embedded on the website. The other required project components must be able to be opened in PDF format.

SPECIFICATIONS		LEVEL 1	LEVEL 2	LEVELS 3 & 4
1-8½" x 11" page	Project Identification Page	Must include participant's na level, and project title. Page of be larger. Must be posted on	can be up to 1 - 8 ½" x 11"	page or 1 slide, but cannot
1-8½" x 11" page	FCCLA <i>Planning Process</i> Summary Page	Summarize how each step of the project; Must be posted of National Leadership Confere must also be described in the	on the website in PDF form nce (NLC) Participants: use	nat.
1-8 ½" x 11" page or 1 slide	Evidence of Online Summary Form Submission	Complete the Online Project the FCCLA Student Portal and	•	
3-8 ½" x 11" pages	Video Design Worksheet	Use the provided template to Instructional Video Design pr in PDF format.	•	

WEBSITE CONTENT	
Instructional Video Content	Participants create an instructional video as part of a lesson or unit of instruction. The course or topic may be of the student's choosing, but must meet local school district standards for appropriateness and be approved by the FCCLA Chapter Adviser. The total time of the video(s) may not exceed 5 minutes. The instructional video(s) may be produced using video creation tools of the participants' choice, but must be posted online to the website and must be available for viewing online. Do not provide a video download.

SPECIFICATIONS	LEVEL 1	LEVEL 2	LEVELS 3 & 4	
Format	Incorporate tutorial video and/or screencast formatting.	Incorporate tutorial video, screencast and/or presentation/lecture video formatting.	Incorporate tutorial video, screencast, presentation/lecture video, micro-video series and/or training video formatting.	
Introduction		Create an original introduction that catches interest and clearly states video objective(s). Video introduction must include FCCLA emblem.		
Content	Reinforce learning objective(s) identified on the Instructional Video Design Worksheet. Use appropriate, accurate, bias—free and current information. Emphasize or repeat important points as needed.	Reinforce learning objective(s), Career Readiness Practices idea Design Worksheet. Use approp current information. Emphasize needed.	ntified on the Instructional Video riate, accurate, bias–free and	



SPECIFICATIONS (PRELIMINARY ROUND) (CONTINUED)

	Provide clear, concise and easy	Provide clear, concise and easy	Provide clear, concise and easy
	instruction for at least 1 key	instruction for at least 2 key	instruction for at least 3 key
Design	topic/step appropriate for	topics/steps appropriate for	topics/steps appropriate for
Design	intended age group. Have	intended age group. Have	intended age group. Have
	video follow	video follow	video follow
	storyboard/scripting.	storyboard/scripting.	storyboard/scripting.

SPECIFICATIONS	LEVEL 1	LEVEL 2	LEVELS 3 & 4	
Technical Quality	Speak clearly with appropriate pitch, tempo and volume.			
Communication	Use appropriate body language including gestures, posture, mannerisms, eye contact and appropriate handling of notes or note cards if used. Wear FCCLA official dress.			
Ending	Use proper grammar, word usage and pronunciation.			
Works Cited/Bibliography	Use MLA or APA formatting when citing sources. All sources must be <i>reliable</i> and current.			
Licensing	License the website <i>contents</i> , usin (www.creativecommons.org).	ng school district licensing requi	rements or Creative Commons	

INSTRUCTIONAL VIDEO DESIGN

SPECIFICATIONS (NATIONAL LEADERSHIP CONFERENCE)

PRESENTATION FORMAT (NATIONAL LEADERSHIP CONFERENCE ONLY)				
	Following the viewing of the <i>instructional video</i> presentation by evaluators, participants will deliver			
	an oral presentation, which may be up to 5 minutes in length, to evaluators. The presentation must			
Oral Presentation	describe the FCCLA <i>Planning Process</i> , research, planning, impact and personal learning of the			
	participant as a result of the project. The presentation may not be prerecorded. No presentation			
	elements are allowed during the oral presentation.			

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



Resources

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

- Instructional Video Design Worksheet
- FCCLA Planning Process
- Work Cited Citation Guide

National Leadership Conference Resources

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



LEVEL 1 RUBRIC (PRELIMINARY ROUND)

WEBSITE CON	NTENT (PROJECT COM	PONENTS)				POINTS
Project Identification Page 0 or 4 points	Project Identification Page is missing, is not completed or includes incorrect information	Project Identification Page is present, contains participants' names, chapter name, school, city, state, event name, level and project title				
Process Summary Page 0–10 points	0 Planning Process Summary not included	1 2 3 Planning Process steps are not clearly summarized or are inadequate	4 5 6 All Planning Process steps are summarized	7 8 Evidence that the Planning Process was utilized to plan project	9 10 The Planning Process is used to plan the project. Each step is fully explained. No more than 1 page	
Evidence of Online Project Summary Submission 0 or 1 point	0 Not included	1 Signed proof of submission from the online form is included				
Video Design Worksheet 0–10 points	0 Not included	1 2 3 Video Design Worksheet is brief and poorly detailed. Posted to website in appropriate format	4 5 6 Video Design Worksheet is comprehensive of project and loosely detailed. Posted to website in appropriate format	7 8 Video Design Worksheet is comprehensive of project and detailed. Posted to website in appropriate format	9 10 Video Design Worksheet is comprehensive of project and well detailed. Posted to website in appropriate format	

WEBSITE CO	NTENT (INSTRUCTIONA	AL VIDEO CONTENT)				POINTS
Format	0	2				
0 or 2 points	Specifications not met	Instructional video				
		incorporates tutorial video				
		and/or screencast				
		formatting				
Introduction	0	1 2 3	4 5 6	7 8	9 10	
0–10 points	Not included	Introduction ineffective or	Introduction states video	Introduction is original,	Introduction is original,	
		video objective(s) unclear	objective(s). Includes the	catches interest and states	catches interest and	
		or FCCLA emblem not	FCCLA emblem	video objective(s). Includes	clearly states video	
		included		the FCCLA emblem	objective(s). Includes the	
					FCCLA emblem	
Content	0	1 2 3 4	5 6 7 8	9 10 11 12	13 14 15	
0–15 points	Content does not relate to	Flawed understanding of	Somewhat supports	Mostly supports learning	Clearly reinforces and	
	learning objectives	content, may present	learning objectives.	objectives. Information is	supports learning objectives.	
		inaccurate or incomplete	Information is appropriate,	appropriate, accurate,	Information is appropriate,	
		information	accurate, bias-free, but	bias-free and current.	accurate, bias-free and	
			not current	Important points are	current. Important points	
				emphasized or repeated as	are emphasized or repeated	
				needed	as needed	
Design	0	1 2 3	4 5 6	7 8	9 10	
0–10 points	No topic/step or	Instruction for at least 1	Instruction for at least 1	Instruction for at least 1	Instruction for at least 1	
			mistraction for at reast 1	moti dottom for de ledot 1	moti action for at icast 1	
	storyboard/scripting	key topic/step unclear.	key topic/step included for	key topic/step easy to	key topic/step clear,	
	storyboard/scripting	key topic/step unclear.	key topic/step included for intended age group. Follows	key topic/step easy to understand for intended age group. Follows	key topic/step clear, concise and easy to understand for intended	
	storyboard/scripting	key topic/step unclear. Mostly follows	key topic/step included for intended age group.	key topic/step easy to understand for intended	key topic/step clear, concise and easy to understand for intended age group. Follows	
	storyboard/scripting included	key topic/step unclear. Mostly follows storyboard/scripting	key topic/step included for intended age group. Follows storyboard/scripting	key topic/step easy to understand for intended age group. Follows storyboard/scripting	key topic/step clear, concise and easy to understand for intended age group. Follows storyboard/scripting	
Technical Quality	storyboard/scripting included	key topic/step unclear. Mostly follows storyboard/scripting	key topic/step included for intended age group. Follows storyboard/scripting	key topic/step easy to understand for intended age group. Follows storyboard/scripting	key topic/step clear, concise and easy to understand for intended age group. Follows storyboard/scripting	
Technical Quality 0–10 points	storyboard/scripting included 0 No topic/step or	key topic/step unclear. Mostly follows storyboard/scripting 1 2 3 Editing and production has	key topic/step included for intended age group. Follows storyboard/scripting 4 5 6 Editing and production has	key topic/step easy to understand for intended age group. Follows storyboard/scripting 7 8 Editing and production has	key topic/step clear, concise and easy to understand for intended age group. Follows storyboard/scripting 9 10 Editing and production has	
	storyboard/scripting included 0 No topic/step or storyboard/scripting	key topic/step unclear. Mostly follows storyboard/scripting 1 2 3 Editing and production has poor sound quality,	key topic/step included for intended age group. Follows storyboard/scripting 4 5 6 Editing and production has decent sound quality,	key topic/step easy to understand for intended age group. Follows storyboard/scripting 7 8 Editing and production has good sound quality,	key topic/step clear, concise and easy to understand for intended age group. Follows storyboard/scripting 9 10 Editing and production has excellent sound quality	
	storyboard/scripting included 0 No topic/step or	key topic/step unclear. Mostly follows storyboard/scripting 1 2 3 Editing and production has poor sound quality, volume, images and	key topic/step included for intended age group. Follows storyboard/scripting 4 5 6 Editing and production has decent sound quality, volume, images and	key topic/step easy to understand for intended age group. Follows storyboard/scripting 7 8 Editing and production has good sound quality, volume, images and	key topic/step clear, concise and easy to understand for intended age group. Follows storyboard/scripting 9 10 Editing and production has excellent sound quality and volume, clear images	
	storyboard/scripting included 0 No topic/step or storyboard/scripting	key topic/step unclear. Mostly follows storyboard/scripting 1 2 3 Editing and production has poor sound quality, volume, images and transitions. Video exceeds	key topic/step included for intended age group. Follows storyboard/scripting 4 5 6 Editing and production has decent sound quality, volume, images and transitions. Video does not	key topic/step easy to understand for intended age group. Follows storyboard/scripting 7 8 Editing and production has good sound quality, volume, images and transitions. Video does not	key topic/step clear, concise and easy to understand for intended age group. Follows storyboard/scripting 9 10 Editing and production has excellent sound quality and volume, clear images and transitions. Video	
0–10 points	storyboard/scripting included 0 No topic/step or storyboard/scripting included	key topic/step unclear. Mostly follows storyboard/scripting 1 2 3 Editing and production has poor sound quality, volume, images and transitions. Video exceeds 5 minutes	key topic/step included for intended age group. Follows storyboard/scripting 4 5 6 Editing and production has decent sound quality, volume, images and transitions. Video does not exceed 5 minutes	key topic/step easy to understand for intended age group. Follows storyboard/scripting 7 8 Editing and production has good sound quality, volume, images and transitions. Video does not exceed 5 minutes	key topic/step clear, concise and easy to understand for intended age group. Follows storyboard/scripting 9 10 Editing and production has excellent sound quality and volume, clear images and transitions. Video does not exceed 5 minutes	
0–10 points Communication	storyboard/scripting included O No topic/step or storyboard/scripting included O	key topic/step unclear. Mostly follows storyboard/scripting 1 2 3 Editing and production has poor sound quality, volume, images and transitions. Video exceeds 5 minutes 1 2 3	key topic/step included for intended age group. Follows storyboard/scripting 4 5 6 Editing and production has decent sound quality, volume, images and transitions. Video does not exceed 5 minutes 4 5 6	key topic/step easy to understand for intended age group. Follows storyboard/scripting 7 8 Editing and production has good sound quality, volume, images and transitions. Video does not exceed 5 minutes 7 8	key topic/step clear, concise and easy to understand for intended age group. Follows storyboard/scripting 9 10 Editing and production has excellent sound quality and volume, clear images and transitions. Video does not exceed 5 minutes 9 10	
0–10 points	storyboard/scripting included O No topic/step or storyboard/scripting included O All components either very	key topic/step unclear. Mostly follows storyboard/scripting 1 2 3 Editing and production has poor sound quality, volume, images and transitions. Video exceeds 5 minutes 1 2 3 Spelling, word choice and	key topic/step included for intended age group. Follows storyboard/scripting 4 5 6 Editing and production has decent sound quality, volume, images and transitions. Video does not exceed 5 minutes 4 5 6 Spelling, word choice and	key topic/step easy to understand for intended age group. Follows storyboard/scripting 7 8 Editing and production has good sound quality, volume, images and transitions. Video does not exceed 5 minutes 7 8 Spelling, word choice and	key topic/step clear, concise and easy to understand for intended age group. Follows storyboard/scripting 9 10 Editing and production has excellent sound quality and volume, clear images and transitions. Video does not exceed 5 minutes 9 10 Spelling, word choice and	
0–10 points Communication	storyboard/scripting included O No topic/step or storyboard/scripting included O	key topic/step unclear. Mostly follows storyboard/scripting 1 2 3 Editing and production has poor sound quality, volume, images and transitions. Video exceeds 5 minutes 1 2 3 Spelling, word choice and grammar contain many	key topic/step included for intended age group. Follows storyboard/scripting 4 5 6 Editing and production has decent sound quality, volume, images and transitions. Video does not exceed 5 minutes 4 5 6 Spelling, word choice and grammar mostly used	key topic/step easy to understand for intended age group. Follows storyboard/scripting 7 8 Editing and production has good sound quality, volume, images and transitions. Video does not exceed 5 minutes 7 8 Spelling, word choice and grammar used correctly.	key topic/step clear, concise and easy to understand for intended age group. Follows storyboard/scripting 9 10 Editing and production has excellent sound quality and volume, clear images and transitions. Video does not exceed 5 minutes 9 10 Spelling, word choice and grammar used correctly.	
0–10 points Communication	storyboard/scripting included O No topic/step or storyboard/scripting included O All components either very	key topic/step unclear. Mostly follows storyboard/scripting 1 2 3 Editing and production has poor sound quality, volume, images and transitions. Video exceeds 5 minutes 1 2 3 Spelling, word choice and grammar contain many errors. Tone and pace is	key topic/step included for intended age group. Follows storyboard/scripting 4 5 6 Editing and production has decent sound quality, volume, images and transitions. Video does not exceed 5 minutes 4 5 6 Spelling, word choice and grammar mostly used correctly. Tone and pace is	key topic/step easy to understand for intended age group. Follows storyboard/scripting 7 8 Editing and production has good sound quality, volume, images and transitions. Video does not exceed 5 minutes 7 8 Spelling, word choice and grammar used correctly. Tone and pace is	key topic/step clear, concise and easy to understand for intended age group. Follows storyboard/scripting 9 10 Editing and production has excellent sound quality and volume, clear images and transitions. Video does not exceed 5 minutes 9 10 Spelling, word choice and grammar used correctly. Tone and pace is very	
0–10 points Communication	storyboard/scripting included O No topic/step or storyboard/scripting included O All components either very	key topic/step unclear. Mostly follows storyboard/scripting 1 2 3 Editing and production has poor sound quality, volume, images and transitions. Video exceeds 5 minutes 1 2 3 Spelling, word choice and grammar contain many errors. Tone and pace is inappropriate. If used,	key topic/step included for intended age group. Follows storyboard/scripting 4 5 6 Editing and production has decent sound quality, volume, images and transitions. Video does not exceed 5 minutes 4 5 6 Spelling, word choice and grammar mostly used correctly. Tone and pace is somewhat appropriate. If	key topic/step easy to understand for intended age group. Follows storyboard/scripting 7 8 Editing and production has good sound quality, volume, images and transitions. Video does not exceed 5 minutes 7 8 Spelling, word choice and grammar used correctly. Tone and pace is appropriate. If used, music	key topic/step clear, concise and easy to understand for intended age group. Follows storyboard/scripting 9 10 Editing and production has excellent sound quality and volume, clear images and transitions. Video does not exceed 5 minutes 9 10 Spelling, word choice and grammar used correctly. Tone and pace is very appropriate. If used, music	
0–10 points Communication	storyboard/scripting included O No topic/step or storyboard/scripting included O All components either very	key topic/step unclear. Mostly follows storyboard/scripting 1 2 3 Editing and production has poor sound quality, volume, images and transitions. Video exceeds 5 minutes 1 2 3 Spelling, word choice and grammar contain many errors. Tone and pace is inappropriate. If used, music and visuals are	key topic/step included for intended age group. Follows storyboard/scripting 4 5 6 Editing and production has decent sound quality, volume, images and transitions. Video does not exceed 5 minutes 4 5 6 Spelling, word choice and grammar mostly used correctly. Tone and pace is somewhat appropriate. If used, music and visuals are	key topic/step easy to understand for intended age group. Follows storyboard/scripting 7 8 Editing and production has good sound quality, volume, images and transitions. Video does not exceed 5 minutes 7 8 Spelling, word choice and grammar used correctly. Tone and pace is appropriate. If used, music and visuals are licensed	key topic/step clear, concise and easy to understand for intended age group. Follows storyboard/scripting 9 10 Editing and production has excellent sound quality and volume, clear images and transitions. Video does not exceed 5 minutes 9 10 Spelling, word choice and grammar used correctly. Tone and pace is very appropriate. If used, music and visuals are licensed	
0–10 points Communication	storyboard/scripting included O No topic/step or storyboard/scripting included O All components either very	key topic/step unclear. Mostly follows storyboard/scripting 1 2 3 Editing and production has poor sound quality, volume, images and transitions. Video exceeds 5 minutes 1 2 3 Spelling, word choice and grammar contain many errors. Tone and pace is inappropriate. If used,	key topic/step included for intended age group. Follows storyboard/scripting 4 5 6 Editing and production has decent sound quality, volume, images and transitions. Video does not exceed 5 minutes 4 5 6 Spelling, word choice and grammar mostly used correctly. Tone and pace is somewhat appropriate. If	key topic/step easy to understand for intended age group. Follows storyboard/scripting 7 8 Editing and production has good sound quality, volume, images and transitions. Video does not exceed 5 minutes 7 8 Spelling, word choice and grammar used correctly. Tone and pace is appropriate. If used, music	key topic/step clear, concise and easy to understand for intended age group. Follows storyboard/scripting 9 10 Editing and production has excellent sound quality and volume, clear images and transitions. Video does not exceed 5 minutes 9 10 Spelling, word choice and grammar used correctly. Tone and pace is very appropriate. If used, music	



LEVEL 1 RUBRIC (PRELIMINARY ROUND) (CONTINUED)

Ending	0	1 2 3	4 5 6	7 8	9 10	
0–10 points	Ending is abrupt, weak or	Ending brings closure and	Ending brings closure and	Ending brings closure and	Ending brings closure and	
	video simply stops. No action	engages the audience in	engages the audience in	engages the audience in	engages the audience in	
	step	reflective thinking and 1	reflective thinking and 1	reflective thinking and 1	reflective thinking and 1	
		step toward general action	step toward general action	step toward action or	step toward clear action or	
		or change	or change	change	change	
Works	0	1 2	3	4	5	
Cited/Bibliography	Not provided	Copyright is questionable	Copyright statements and	Copyright statements and	Work is original, copyright	
0–5 points		and source list is	permissions are included	permissions are included	statements with	
		incomplete or inconsistent	for most sources but in an	for all sources. Sources are	permissions granted are	
			inconsistent format	complete, current, reliable	included for all sources.	
				and in MLA/APA citation	Sources are complete,	
				(see citation guide)	current, reliable and in	
					MLA/APA citation (see	
					citation guide)	
Licensing	0	3				
0 or 3 points	The video was not licensed	Creative Commons license				
	by the participant	or copyright statement is				
		included in the video				

Evaluator's Comments-Include two things done well and two opportunities for improvement:		
	TOTAL (100 Points Possible)	
	Evaluator #:	
	Evaluator Initials:	
	RC Initials:	



LEVEL 2 RUBRIC (PRELIMINARY ROUND)

WEBSITE CON	NTENT (PROJECT COM	PONENTS)				POINTS
Project Identification Page 0 or 4 points	Project Identification Page is missing, is not completed or includes incorrect information	Project Identification Page is present, contains participants' names, chapter name, school, city, state, event name, level and project title				
FCCLA Planning Process Summary Page 0–10 points	0 Planning Process Summary not included	1 2 3 Planning Process steps are not clearly summarized or are inadequate	4 5 6 All Planning Process steps are summarized	7 8 Evidence that the Planning Process was utilized to plan project	9 10 The Planning Process is used to plan the project. Each step is fully explained. No more than 1 page	
Evidence of Online Project Summary Submission 0 or 1 point	0 Not included	1 Signed proof of submission from the online form is included				
Video Design Worksheet 0–10 points	0 Not included	1 2 3 Video Design Worksheet is brief and poorly detailed. Posted to website in appropriate format	4 5 6 Video Design Worksheet is comprehensive of project and loosely detailed. Posted to website in appropriate format	7 8 Video Design Worksheet is comprehensive of project and detailed. Posted to website in appropriate format	9 10 Video Design Worksheet is comprehensive of project and well detailed. Posted to website in appropriate format	

	NTENT (INSTRUCTION)	AL VIDEO CONTENT)				POINT
Format	0	2				
0 or 2 points	Specifications not met	Instructional video				
		incorporates tutorial video, screencast and/or				
		presentation/lecture video				
		formatting				
Introduction	0	1 2 3	4 5 6	7 8	9 10	
0–10 points	Not included	Introduction ineffective or	Introduction states video	Introduction is original,	Introduction is original,	
·		video objective(s) unclear	objective(s). Includes the	catches interest and states	catches interest and	
		or FCCLA emblem not	FCCLA emblem	video objective(s). Includes	clearly states video	
		included		the FCCLA emblem	objective(s). Includes the	
					FCCLA emblem	
Content	0	1 2 3 4	5 6 7 8	9 10 11 12	13 14 15	
0–15 points	Content does not relate to	Flawed understanding of	Somewhat supports	Mostly supports learning	Clearly reinforces and	
	learning objectives	content, may present	learning objectives, FCS	objectives, FCS standard(s)	supports learning objectives,	
		inaccurate or incomplete	standard(s) and career	and career readiness.	FCS standard(s) and career	
		information	readiness. Information is	Information is appropriate,	readiness. Information is	
			appropriate, accurate,	accurate, bias–free and	appropriate, accurate, bias-	
			bias-free, but not current	current. Important points	free and current. Important	
			,	are emphasized or	points are emphasized or	
				repeated as needed	repeated as needed	
Design	0	1 2 3	4 5 6	7 8	9 10	
0–10 points	No topic/step or	Instruction for at least 2	Instruction for at least 2	Instruction for at least 2	Instruction for at least 2	
	storyboard/scripting	key topics/steps unclear.	key topics/steps included	key topics/steps easy to	key topics/steps clear,	
	included	Mostly follows	for intended age group.	understand for intended	concise and easy to	
		storyboard/scripting	Follows	age group. Follows	understand for intended	
			storyboard/scripting	storyboard/scripting	age group. Follows	
					storyboard/scripting	
Technical Quality	0	1 2 3	4 5 6	7 8	9 10	
0–10 points	No topic/step or	Editing and production has	Editing and production has	Editing and production has	Editing and production has	
	storyboard/scripting	poor sound quality,	decent sound quality,	good sound quality,	excellent sound quality	
	included	volume, images and	volume, images and	volume, images and	and volume, clear images	
		transitions. Video exceeds	transitions. Video does not	transitions. Video does not	and transitions. Video	
		5 minutes	exceed 5 minutes	exceed 5 minutes	does not exceed 5 minutes	



LEVEL 2 RUBRIC (PRELIMINARY ROUND) (CONTINUED)

Communication	0	1 2 3	4 5 6	7 8	9 10	
0–10 points	All components either very poor or not included	Spelling, word choice and grammar contain many errors. Tone and pace is inappropriate. If used, music and <i>visuals</i> are licensed	Spelling, word choice and grammar mostly used correctly. Tone and pace is somewhat appropriate. If used, music and visuals are licensed and enhance video	Spelling, word choice and grammar used correctly. Tone and pace is appropriate. If used, music and visuals are licensed and enhance video	Spelling, word choice and grammar used correctly. Tone and pace is very appropriate. If used, music and visuals are licensed and enhance video	
Ending	0	1 2 3	4 5 6	7 8	9 10	
0–10 points	Ending is abrupt, weak or video simply stops. No action steps	Ending is somewhat developed but does not engage the <i>audience</i> in reflective thinking. Action steps unclear	Ending brings closure and engages the <i>audience</i> in reflective thinking and 2 steps toward general action or change	Ending brings closure and engages the <i>audience</i> in reflective thinking and 2 steps toward action or change	Ending brings closure and engages the <i>audience</i> in reflective thinking and 2 steps toward clear action or change	
Works	0	1 2	3	4	5	
Cited/Bibliography 0–5 points	Not provided	Copyright is questionable and source list is incomplete or inconsistent	Copyright statements and permissions are included for most sources but in an inconsistent format	Copyright statements and permissions are included for all sources. Sources are complete, current, reliable and in MLA/APA citation (see citation guide)	Work is original, copyright statements with permissions granted are included for all sources. Sources are complete, current, reliable and in MLA/APA citation (see citation guide)	
Licensing 0 or 3 points	The video was not licensed by the participant	3 Creative Commons license or copyright statement is included in the video				
Evaluator's Comm	nents–Include two things don	e well and two opportunities	for improvement:		TOTAL (100 Points Possible) Evaluator #: Evaluator Initials:	



LEVELS 3 & 4 RUBRIC (PRELIMINARY ROUND)

WEBSITE CON	NTENT (PROJECT COM	PONENTS)				POINTS
Project Identification Page 0 or 4 points	Project Identification Page is missing, is not completed or includes incorrect information	Project Identification Page is present, contains participants' names, chapter name, school, city, state, event name, level and project title				
Process Summary Page 0–10 points	0 Planning Process Summary not included	1 2 3 Planning Process steps are not clearly summarized or are inadequate	4 5 6 All <i>Planning Process</i> steps are summarized	7 8 Evidence that the Planning Process was utilized to plan project	9 10 The Planning Process is used to plan the project. Each step is fully explained. No more than 1 page	
Evidence of Online Project Summary Submission 0 or 1 point	0 Not included	Signed proof of submission from the online form is included				
Video Design Worksheet 0–10 points	0 Not included	1 2 3 Video Design Worksheet is brief and poorly detailed. Posted to website in appropriate format	4 5 6 Video Design Worksheet is comprehensive of project and loosely detailed. Posted to website in appropriate format	7 8 Video Design Worksheet is comprehensive of project and detailed. Posted to website in appropriate format	9 10 Video Design Worksheet is comprehensive of project and well detailed. Posted to website in appropriate format	

Farmant		2				
Format O or 2 points	Specifications not met	Instructional video				
o or 2 points	Specifications not met	incorporates tutorial video,				
		screencast, presentation/				
		lecture video, micro-video				
		series and/or training				
		video formatting				
Introduction	0	1 2 3	4 5 6	7 8	9 10	
0–10 points	Not included	Introduction ineffective or	Introduction states video	Introduction is original,	Introduction is original,	
·		video objective(s) unclear	objective(s). Includes the	catches interest and states	catches interest and	
		or FCCLA emblem not	FCCLA emblem	video objective(s). Includes	clearly states video	
		included		the FCCLA emblem	objective(s). Includes the	
					FCCLA emblem	
Content	0	1 2 3 4	5 6 7 8	9 10 11 12	13 14 15	
0–15 points	Content does not relate to	Flawed understanding of	Somewhat supports	Mostly supports learning	Clearly reinforces and	
5 15 pots	learning objectives	content, may present	learning objectives, FCS	objectives, FCS standard(s)	supports learning objectives,	
	learning objectives	inaccurate or incomplete	standard(s) and career	and career readiness.	FCS standard(s) and career	1
		information	readiness. Information is	Information is appropriate,	readiness. Information is	
		Information	appropriate, accurate,	accurate, bias–free and	appropriate, accurate, bias-	
			bias–free, but not current	current. Important points	free and current. Important	
			bias-free, but not current	are emphasized or	points are emphasized or	
				repeated as needed	repeated as needed	
Danima	0	1 2 3	4 5 6	7 8	9 10	
Design 0–10 points	No topic/step or	Instruction for at least 3	Instruction for at least 3	Instruction for at least 3	Instruction for at least 3	
0–10 points	storyboard/scripting	key topics/steps unclear.	key topics/steps included	key topics/steps easy to	key topics/steps clear,	
	included	Mostly follows	for intended age group.	understand for intended	concise and easy to	
	llicidded	storyboard/scripting	Follows	age group. Follows	understand for intended	
		storyboard/scripting	storyboard/scripting	storyboard/scripting	age group. Follows	
			storyboard/scripting	storyboard/scripting	storyboard/scripting	
Technical Quality	0	1 2 3	4 5 6	7 8	9 10	
0–10 points	No topic/step or	Editing and production has	Editing and production has	Editing and production has	Editing and production has	
o 20 points	storyboard/scripting	poor sound quality,	decent sound quality,	good sound quality,	excellent sound quality	
	included	volume, images and	volume, images and	volume, images and	and volume, clear images	
		transitions. Video exceeds	transitions. Video does not	transitions. Video does not	and transitions. Video	
		5 minutes	exceed 5 minutes	exceed 5 minutes	does not exceed 5 minutes	



LEVELS 3 & 4 RUBRIC (PRELIMINARY ROUND) (CONTINUED)

Communication	0	1 2 3	4 5 6	7 8	9 10	
0–10 points	All components either very poor or not included	Spelling, word choice and grammar contain many errors. Tone and pace is inappropriate. If used, music and visuals are licensed	Spelling, word choice and grammar mostly used correctly. Tone and pace is somewhat appropriate. If used, music and visuals are licensed and enhance video	Spelling, word choice and grammar used correctly. Tone and pace is appropriate. If used, music and visuals are licensed and enhance video	Spelling, word choice and grammar used correctly. Tone and pace is very appropriate. If used, music and visuals are licensed and enhance video	
Ending	0	1 2 3	4 5 6	7 8	9 10	
0–10 points	Ending is abrupt, weak or video simply stops. No action steps	Ending is somewhat developed but does not engage the <i>audience</i> in reflective thinking. Action steps unclear	Ending brings closure and engages the <i>audience</i> in reflective thinking and 3 steps toward general action or change	Ending brings closure and engages the <i>audience</i> in reflective thinking and 3 steps toward action or change	Ending brings closure and engages the <i>audience</i> in reflective thinking and 3 steps toward clear action or change	
Works	0	1 2	3	4	5	
Cited/Bibliography 0–5 points	Not provided	Copyright is questionable and source list is incomplete or inconsistent	Copyright statements and permissions are included for most sources but in an inconsistent format	Copyright statements and permissions are included for all sources. Sources are complete, current, reliable and in MLA/APA citation (see citation guide)	Work is original, copyright statements with permissions granted are included for all sources. Sources are complete, current, reliable and in MLA/APA citation (see citation guide)	
Licensing	0	3				
0 or 3 points	The video was not licensed by the participant	Creative Commons license or copyright statement is included in the video				
Evaluator's Comm	nents–Include two things don	e well and two opportunities	for improvement:		TOTAL (100 Points Possible) Evaluator #: Evaluator Initials:	



STAR EVENTS POINT SUMMARY FORM (NATIONAL LEADERSHIP CONFERENCE)

	State: <i>Te</i>	am #: Statio	on #: Level: _	
	top is correct. If a student named is not participati urn with other forms. Do NOT change <i>team</i> or sta		f. If a <i>team</i> does not show	, write "I
•	entation, verify evaluator scores and fill in informa		final score and ask for eva	aluators'
	front of the completed rubrics and staple all iten			
 At the end of competition in t turn in to the Lead Consultan 	the room, double check all scores, names and <i>teal</i> t.	m numbers to ensure accu	racy. Sort results by team	order aı
1. Check with the Lead Consulta	nt if there are any questions regarding the evalua	tion process.		
ROOM CONSULTANT CHECK				POINT
	Confirmed STAR Competition(s) schedule	in the FCCLA Adviser Porta	l by the deadline	
Confirm STAR Competition(s)	(National Leadersh	ip Conference Only)		
0 or 1 point	0	1		
	No	Ye	S	
Event Online Orientation Form	0	1		
or 1 point	Online Orientation Form not completed in the	Online Orientation Forn	•	
o i ponit	Student Portal by the deadline	Student Portal by the de	eadline	
Punctuality	0	1		
or 1 point	Participant was late for presentation	Participant was on time	for presentation	
Oress Code	0	1		
or 1 point	Event dress code was not followed	Event dress cod	e was followed	
EVALUATORS' SCORES		ROOM	I CONSULTANT TOTAL	
Evaluator 1:	Initials:		(4 points possible)	
Evaluator 2:	Initials:	AVERA	GE EVALUATOR SCORE	
Evaluator 3:	Initials:		►(129 points possible)	
Total Score:	Divided by # of Evaluators		FINAL SCORE	
	= AVERAGE EVALUATOR SCORE	(Avera	ge Evaluator Score plus	
	Rounded only to the nearest hundredth (i.e., 79.	.99 not 80.00) R	oom Consultant Score)	
		FINAL SCORE divided b	y 133 possible points = G SCORE PERCENTAGE	

Evaluator 1: _____ Evaluator 2: ____ Evaluator 3: ____ Adult Room Consultant: ____ Event Lead Consultant: ____



		EVEL 1 RUBRIC (NA	TIONAL LEADERSHI	P CONFERENCE)		
Participant Na Chapter:	ıme:		Team #	: Station #	Level:	
WEBSITE CON	NTENT (PROJECT COM	PONENTS)				POINTS
Project Identification Page 0 or 4 points	Project Identification Page is missing, is not completed or includes incorrect information	Project Identification Page is present, contains participants' names, chapter name, school, city, state, event name, level and project title				
FCCLA Planning Process Summary Page 0–10 points	0 Planning Process Summary not included	1 2 3 Planning Process steps are not clearly summarized or are inadequate	4 5 6 All Planning Process steps are summarized	7 8 Evidence that the Planning Process was utilized to plan project	9 10 The Planning Process is used to plan the project. Each step is fully explained. No more than 1 page	
Evidence of Online Project Summary Submission 0 or 1 point	0 Not included	1 Signed proof of submission from the online form is included				
Video Design Worksheet 0–10 points	0 Not included	1 2 3 Video Design Worksheet is brief and poorly detailed. Posted to website in appropriate format	4 5 6 Video Design Worksheet is comprehensive of project and loosely detailed. Posted to website in appropriate format	7 8 Video Design Worksheet is comprehensive of project and detailed. Posted to website in appropriate format	9 10 Video Design Worksheet is comprehensive of project and well detailed. Posted to website in appropriate format	
WEBSITE CON	NTENT (INSTRUCTIONA	AL VIDEO CONTENT)				POINTS
Format 0 or 2 points	O Specifications not met	2 Instructional video incorporates tutorial video and/or screencast formatting				
Introduction 0–10 points	0 Not included	1 2 3 Introduction ineffective or video objective(s) unclear or FCCLA emblem not included	4 5 6 Introduction states video objective(s). Includes the FCCLA emblem	7 8 Introduction is original, catches interest and states video objective(s). Includes the FCCLA emblem	9 10 Introduction is original, catches interest and clearly states video objective(s). Includes the FCCLA emblem	
Content 0–15 points	O Content does not relate to learning objectives	1 2 3 4 Flawed understanding of content, may present inaccurate or incomplete information	5 6 7 8 Somewhat supports learning objectives. Information is appropriate, accurate, bias—free, but not current	9 10 11 12 Mostly supports learning objectives. Information is appropriate, accurate, bias—free and current. Important points are emphasized or repeated as needed	13 14 15 Clearly reinforces and supports learning objectives. Information is appropriate, accurate, bias—free and current. Important points are emphasized or repeated as needed	
Design 0–10 points	0 No topic/step or storyboard/scripting included	1 2 3 Instruction for at least 1 key topic/step unclear. Mostly follows storyboard/scripting	4 5 6 Instruction for at least 1 key topic/step included for intended age group. Follows storyboard/scripting	7 8 Instruction for at least 1 key topic/step easy to understand for intended age group. Follows storyboard/scripting	9 10 Instruction for at least 1 key topic/step clear, concise and easy to understand for intended age group. Follows storyboard/scripting	
Technical Quality	0	1 2 3	4 5 6	7 8	9 10	

Editing and production has

transitions. Video does not

decent sound quality,

volume, images and

exceed 5 minutes

Editing and production has

transitions. Video exceeds

poor sound quality,

volume, images and

5 minutes

No topic/step or

included

storyboard/scripting

0-10 points

Editing and production has

transitions. Video does not

good sound quality,

volume, images and

exceed 5 minutes

Editing and production has

and volume, clear images

does not exceed 5 minutes

excellent sound quality

and transitions. Video



LEVEL 1 RUBRIC (NATIONAL LEADERSHIP CONFERENCE) (CONTINUED)

Communication	0	1 2 3	4 5 6	7 8	9 10	
0–10 points	All components either very	Spelling, word choice and	Spelling, word choice and	Spelling, word choice and	Spelling, word choice and	
	poor or not included	grammar contain many	grammar mostly used	grammar used correctly.	grammar used correctly.	
		errors. Tone and pace is	correctly. Tone and pace is	Tone and pace is	Tone and pace is very	
		inappropriate. If used,	somewhat appropriate. If	appropriate. If used, music	appropriate. If used, music	
		music and visuals are	used, music and visuals are	and visuals are licensed	and visuals are licensed	
		licensed	licensed and enhance	and enhance video	and enhance video	
			video			
Ending	0	1 2 3	4 5 6	7 8	9 10	
0–10 points	Ending is abrupt, weak or	Ending brings closure and	Ending brings closure and	Ending brings closure and	Ending brings closure and	
	video simply stops. No action	engages the audience in	engages the audience in	engages the audience in	engages the audience in	
	step	reflective thinking and 1	reflective thinking and 1	reflective thinking and 1	reflective thinking and 1	
		step toward general action	step toward general action	step toward action or	step toward clear action or	
		or change	or change	change	change	
Works	0	1 2	3	4	5	
Cited/Bibliography	Not provided	Copyright is questionable	Copyright statements and	Copyright statements and	Work is original, copyright	
0–5 points		and source list is	permissions are included	permissions are included	statements with	
		incomplete or inconsistent	for most sources but in an	for all sources. Sources are	permissions granted are	
			inconsistent format	complete, current, reliable	included for all sources.	
				and in MLA/APA citation	Sources are complete,	
				(see citation guide)	current, reliable and in	
					MLA/APA citation (see	
					citation guide)	
Licensing	0	3				
0 or 3 points	The video was not licensed	Creative Commons license				
	by the participant	or copyright statement is				
		included in the video				

ORAL PRESE	NTATION					POINT
Organization/	0	1 2 3	4 5 6	7 8	9 10	
Delivery	Presentation is not	The presentation covers	Presentation gives	Presentation covers	Presentation covers all	
0–10 points	complete or presented	some or all topic elements	complete information but	information completely	relevant information with	
	briefly and does not cover	with limited information	does not explain the	but does not flow well	a seamless and logical	
	components of the project		project well		delivery	
Knowledge of	0	1 2	3	4	5	
Subject Matter	Little or no evidence of subject	Minimal evidence of subject	Knowledge of subject matter is	Knowledge of subject matter is	Knowledge of subject matter is	
0–5 points	matter knowledge	matter knowledge	evident but not effectively	evident and shared at times in	evident and incorporated	
			used in presentation	the presentation	throughout the presentation	
Relationship of	0	1	2	3		
Family and	No evidence of relationship	Limited evidence of	Relationship between FCS	Relationship between FCS		
Consumer	between FCS coursework and	relationship between FCS	coursework and project is	coursework and project is		
Sciences	project	coursework and project	evident and shared at times	evident and explained well		
Coursework and						
Standards						
0–3 points						
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		
0–3 points	effectively		improve	and pleasing		
	0	1	2			
Body Language	Uses inappropriate	Gestures, posture,	Gestures, posture,			
0–2 points	gestures, posture or	mannerisms and eye	mannerisms, and eye			
o z ponits	mannerisms, avoids eye	contact is inconsistent	contact are appropriate			
	contact					



LEVEL 1 RUBRIC (NATIONAL LEADERSHIP CONFERENCE) (CONTINUED)

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

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



		•	TIONAL LEADERSHI	P CONFERENCE)		
	ame:		Team #:	: Station #	Level:	
WEBSITE CO	NTENT (PROJECT COM	PONENTS)				POINTS
Project Identification Page 0 or 4 points	Project Identification Page is missing, is not completed or includes incorrect information	4 Project Identification Page is present, contains participants' names, chapter name, school, city, state, event name, level and project title				
FCCLA Planning Process Summary Page 0–10 points	O Planning Process Summary not included	1 2 3 Planning Process steps are not clearly summarized or are inadequate	4 5 6 All Planning Process steps are summarized	7 8 Evidence that the Planning Process was utilized to plan project	9 10 The Planning Process is used to plan the project. Each step is fully explained. No more than 1 page	
Evidence of Online Project Summary Submission 0 or 1 point	0 Not included	1 Signed proof of submission from the online form is included				
Video Design Worksheet 0–10 points	0 Not included	1 2 3 Video Design Worksheet is brief and poorly detailed. Posted to website in appropriate format	4 5 6 Video Design Worksheet is comprehensive of project and loosely detailed. Posted to website in appropriate format	7 8 Video Design Worksheet is comprehensive of project and detailed. Posted to website in appropriate format	9 10 Video Design Worksheet is comprehensive of project and well detailed. Posted to website in appropriate format	
WEBSITE CO	NTENT (INSTRUCTION	AL VIDEO CONTENT)				POINTS
Format 0 or 2 points	0 Specifications not met	2 Instructional video incorporates tutorial video, screencast and/or presentation/lecture video formatting				
Introduction 0–10 points	0 Not included	1 2 3 Introduction ineffective or video objective(s) unclear or FCCLA emblem not included	4 5 6 Introduction states video objective(s). Includes the FCCLA emblem	7 8 Introduction is original, catches interest and states video objective(s). Includes the FCCLA emblem	9 10 Introduction is original, catches interest and clearly states video objective(s). Includes the FCCLA emblem	
Content 0–15 points	O Content does not relate to learning objectives	1 2 3 4 Flawed understanding of content, may present inaccurate or incomplete information	5 6 7 8 Somewhat supports learning objectives, FCS standard(s) and career readiness. Information is appropriate, accurate, bias—free, but not current	9 10 11 12 Mostly supports learning objectives, FCS standard(s) and career readiness. Information is appropriate, accurate, bias—free and current. Important points are emphasized or repeated as needed	13 14 15 Clearly reinforces and supports learning objectives, FCS standard(s) and career readiness. Information is appropriate, accurate, biasfree and current. Important points are emphasized or repeated as needed	
Design 0–10 points	0 No topic/step or storyboard/scripting included	1 2 3 Instruction for at least 2 key topics/steps unclear. Mostly follows storyboard/scripting	4 5 6 Instruction for at least 2 key topics/steps included for intended age group. Follows storyboard/scripting	7 8 Instruction for at least 2 key topics/steps easy to understand for intended age group. Follows storyboard/scripting	9 10 Instruction for at least 2 key topics/steps clear, concise and easy to understand for intended age group. Follows storyboard/scripting	
Technical Quality 0–10 points	No topic/step or storyboard/scripting included	1 2 3 Editing and production has poor sound quality, volume, images and	4 5 6 Editing and production has decent sound quality, volume, images and	7 8 Editing and production has good sound quality, volume, images and	9 10 Editing and production has excellent sound quality and volume, clear images	

exceed 5 minutes

transitions. Video does not

transitions. Video does not

exceed 5 minutes

and transitions. Video

does not exceed 5 minutes

transitions. Video exceeds

5 minutes



LEVEL 2 RUBRIC (NATIONAL LEADERSHIP CONFERENCE) (CONTINUED)

Communication	0	1 2 3	4 5 6	7 8	9 10	
0–10 points	All components either very	Spelling, word choice and	Spelling, word choice and	Spelling, word choice and	Spelling, word choice and	
	poor or not included	grammar contain many	grammar mostly used	grammar used correctly.	grammar used correctly.	
		errors. Tone and pace is	correctly. Tone and pace is	Tone and pace is	Tone and pace is very	
		inappropriate. If used,	somewhat appropriate. If	appropriate. If used, music	appropriate. If used, music	
		music and visuals are	used, music and visuals are	and visuals are licensed	and visuals are licensed	
		licensed	licensed and enhance	and enhance video	and enhance video	
			video			
Ending	0	1 2 3	4 5 6	7 8	9 10	
0–10 points	Ending is abrupt, weak or	Ending is somewhat	Ending brings closure and	Ending brings closure and	Ending brings closure and	
	video simply stops. No action	developed but does not	engages the audience in	engages the audience in	engages the audience in	
	steps	engage the audience in	reflective thinking and 2	reflective thinking and 2	reflective thinking and 2	
		reflective thinking. Action	steps toward general	steps toward action or	steps toward clear action	
		steps unclear	action or change	change	or change	
Works	0	1 2	3	4	5	
Cited/Bibliography	Not provided	Copyright is questionable	Copyright statements and	Copyright statements and	Work is original, copyright	
0–5 points		and source list is	permissions are included	permissions are included	statements with	
		incomplete or inconsistent	for most sources but in an	for all sources. Sources are	permissions granted are	
			inconsistent format	complete, current, reliable	included for all sources.	
				and in MLA/APA citation	Sources are complete,	
				(see citation guide)	current, reliable and in	
					MLA/APA citation (see	
					citation guide)	
Licensing	0	3				
0 or 3 points	The video was not licensed	Creative Commons license				
	by the participant	or copyright statement is				
		included in the video				

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



LEVEL 2 RUBRIC (NATIONAL LEADERSHIP CONFERENCE) (CONTINUED)

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

Evaluator's Comments-Include two things done well and two opportunities for improvement:	
	TOTAL (129 Points Possible)
	Evaluator #:
	Evaluator Initials:
	RC Initials:



LEVELS 3 & 4 RUBRIC (NATIONAL LEADERSHIP CONFERENCE)

Chapter:		State:	Team #	: Station #	: Level:	
WEBSITE COL	NTENT (PROJECT COM	PONENTS)				POINTS
Project Identification Page 0 or 4 points	O Project Identification Page is missing, is not completed or includes incorrect information	4 Project Identification Page is present, contains participants' names, chapter name, school, city, state, event name, level and project title				POINTS
FCCLA Planning Process Summary Page 0–10 points	O Planning Process Summary not included	1 2 3 Planning Process steps are not clearly summarized or are inadequate	4 5 6 All Planning Process steps are summarized	7 8 Evidence that the Planning Process was utilized to plan project	9 10 The Planning Process is used to plan the project. Each step is fully explained. No more than 1 page	
Evidence of Online Project Summary Submission 0 or 1 point	0 Not included	1 Signed proof of submission from the online form is included				
Video Design Worksheet 0–10 points	0 Not included	1 2 3 Video Design Worksheet is brief and poorly detailed. Posted to website in appropriate format	4 5 6 Video Design Worksheet is comprehensive of project and loosely detailed. Posted to website in appropriate format	7 8 Video Design Worksheet is comprehensive of project and detailed. Posted to website in appropriate format	9 10 Video Design Worksheet is comprehensive of project and well detailed. Posted to website in appropriate format	
WEBSITE COI	VTENT (INSTRUCTIONA	AL VIDEO <i>CONTENT</i>)				POINTS
Format 0 or 2 points	0 Specifications not met	Instructional video incorporates tutorial video, screencast, presentation/ lecture video, micro—video series and/or training video formatting				
Introduction 0–10 points	0 Not included	1 2 3 Introduction ineffective or video objective(s) unclear or FCCLA emblem not included	4 5 6 Introduction states video objective(s). Includes the FCCLA emblem	7 8 Introduction is original, catches interest and states video objective(s). Includes the FCCLA emblem	9 10 Introduction is original, catches interest and clearly states video objective(s). Includes the FCCLA emblem	
Content 0–15 points	O Content does not relate to learning objectives	1 2 3 4 Flawed understanding of content, may present inaccurate or incomplete information	5 6 7 8 Somewhat supports learning objectives, FCS standard(s) and career readiness. Information is appropriate, accurate, bias—free, but not current	9 10 11 12 Mostly supports learning objectives, FCS standard(s) and career readiness. Information is appropriate, accurate, bias—free and current. Important points are emphasized or repeated as needed	13 14 15 Clearly reinforces and supports learning objectives, FCS standard(s) and career readiness. Information is appropriate, accurate, biasfree and current. Important points are emphasized or repeated as needed	
Design 0–10 points	O No topic/step or storyboard/scripting included	1 2 3 Instruction for at least 3 key topics/steps unclear. Mostly follows storyboard/scripting	4 5 6 Instruction for at least 3 key topics/steps included for intended age group. Follows storyboard/scripting	7 8 Instruction for at least 3 key topics/steps easy to understand for intended age group. Follows storyboard/scripting	9 10 Instruction for at least 3 key topics/steps clear, concise and easy to understand for intended age group. Follows storyboard/scripting	
Technical Quality 0–10 points	O No topic/step or storyboard/scripting included	1 2 3 Editing and production has poor sound quality, volume, images and transitions. Video exceeds 5 minutes	4 5 6 Editing and production has decent sound quality, volume, images and transitions. Video does not exceed 5 minutes	7 8 Editing and production has good sound quality, volume, images and transitions. Video does not exceed 5 minutes	9 10 Editing and production has excellent sound quality and volume, clear images and transitions. Video does not exceed 5 minutes	



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

Communication	0	1 2 3	4 5 6	7 8	9 10	
0–10 points	All components either very	Spelling, word choice and	Spelling, word choice and	Spelling, word choice and	Spelling, word choice and	
	poor or not included	grammar contain many	grammar mostly used	grammar used correctly.	grammar used correctly.	
		errors. Tone and pace is	correctly. Tone and pace is	Tone and pace is	Tone and pace is very	
		inappropriate. If used,	somewhat appropriate. If	appropriate. If used, music	appropriate. If used, music	
		music and visuals are	used, music and visuals are	and visuals are licensed	and visuals are licensed	
		licensed	licensed and enhance	and enhance video	and enhance video	
			video			
Ending	0	1 2 3	4 5 6	7 8	9 10	
0–10 points	Ending is abrupt, weak or	Ending is somewhat	Ending brings closure and	Ending brings closure and	Ending brings closure and	
	video simply stops. No action	developed but does not	engages the audience in	engages the audience in	engages the audience in	
	steps	engage the audience in	reflective thinking and 3	reflective thinking and 3	reflective thinking and 3	
		reflective thinking. Action	steps toward general	steps toward action or	steps toward clear action	
		steps unclear	action or change	change	or change	
Works	0	1 2	3	4	5	
Cited/Bibliography	Not provided	Copyright is questionable	Copyright statements and	Copyright statements and	Work is original, copyright	
0–5 points		and source list is	permissions are included	permissions are included	statements with	
		incomplete or inconsistent	for most sources but in an	for all sources. Sources are	permissions granted are	
			inconsistent format	complete, current, reliable	included for all sources.	
				and in MLA/APA citation	Sources are complete,	
				(see citation guide)	current, reliable and in	
					MLA/APA citation (see	
					citation guide)	
Licensing	0	3				
0 or 3 points	The video was not licensed	Creative Commons license				
	by the participant	or copyright statement is				
		included in the video				

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



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

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

Evaluator's Comments-Include two things done well and two opportunities for improvement:		
	TOTAL (129 Points Possible)	
	Evaluator #:	
	Evaluator Initials:	
	RC Initials:	



INTERIOR DESIGN

An individual or *team event*, recognizes participants who apply interior design skills learned in Family and Consumer Sciences Courses to design spaces to meet client needs. In advance, participants will create design deliverables addressing the specifics of the design scenario. Participants must prepare a *file folder*, an oral presentation and *visuals*.

ELIGIBILITY & GENERAL INFORMATION

- 1. "Eligibility and General Rules for All Levels of Competition" on page 8 prior to event planning and preparation.
- 2. The design scenario that all participants must base their design will be available in the FCCLA Adviser Portal and Student Portal by October 1.
- 3. A 3–D *model* can be added to the floor plan board if there is room on the board in addition to the floor plans. The *model* would supplement the event requirements. Additions must only be considered if the student designer has extra time and the requirements are fulfilled no additional points will be earned. Under "Presentation to Clients" no other *visuals* or *audiovisual* equipment will be permitted. Participants must only be presenting the boards as described in the event specifications.
- 4. Chapters with multiple entries in this event must submit different projects for each entry. All projects must be developed and completed during a one—year span beginning July 1 and ending June 30 of the school year before the National Leadership Conference (NLC) and must be the work of the participant(s) only.
- 5. National Leadership Conference (NLC) participants are required to view the online orientation video and submit the STAR Events *Online Orientation Form* by the deadline. The video and form will be on the FCCLA Student Portal and can be found under Surveys Applications. Only one form per entry is required. **Contact your State Adviser for orientation procedures for competitions held prior to the National Leadership Conference (NLC).**
- 6. Participants who do not follow the event guidelines or the definition of the event, or if they create an item that does not align with the current event scenario, their project will not be considered for evaluation. However, the participant can still participate in the competition by giving an oral presentation and will only be evaluated based on that presentation.

CLICK HERE TO VIEW NATIONAL DEADLINES

CAREER PATHWAYS ALIGNMENT						
Human Services	Hospitality & Tourism	Education & Training	Visual Arts & Design			

EVENT LEVELS					
Level 1:	Level 2:	Level 3:	Level 4:		
Through Grade 8	Grades 9–10	Grades 11–12	Postsecondary		
*See page 7 for more information on event levels.					

GENERAL INFORMATION			
Number of Participants per Entry	Prepare Ahead of Time	Equipment Provided for Competition	Competition Dress Code
1–3	File Folder, Visuals and Oral Presentation	Table–Yes Electrical Access–No Wall Space–No Supplies–No Wi-Fi – No	FCCLA Official Dress

PRESENTATION ELEMENTS ALLOWED								
Audio	Easel(s)	File Folder	Flip Chart(s)	Portfolio	Props/ Pointers	Skits	Presentation Equipment	Visuals
								*
* Visuals are	design and sam	ple boards only	<i>/</i> .					



EVENT SCENARIO

SPECIFICATIONS	LEVEL 1	LEVEL 2	LEVELS 3 & 4
Scenario	See scenario in FCCLA Portal	See scenario in FCCLA Portal	

INTERIOR DESIGN

COMPETITION PROCEDURES & TIME REQUIREMENTS

SPECIFICATIONS	LEVEL 1	LEVEL 2	LEVELS 3 & 4			
Each entry will submit a f	Each entry will submit a file folder with required documents to the event room consultant at the designated participation time.					
	Participant(s) will have 10 minutes	to set up for the event. Other p	ersons may not assist.			
10 minutes	Room consultants and evaluators valuators valu	Room consultants and evaluators will have 10 minutes to preview the <i>file folder</i> before the presentation begins.				
15 minutes	The oral presentation may be up to minutes. Participants will be stopp they are limited to a 3-minute play for the participant(s), in the role of clients, the interior design. The preconversation or interview, rather t	ed at 15 minutes. If audio or au ring time during the presentatio student designer(s), to present esentation is intended to be two	diovisual recordings are used, n. The oral presentation is a time to the evaluators, in the role of			
5 minutes	Following the presentation, evalua clients for a 5-minute follow-up in					
5 minutes	Evaluators will have up to 5-minute		write comments for participants.			
File folders will be returned to participants at the end of scoring.						
	Total Time: 3	35 Minutes				

INTERIOR DESIGN

SPECIFICATIONS

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

SPECIFICATIONS	LEVEL 1	LEVEL 2	LEVELS 3 & 4	
Project Identification Page			tate, event name, level and project	
	title. Page can be up to 1 - 8 ½" x 1			
FCCLA Planning Process	$1-8 \frac{1}{2}$ " x 11" summary page of ho	ow each step of the <i>Planning Pi</i>	rocess was used to develop the	
Summary Page	interior design project.			
Evidence of Online Summary	Complete the Online Project Summ	nary Form located on the "Surv	eys Applications" tab of the FCCLA	
Form Submission	Student Portal and include signed proof of submission in the <i>file folder</i> .			
Client Invoice	Use the online template to create total billable hours, 5 proposed fur information is not required, but m sheet of 8 ½" x 11" paper.	rnishing/fixture samples and flo		



SPECIFICATIONS (CONTINUED)

PRESENTATION FORMAT	
Board Specifications	Each individual or <i>team</i> will prepare two to three single–sided presentation boards—one to display the design overview (Design Board) and one to two to display the interior design elements intended to meet the needs of the clients as stipulated in the Interior Design Scenario on the FCCLA National Portal (Samples Board). <i>Easels</i> may be used to present boards, but will not be provided.

SPECIFICATIONS	LEVEL 1	LEVEL 2	LEVELS 3 & 4			
Type of Board	Boards may be foam board, mat	board, or mat board mounted or	n foam core.			
Color	Board background must be eithe	r solid black or white.				
Size	Boards may not exceed 22" x 30'					
Business Card	Each board must have attached a	a standard size business card for	the individual or team—to include			
busilless Calu						
Illustrations	Use appropriate and effective illu	ustrations to display design choic	es.			
Overall Effectiveness	Boards should be visually appeal	ing and effectively convey the int	tended design to those who view			
Overall Effectiveness	them.	them.				

SPECIFICATIONS	LEVEL 1 LEVEL 2 LEVELS 3 & 4				
Floor Plan	Develop a floor plan that is correctly drawn to a consistent ¼"=1' scale, all architectural features indicated appropriately and furniture arrangement displayed. Floor plans may be hand–drawn or computer generated. <i>Display</i> on the Design Board.				
Space Planning	Design an overall layout that is good for form and function. Show furniture, equipment, etc. appropriately on the floor plan.				
	Create a 2–D, full–color elevation for a space specified in the Interior Design Scenario with a $\frac{1}{2}$ "=1' scale or 3/8" = 1'–0" scale. May be either hand–drawn or computer generated. Display on the Design Board.				
Specified Elevation	Note 1: If generating on the computer, ensure it is printed properly to scale. Drawing on a computer program ensures it is drawn proportionately but does not automatically mean it will print to scale.				
	Note 2: 3–D Perspectives are allowed if additional room is available and if it enhances the presentation. Ensure the requirement of a 2–D elevation is met first.				
Samples	Coordinate choices for flooring, wall treatment, needed furniture, window coverings, accessories and other design choices as needed. Display samples of all design choices on the Samples Boards.				
Principles of Design	Demonstrate a thorough knowledge of interior design principles and correctly apply knowledge.				
Originality of Design	Develop an original design for the Interior Design Scenario.				
Thoughtfulness of Design	Design a space that meets the needs of clients and their design style.				
Responsible Design	Design a space that is appropriate for the well–being of both the clients' situation and health and the state of the environment.				
Overall Effectiveness	Ensure the overall design is visually appealing and elements are functional and effective.				



SPECIFICATIONS (CONTINUED)

PRESENTATION FORMAT	
Presentation to Clients	The presentation to clients may be up to 15 minutes in length and is delivered to evaluators. The presentation is a time for participant(s), in the role of student designer, to present to the evaluators, in the role of clients. The presentation is intended to be a two–way dialogue, as in a conversation or interview, rather than a one–way presentation. No other <i>visuals</i> or <i>audiovisual equipment</i> will be permitted.

SPECIFICATIONS	LEVEL 1	LEVEL 2	LEVELS 3 & 4		
Organization/Delivery	Deliver oral presentation in an or summarize research.	ganized, sequential manner; cond	cisely and thoroughly		
Knowledge of Interior Design	Demonstrate thorough research	and knowledge of interior design.	·		
Rationale of Design	Demonstrate a thorough underst	anding of the client's living space	needs and style and industry		
Explained	standards including knowledge of	the Planning Guidelines where a	ppropriate.		
Use of <i>Display</i> Boards	Use the design boards effectively during the presentation.				
Voice	Speak clearly with appropriate pit	ch, tempo and volume.			
Body Language	Use appropriate body language in appropriate handling of notes or		erisms, eye contact, and		
Grammar/Word	Use proper grammar, word usage	and pronunciation.			
Usage/Pronunciation					
Responses to Evaluators'	Provide clear and concise answer	s to evaluators' questions regard	ing project.		
Questions		•			



Resources

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

- Interior Design Scenario
- Interior Design Q&A Webinar
 - o Thursday, October 5, 2023
 - o 7:00 PM (EST)
 - o RSVP Link
 - o A recording of the webinar will be made available in the FCCLA Portal under "Resources"
- Interior Design Sample Board Suggestions
- Interior Design Invoice Template
- FCCLA Planning Process
- Work Cited Citation Guide

National Leadership Conference Resources

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



STAR EVENTS POINT SUMMARY FORM

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

- I. Make sure all information at top is correct. If a student named is not participating, cross their name(s) off. If a *team* does not show, write "No Show" across the top and return with other forms. Do NOT change *team* or station numbers.
- 2. Before student presentation, the room consultants must check participants' *file folder* using the criteria and standards listed below and fill in the boxes.
- 3. Confirm STAR Competition(s) is mandatory solely for participation at the National Leadership Conference. States have the authority to decide whether this requirement applies to picking up the registration packet and confirming the event/schedule accuracy OR attending a state-specific orientation.
- 4. At the conclusion of presentation, verify evaluator scores and fill in information below. Calculate the final score and ask for evaluators' verification. Place this form in front of the completed rubrics and staple all items related to the presentation together.
- 5. At the end of competition in the room, double check all scores, names and *team* numbers to ensure accuracy. Sort results by *team* order and turn in to the Lead Consultant.
- 6. Check with the Lead Consultant if there are any questions regarding the evaluation process.

ROOM CONSULTANT CHECK					POINTS
	Confirmed STAR Comp	etition(s) schedule	e in the FCCLA A	dviser Portal by deadline	
Confirm STAR Competition(s)	·	National Leadershi		•	
0 or 1 point	0		•	1	
	No			Yes	
	0			1	
Event Online Orientation Form 0 or 1 point	Online Orientation Form not co Student Portal by deadline	ompleted in the	Online Orienta Student Portal	ition Form completed in the	
	0	1 1	2 3	4	
File Folder 0–4 points	No File Folder presented	File Folder eith with incorrect insufficient ma evaluators (less of contents) or incomplete	er presented labeling and terials for s than 3 copies	File Folder is presented with correct labeling and evaluators material • 1 Project ID page • 1 Planning Process Summary page • Project Summary Form Submission Proof • 1 Client Invoice	
Punctuality	0	1		1	
0 or 1 point	Participant was late for presen	tation	Participant wa	s on time for presentation	
Dress Code	0			1	
0 or 1 point	Event dress code was no	t followed	Event	dress code was followed	
EVALUATORS' SCORES				ROOM CONSULTANT TOTAL	
Evaluator 1:	Initials:			(8 Points Possible)	
Evaluator 2:	Initials:			AVERAGE EVALUATOR SCORE	
Evaluator 3:	Initials:			(92 Points Possible)	
Total Score:	Divided by # of Evaluators			FINAL SCORE	
	= AVERAGE EVALUATOR SCOR	RE —		(Average Evaluator Score plus	
	Rounded only to the nearest hi	undredth (i.e., 79.	99 not 80.00)	Room Consultant Score)	
RATING ACHIEVED (circle one)	Gold : 90–100 Silver : 7	'0–89.99 Bron :	ze: 1–69.99		
VERIFICATION OF FINAL SCORE &	RATING (please initial)				
Evaluator 1: Evaluator	r 2: Evaluator 3:	Adult Roo	m Consultant	Event Lead Consultar	nt.



RUBRIC

Participant Na	ame:					
Chapter:		States	Team #	: Station #	: Level:	
FILE FOLDER						POINT
FCCLA Planning Process Summary Page 0–10 points	O Planning Process Summary not provided	1 2 3 Planning Process steps are not clearly summarized or are inadequate	4 5 6 All Planning Process steps are summarized	7 8 Evidence that the Planning Process was utilized to plan project	9 10 The Planning Process is used to plan the project. Each step is fully explained. No more than 1 page	
Client Invoice 0–3 points	0 No client invoice provided	Does not include all required information, or contains errors; or exceeds one single–sided page	3 Clear and complete invoice in correct order with no errors, professional appearance			
BOARD SPEC	IFICATIONS					POINT
Type of Board 0 or 1 point	O Another type of board used	1 Foam, mat or mat on foam used				
Color 0 or 1 point	Another color board used	Solid white or black board used				
Size 0 or 1 point	0 Board larger than 22" x 30"	Board did not exceed 22" x 30"				
Business Card 0 or 1 point	O Does not fully meet specifications	1 Fully meets size/contents specification				
Illustration 0–3 points	0 No illustrations used	I Illustrations are limited in quality or quantity is below or above an appropriate amount	2 Illustrations are appropriate but not overly effective	3 Highly appropriate and effective illustrations		
Overall Effectiveness 0-3 points	0 Lacking in visual appeal	1 Minimal visual appeal	2 Some visual appeal	3 Great visual appeal, very effective		
DESIGN						POINTS
Scaled Room Floor Plan 0–10 points	O Did not appear to use any scale and no architectural features shown	1 2 3 4 5 %" scale used, but not consistently. Some architectural features shown and drawn	6 7 8 9 10 %" scale used consistently. All architectural features shown and drawn correctly			
Furniture Arrangement 0–3 points	0 No furniture arrangement shown	1 Poorly arranged, both form and function	Good form OR function, not both	3 Well–arranged for form and function		
Specified Elevation 0–3 points	0 No elevation done	1 Incorrect scale used	2 Somewhat well–done/ effective using correct scale (see specifications)	3 Well–done, very effective using correct scale (see specifications)		
Samples 0–3 points	0 No samples provided	1 Some samples, not all, provided	Some well–chosen, but not well coordinated	3 Well–chosen and coordinated		
Principles of Design 0–3 points	O Principles of design not applied	1 Principles applied only minimally	2 Most principles of design applied	3 Principles of design applied consistently		
Originality of Design 0-3 points	Unit to the control of the control o	Some evidence of originality	Contains both creative elements and "copies"	3 Highly original design		



RUBRIC (CONTINUED)

	0	1	2 3	Λ		
Thoughtfulness of Design	Design shows no	Some evidence of	Design meets clients' space	Design meets clients' space		
0–4 points	consideration of clients' space needs	consideration of clients' needs or design style	needs but does not reflect design style	needs and design style		
Responsible Design 0–3 points	Design shows no consideration for the safety, healthy or welfare of the client or environment	Design shows evidence that the clients' safety and health were considered and environmentally responsibled	Design incorporates some environmentally responsible materials and services and addresses safety and health	3 Design is highly responsible for both the clients' well-being and the environment		
Overall Effectiveness 0–3 points	0 Lacking in visual appeal	researched 1 Some visual appeal	concerns of the client 2 Minimal visual appeal	3 Great visual appeal, very effective		
ORAL PRESEN	NTATION					POINT
	0	1 2 3	4 5 6	7 8	9 10	
Organization/ Delivery 0-10 points	Presentation is not complete or presented briefly and does not cover components of the project	The presentation covers some or all topic elements with limited 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	
Knowledge of Subject Matter 0–5 points	O Little or no evidence of subject matter knowledge	1 2 Minimal evidence of subject matter knowledge	3 Knowledge of subject matter is evident but not effectively used in project	Knowledge of subject matter is evident and shared at times in the project	5 Knowledge of subject matter is evident and incorporated throughout the project	
Rationale of Design Decisions Explained 0-5 points	No rationale of design decisions explained	Design decisions are somewhat explained but show little understanding of clients' needs and style	Design decisions are explained thoroughly and show complete understanding of clients' needs and style	5 Design decisions are explained fully and reflect thorough understanding of clients' needs and style as well as industry standards		
Use of <i>Display</i> Boards during Presentation 0–3 points	O Display boards are not used during presentation	Display boards used minimally during presentation; incorrect number of boards presented	2 2–3 display boards, as required were incorporated throughout presentation	Presentation moves seamlessly between oral presentation and 2–3 display boards as required		
Voice-pitch, tempo, volume 0-3 points	0 Voice qualities not used effectively	1 Voice quality is adequate	Voice quality is good, but could improve	3 Voice quality is outstanding and pleasing		
Body Language 0–2 points	Uses inappropriate gestures, posture or mannerisms, avoids eye contact	1 Gestures, posture, mannerisms and eye contact is inconsistent	2 Gestures, posture, mannerisms, and eye contact are appropriate			
Grammar/Word Usage/ Pronunciation 0-3 points	O Extensive (more than 5) grammatical and pronunciation errors	1 Some (3–5) grammatical and pronunciation errors	2 Few (1–2) grammatical and pronunciation errors	3 Presentation has no grammatical or pronunciation errors		
Responses to Evaluators' Questions 0–3 points	O Did not answer evaluators' questions	1 Unable to answer some questions and/or given with hesitation and/or inaccurate	Gave appropriate responses to evaluators' questions	3 Responses to questions were appropriate and given without hesitation		
Evaluator's Comn	nents-Include two things don	e well and two opportunities	for improvement:		TOTAL (92 Points Possible)	

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



INTERPERSONAL COMMUNICATIONS

An individual or *team event*, recognizes participants who use Family and Consumer Sciences and/or related occupation skills and apply communication techniques to develop a project designed to strengthen communication in a chosen area: *family*, *peer* groups, school groups, *community* or *employment* relationships. Participants must prepare a *file folder*, an oral presentation and a response to a related case study.

ELIGIBILITY & GENERAL INFORMATION

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

CLICK HERE TO VIEW NATIONAL DEADLINES

CAREER PATHWAYS ALIGNMENT					
Human Services	Hospitality & Tourism	Education & Training	Visual Arts & Design		

EVENT LEVELS						
Level 1: Level 2: Level 3: Level 4:						
Through Grade 8	Grades 9–10	Grades 11–12	Postsecondary			
*See page 7 for more information on event levels.						

GENERAL INFORMATION			
Number of Participants per Entry	Prepare Ahead of Time	Equipment Provided for Competition	Competition Dress Code
1–3	File Folder and Oral Presentation	Table–Yes Electrical Access–No Wall Space–No Supplies–No Wi-Fi – No	FCCLA Official Dress

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



COMPETITION PROCEDURES & TIME REQUIREMENTS

TIME	LEVEL 1	LEVEL 2	LEVELS 3 & 4		
Each entry will submit a file fol	der with required documents to the	event room consultant at the de	esignated participation time.		
	Participant(s) will have 5 minutes	to set up for the event. Other pe	rsons may not assist.		
5 minutes	Room consultants and evaluators	will have 5 minutes to preview t	he <i>file folder</i> during participant		
	set up time.				
	Participant(s) will be given 10 min	•			
10 minutes	separate case study room. The completed case study will be given to the evaluators prior to the oral				
	presentation.				
5 minutes	The oral presentation may be up t	o 5 minutes in length. A 1 minut	e warning will be given at 4		
3 minutes	minutes. Participant(s) will be stop	pped at 5 minutes.			
5 minutes	Following the presentation, evalua	ators will have a total of 5 minut	es to interview participant(s)		
5 minutes	about the oral presentation and the case study.				
5 minutos	Evaluators will have up to 5 minut	es to use the rubric to score and	write comments for		
5 minutes participant(s). File folders will be returned to participants at the end of scoring.					
	Total Time:	30 Minutes			

INTERPERSONAL COMMUNICATIONS

SPECIFICATIONS

PRESENTATION MATERIALS	
	Participant(s) must submit one letter–size <i>file folder</i> containing three identical sets, with each set
File Folder	stapled separately, of the items listed below to the event room consultant at the designated
riie roidei	participation time. The <i>file folder</i> must be labeled (typed or handwritten) in the top left corner with
	name of event, level, participant's name(s) and state.

SPECIFICATIONS		LEVEL 1	LEVEL 2	LEVELS 3 & 4	
1-8½" x 11" page	Must include participant's name(s), chapter name, school, city, state, even level, and chosen area of emphasis (family, peer groups, school groups, corremployment relationships, etc.). Page can be up to 1 - 8 ½" x 11" page of but cannot be larger.				
1-8 ½" x 11" page	FCCLA Planning Process Summary Page			•	
Let in the submission Evidence of Online Complete the Online Project Summary Form located on the tab of the FCCLA Student Portal and include signed proof of folder.					
1-8½" x 11" page	Works Cited/ Bibliography	Use MLA or APA formatting when citing sources. All sources must be <i>reliable</i> and current.			



SPECIFICATIONS (CONTINUED)

PRESENTATION FORMAT	
Oral Presentation	The oral presentation may be up to 5 minutes in length and is delivered to evaluators. The presentation must describe the project in detail and discuss how communication techniques and methods such as verbal, nonverbal, written, active listening, one—on—one and/or conflict resolution were used. Audio and/or video recordings are not permitted.

	were asea. Address anayor video re				
SPECIFICATIONS	LEVEL 1	LEVEL 2	LEVELS 3 & 4		
Identify Communication Concerns	Identify and address a specific communication concern impacting families, <i>peer</i> groups or school groups. Explain methods and data used to determine project selection.	Identify and address a specific communication concern impacting families, peer groups, school groups or community. Explain method and data used to determine the project selection.	Identify and address a specific communication concern impacting families, peer groups, school groups, community or employment relationships. Explain method and data used to determine the project selection.		
Set a Goal: SMART Goal	Develop a project goal that is spe least 1 of the FCCLA purposes that	ecific, measurable, achievable, rele at is related to the project.			
Form a Plan	Develop activities and timeline to meet project goals including potential barriers and alternate plans.	Develop activities and timeline to meet project goals including potential barriers and alternate plans. Provide budget to reflect any materials and <i>resources</i> needed.	Develop activities and timeline to meet project goals including potential barriers and alternate plans. Provide budget to reflect any materials and <i>resources</i> needed and a plan to promote the project to the school and <i>community</i> .		
Act	Demonstrate thorough understa was implemented and describe s	nding of communication technique teps used to complete project.	es/solutions. Explain how plan		
Evaluation/Follow Up		post–surveys, interviews, reports, treach data, replication plans, fut	-		
Use of Appropriate		rsonal communication techniques	and methods (verbal, nonverbal,		
Techniques	written, one-on-one, active liste				
Impact on Interpersonal Communications	Provide evidence for project impact on the intended audience's interpersonal communications.	Provide evidence for project impact on the intended audience's interpersonal communications. Describe ethics related to project implementation.	Provide evidence for project impact on the intended audience's interpersonal communications. Describe ethics related to project implementation and how diverse perspectives were considered while developing project content.		
Organization/Delivery	Deliver oral presentation in an organized, sequential manner; concisely and thoroughly summarize project.				
Knowledge of Communication Techniques	Demonstrate thorough knowledge of communication techniques related to chosen project.				



SPECIFICATIONS (CONTINUED)

Relationship of Family and Consumer Sciences Coursework/ Standards/National Programs	Describe the relationship of Family and Consumer Sciences coursework to selected topic.	Describe the relationship of Family and Consumer Sciences coursework to selected topic. Explain which FCCLA National Program(s) could be used during project implementation.	Describe the relationship of Family and Consumer Sciences coursework and standards to selected topic. Explain which FCCLA National Program(s) could be used during project implementation. Identify career pathway.
Voice	Speak clearly with appropriate pi	tch, tempo and volume.	
Body Language	Use appropriate body language in appropriate handling of notes or	ncluding gestures, posture, manne note cards if used.	erisms, eye contact and
Grammar/Word Usage/	Use proper grammar, word usage	e and pronunciation.	
Pronunciation			
Responses to Evaluators'	Provide clear and concise answer	rs to evaluators' questions regardin	ng project.
Questions			

INTERPERSONAL COMMUNICATIONS

CASE STUDY

CASE STUDY	
	Participants will be given a written case study to evaluate their understanding of communication
	techniques. The case study will relate to the area of the participant's project. Participant(s) will have
Case Study	10 minutes to prepare a response. Work will take place in a separate room with no spectators. No
	pre–written material is allowed. Participant(s) will be provided blank Case Study Forms that must be
	used to respond and relay the developed solution(s).

SPECIFICATIONS	LEVEL 1	LEVEL 2	LEVELS 3 & 4		
Knowledge of	Provide evidence for knowledge of communication strengthening methods and explain utilized				
Communication Techniques	communication techniques.				
Appropriate Solutions	Provide and explain realistic and a	appropriate solutions to resolve	the situation.		



Resources

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

- FCCLA Planning Process
- Work Cited Citation Guide

National Leadership Conference Resources

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



STAR EVENTS POINT SUMMARY FORM

Chapter:	State: _	Те	am #:	Station #:	Level:	
	at top is correct. If a student name return with other forms. Do NOT c			ame(s) off. If a team	does not show, write "N	
	ion, the room consultants must che			e criteria and standar	ds listed below and fill in	
the boxes.						
	n(s) is mandatory solely for particip t applies to picking up the registration					
4. At the conclusion of prese	entation, verify evaluator scores and					
	m in front of the completed rubrics					
At the end of competition turn in to the Lead Consu	n in the room, double check all score	es, names and teur	n numbers to en	isure accuracy. Sort i	esuits by team order and	
	sultant if there are any questions re	garding the evalua	tion process			
7. Check with the Lead cons	iditant ii there are any questions re	garaning the evalua	tion process.			
ROOM CONSULTANT CHEC	K				POINT	
	Confirmed STAR Comp	petition(s) schedul	e in the FCCLA A	dviser Portal by dead	dline	
Confirm STAR Competition(s)		National Leadersh		•		
or 1 point	0			1		
	No			Yes		
Event Online Orientation Form	0			1		
or 1 point	Online Orientation Form not o	completed in the	Online Orientation Form completed in the			
9 01 1 point	Student Portal by deadline	·		Student Portal by deadline		
	0		2 3	4		
	No File Folder presented	File Folder eith		File Folder is prese		
		with incorrect	-	correct labeling ar		
		insufficient ma		evaluators materia		
File Folder		evaluators (les		• 1 Project ID page		
0–4 points		of contents) or	content is	• 1 Planning Proce	!SS	
		incomplete		Summary page	Form	
				 Project Summary Submission Prod 		
				• 1 Works Cited/B		
Punctuality	0			1	ibilography	
or 1 point	Participant was late for prese	ntation	Particinant wa	=	tation	
Oress Code	0	Treation .	Participant was on time for presentation 1		tation	
or 1 point	Event dress code was not follo	owed	Event dress co	de was followed		
EVALUATORS' SCORES				ROOM CONSULT	ANT TOTAL	
Evaluator 1:	Initials:				nts Possible)	
Evaluator 2:	Initials:		AVERAGE EVALUATOR SCORE			
Evaluator 3:	Initials:		(92 Points Possible)			
Total Score:	Divided by # of Evaluators				INAL SCORE	
	= AVERAGE EVALUATOR SCO	RE —		(Average Evaluato		
	Rounded only to the nearest h		99 not 80.00)	Room Consu		
	•	•	-			
RATING ACHIEVED (circle one	Gold: 90–100 Silver:	70–89.99 Bron :	ze: 1–69.99			

Evaluator 1: _____ Evaluator 2: ____ Evaluator 3: ____ Adult Room Consultant: ____ Event Lead Consultant: ____

VERIFICATION OF FINAL SCORE & RATING (please initial)



I FVFI 1 RUBRIC

			LVLL I NOBNIC			
Participant Name: Chapter:			Team #	: Station #	Level:	
Project Focus:		Family	Peer	Peer Groups		ıps
FILE FOLDER						POINTS
FCCLA Planning Process Summary Page 0–10 points	Planning Process Summary not provided	1 2 3 Planning Process steps are not clearly summarized or are inadequate	4 5 6 All Planning Process steps are summarized	7 8 Evidence that the Planning Process was utilized to plan project	9 10 The Planning Process is used to plan the project. Each step is fully explained. No more than 1 page	
Works Cited/ Bibliography 0–3 points	0 No sources listed	Sources are incomplete, dated, unreliable and with many citation errors	Sources are complete, current and reliable, but have citation errors (see citation guide)	3 Sources are complete, current, reliable and in MLA/APA citation (see citation chart)		
ORAL PRESEN	ITATION					POINTS
Identify Communication Concerns 0–4 points	0 No evidence	Specific communication concern impacting selected group and explanation of methods/data unclear	Specific communication concern impacting selected group and explanation of methods/data loosely identified	3 Specific communication concern impacting selected group and explanation of methods/data identified	Specific communication concern impacting selected group and explanation of methods/data clearly identified	
Set a Goal: SMART Goal 0-4 points	0 Not included	Goal and objective(s) are not specific, measurable, attainable, realistic or timely; little to no relation to FCCLA purposes	Goal and objective(s) are limited, may not be attainable, realistic or timely; loosely identifies and relates to at least 1 FCCLA purposes to project	3 Goal and objective(s) are specific, some are measurable, attainable, realistic or timely; identifies and relates to at least 1 FCCLA purposes to project	4 Goal and objective(s) are specific, measurable, attainable, realistic and timely; clearly identifies and relates to at least 1 FCCLA purposes to project	
Form a Plan 0–4 points	0 No evidence	1 Project goals, potential barriers and alternatives unclear	2 Activities and timeline loosely identify project goals, potential barriers and alternatives	3 Activities and timeline identify project goals, potential barriers and alternatives	4 Activities and timeline clearly identify project goals, potential barriers and alternatives	
Act 0–5 points	0 No evidence	1 2 Communication techniques/solutions and/or implementation plan unclear	3 Understanding of communication techniques/solutions poorly demonstrated. Implementation plan and steps loosely detailed	4 Understanding of communication techniques/solutions demonstrated. Implementation plan and steps detailed	5 Understanding of communication techniques/solutions clearly demonstrated. Implementation plan and steps well detailed	
Evaluation/ Follow-Up 0-5 points	0 No evidence	1 2 Evaluation methods unclear. Little to no information on project reach, replication, future efforts, lessons learned or plans for appreciation/recognition	3 Evaluation methods loosely detail project reach, replication, future efforts, lessons learned and plans for appreciation/recognition	4 Evaluation methods utilized to detail project reach, replication, future efforts, lessons learned and plans for appreciation/recognition	5 Evaluation methods utilized to clearly detail project reach, replication, future efforts, lessons learned and plans for appreciation/recognition	
Use of Appropriate Techniques 0–5 points	0 No evidence	1 2 Use of interpersonal communication techniques and methods unclear	3 Use of interpersonal communication techniques and methods loosely evident	4 Use of interpersonal communication techniques and methods evident	5 Use of interpersonal communication techniques and methods clearly evident	
Impact on Interpersonal Communications	0 No evidence	1 2 3 4 Use of interpersonal communication techniques and methods unclear	5 6 7 8 Project impact on intended audience's interpersonal communications loosely	9 10 11 12 Project impact on intended audience's interpersonal communications evident	13 14 15 Project impact on intended audience's interpersonal communications clearly	

evident

evident

0-15 points



LEVEL 1 RUBRIC (CONTINIED)

	0	1 2 3	4 5 6	7 8	9 10	
Organization/	Presentation is not	The presentation covers	Presentation gives	Presentation covers	Presentation covers all	
Delivery	complete or presented	some or all topic elements	complete information but	information completely	relevant information with	
0–10 points	briefly and does not cover	with limited information	does not explain the	but does not flow well	a seamless and logical	
	components of the project		project well		delivery	
Knowledge of	0	1 2	3	4	5	
Communication	No evidence	Knowledge of related	Knowledge of related	Knowledge of related	Knowledge of related	
Techniques		communication techniques demonstrated	communication techniques loosely demonstrated	communication techniques demonstrated	communication techniques clearly demonstrated	
0–5 points		poorly	loosely defiloristrated	demonstrated	clearly defiloristrated	
Relationship of	0	1	2	3		
Family and	No evidence of	Limited evidence of	Relationship between FCS	Relationship between FCS		
Consumer	relationship between FCS	relationship between FCS	coursework and project is	coursework and project is		
Sciences	coursework and project	coursework and project	evident and shared at	evident and explained well		
Coursework/			times			
Standards/						
National						
Programs 0–3 points						
Voice-pitch,	0	1	2	3		
tempo, volume	Voice qualities not used	Voice quality is adequate	Voice quality is good, but	Voice quality is		
0–3 points	effectively	, , , , , , , , , , , , , , , , , , , ,	could improve	outstanding and pleasing		
	0	1	2			
Body Language	Uses inappropriate	Gestures, posture,	Gestures, posture,			
0–2 points	gestures, posture or	mannerisms and eye	mannerisms, and eye			
- po	mannerisms, avoids eye	contact is inconsistent	contact are appropriate			
Grammar/Word	contact	1	2	3		
Usage/	Extensive (more than 5)	Some (3–5) grammatical	Few (1–2) grammatical and	Presentation has no		
Pronunciation	grammatical and	and pronunciation errors	pronunciation errors	grammatical or		
0-3 points	pronunciation errors	,	'	pronunciation errors		
Responses to	0	1	2	3		
Evaluators'	Did not answer evaluators'	Unable to answer some	Gave appropriate	Responses to questions		
Questions	questions	questions and/or given	responses to evaluators'	were appropriate and		
		L with hocitation and/or	questions	given without hesitation		
0–3 points		with hesitation and/or inaccurate	questions	given without nesitation		

CASE STUDY						POINTS
	0	1	2	3	4	
Knowledge of	No evidence	Knowledge of	Knowledge of	Knowledge of	Knowledge of	
Communication		communication	communication	communication	communication	
Techniques		strengthening methods	strengthening methods	strengthening methods	strengthening methods	
0–4 points		and utilized techniques	evident. Utilized	evident. Utilized	clearly evident. Utilized	
		unclear	techniques loosely detailed	techniques detailed	techniques well detailed	
	0	1	2	3	4	
Appropriate	No evidence	Solutions are either	Provided solutions are	Provided solutions are	Provided solutions are	
Solutions		unrealistic or	realistic and appropriate,	realistic, appropriate and	realistic, appropriate and	
0–4 points		inappropriate, explanation	explanation unclear	explained	explained well	
		unclear or not provided				

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



		I	LEVEL 2 RUBRIC			
Participant Na	ame:					
			Team #	: Station #	: Level:	
Project Focus:	<u> </u>	Family	Peer	Groups	School Grou	ıps
FILE FOLDER						POINTS
FCCLA Planning Process Summary Page 0–10 points	0 Planning Process Summary not provided	1 2 3 Planning Process steps are not clearly summarized or are inadequate	4 5 6 All Planning Process steps are summarized	7 8 Evidence that the Planning Process was utilized to plan project	9 10 The Planning Process is used to plan the project. Each step is fully explained. No more than 1 page	
Works Cited/ Bibliography 0–3 points	0 No sources listed	Sources are incomplete, dated, unreliable and with many citation errors	Sources are complete, current and reliable, but have citation errors (see citation guide)	3 Sources are complete, current, reliable and in MLA/APA citation (see citation chart)		
ORAL PRESEN	NTATION					POINTS
Identify Communication Concerns 0–4 points	0 No evidence	1 Specific communication concern impacting selected group and explanation of methods/data unclear	2 Specific communication concern impacting selected group and explanation of methods/data loosely identified	3 Specific communication concern impacting selected group and explanation of methods/data identified	4 Specific communication concern impacting selected group and explanation of methods/data clearly identified	
Set a Goal: SMART Goal 0–4 points	0 Not included	1 Goal and objective(s) are not specific, measurable, attainable, realistic or timely; little to no relation to FCCLA purposes	Goal and objective(s) are limited, may not be attainable, realistic or timely; loosely identifies and relates to at least FCCLA purposes to project	3 Goal and objective(s) are specific, some are measurable, attainable, realistic or timely; identifies and relates to at least 1 FCCLA purposes to project	Goal and objective(s) are specific, measurable, attainable, realistic and timely; clearly identifies and relates to at least 1 FCCLA purposes to project	
Form a Plan 0–4 points	0 No evidence	1 Project goals, potential barriers and alternatives unclear. No budget	2 Activities and timeline loosely identify project goals, potential barriers	3 Activities and timeline identify project goals, potential barriers and	4 Activities and timeline clearly identify project goals, potential barriers	



LEVEL 2 RUBRIC (CONTINUED)

	0	1 2 3 4	5 6 7 8	9 10 11 12	13 14 15	
Impact on Interpersonal Communications 0–15 points	No evidence	Project impact on intended audience's interpersonal communications unclear. Related project implementation ethics poorly detailed or not included	Project impact on intended audience's interpersonal communications loosely evident. Related project implementation ethics loosely detailed	Project impact on intended audience's interpersonal communications evident. Related project implementation ethics detailed	Project impact on intended audience's interpersonal communications clearly evident. Related project implementation ethics well detailed	
Organization/ Delivery 0-10 points	Presentation is not complete or presented briefly and does not cover components of the project	1 2 3 The presentation covers some or all topic elements with limited information	4 5 6 Presentation gives complete information but does not explain the project well	7 8 Presentation covers information completely but does not flow well	9 10 Presentation covers all relevant information with a seamless and logical delivery	
Knowledge of Communication Techniques 0–5 points	0 No evidence	1 2 Knowledge of related communication techniques demonstrated poorly	3 Knowledge of related communication techniques loosely demonstrated	Knowledge of related communication techniques demonstrated	5 Knowledge of related communication techniques clearly demonstrated	
Relationship of Family and Consumer Sciences Coursework/ Standards/ National Programs 0-3 points	No evidence of relationship between FCS coursework and project. National Program not identified	Limited evidence of relationship between FCS coursework and project. National Program not identified	Evidence of relationship between FCS coursework and project. National Program identified	Detailed evidence of relationship between FCS coursework and project. National Program identified and both explained well		
Voice-pitch, tempo, volume 0-3 points	0 Voice qualities not used effectively	1 Voice quality is adequate	2 Voice quality is good, but could improve	3 Voice quality is outstanding and pleasing		
Body Language 0–2 points	Uses inappropriate gestures, posture or mannerisms, avoids eye contact	Gestures, posture, mannerisms and eye contact is inconsistent	2 Gestures, posture, mannerisms, and eye contact are appropriate			
Grammar/Word Usage/ Pronunciation 0-3 points	0 Extensive (more than 5) grammatical and pronunciation errors	1 Some (3–5) grammatical and pronunciation errors	2 Few (1–2) grammatical and pronunciation errors	3 Presentation has no grammatical or pronunciation errors		
Responses to Evaluators' Questions 0–3 points	O Did not answer evaluators' questions	1 Unable to answer some questions and/or given with hesitation and/or inaccurate	Q Gave appropriate responses to evaluators' questions	Responses to questions were appropriate and given without hesitation		

CASE STUDY						POINTS
	0	1	2	3	4	
Knowledge of	No evidence	Knowledge of	Knowledge of	Knowledge of	Knowledge of	
Communication		communication	communication	communication	communication	
Techniques		strengthening methods	strengthening methods	strengthening methods	strengthening methods	
0–4 points		and utilized techniques	evident. Utilized	evident. Utilized	clearly evident. Utilized	
		unclear	techniques loosely detailed	techniques detailed	techniques well detailed	
	0	1	2	3	4	
Appropriate	No evidence	Solutions are either	Provided solutions are	Provided solutions are	Provided solutions are	
Solutions		unrealistic or	realistic and appropriate,	realistic, appropriate and	realistic, appropriate and	
0–4 points		inappropriate, explanation	explanation unclear	explained	explained well	
		unclear or not provided				

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



		LEV	'ELS 3 & 4 RUBRIC			
Participant Na	me:					
Chapter:		State:	Team #	: Station #:	: Level:	
Project Focus:		Family	Peer	Groups	School Grou	ıps
FILE FOLDER						POINTS
FCCLA	0	1 2 3	4 5 6	7 8	9 10	
Planning Process Summary Page 0–10 points	Planning Process Summary not provided	Planning Process steps are not clearly summarized or are inadequate	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. No more than 1 page	
Works Cited/ Bibliography 0–3 points	0 No sources listed	Sources are incomplete, dated, unreliable and with many citation errors	Sources are complete, current and reliable, but have citation errors (see citation guide)	Sources are complete, current, reliable and in MLA/APA citation (see citation chart)		
ORAL PRESENTAT	ION					POINTS
ORAL PRESENTATI	0	1	2	3	4	POINTS
Identify Communication Concerns 0–4 points	No evidence	Specific communication concern impacting selected group and explanation of methods/data unclear	Specific communication concern impacting selected group and explanation of methods/data loosely identified	Specific communication concern impacting selected group and explanation of methods/data identified	Specific communication concern impacting selected group and explanation of methods/data clearly identified	
Set a Goal: SMART Goal 0–4 points	0 Not included	Goal and objective(s) are not specific, measurable, attainable, realistic or timely; little to no relation to FCCLA purposes	Goal and objective(s) are limited, may not be attainable, realistic or timely; loosely identifies and relates to at least 1 FCCLA purposes to project	3 Goal and objective(s) are specific, some are measurable, attainable, realistic or timely; identifies and relates to at least 1 FCCLA purposes to project	Goal and objective(s) are specific, measurable, attainable, realistic and timely; clearly identifies and relates to at least 1 FCCLA purposes to project	
Form a Plan 0–4 points	0 No evidence	Project goals, potential barriers and alternatives unclear. No budget or promotion included	Activities and timeline loosely identify project goals, potential barriers and alternatives. Budget and promotion included, but lack detail	3 Activities and timeline identify project goals, potential barriers and alternatives. Budget and promotion plans included	Activities and timeline clearly identify project goals, potential barriers and alternatives. Detailed budget and promotion plans included	
Act 0–5 points	0 No evidence	1 2 Communication techniques/solutions and/or Implementation plan unclear	3 Understanding of communication techniques/solutions poorly demonstrated. Implementation plan and steps loosely detailed	4 Understanding of communication techniques/solutions demonstrated. Implementation plan and steps detailed	5 Understanding of communication techniques/solutions clearly demonstrated. Implementation plan and steps well detailed	
Evaluation/ Follow-Up 0-5 points	0 No evidence	1 2 Evaluation methods unclear. Little to no information on project reach, replication, future efforts, lessons learned or plans for appreciation/recognition	3 Evaluation methods loosely detail project reach, replication, future efforts, lessons learned and plans for appreciation/recognition	4 Evaluation methods utilized to detail project reach, replication, future efforts, lessons learned and plans for appreciation/recognition	5 Evaluation methods utilized to clearly detail project reach, replication, future efforts, lessons learned and plans for appreciation/recognition	
Use of Appropriate Techniques	0 No evidence	1 2 Use of interpersonal communication techniques	3 Use of interpersonal communication techniques	4 Use of interpersonal communication techniques	5 Use of interpersonal communication techniques	

and methods loosely

evident

and methods evident

and methods clearly

evident

and methods unclear

0-5 points



LEVELS 3 & 4 RUBRIC (CONTINUED)

Impact on Interpersonal Communications 0–15 points	0 No evidence	Project impact on intended audience's interpersonal communications unclear. Related project implementation ethics and consideration for diverse perspectives poorly	Froject impact on intended audience's interpersonal communications loosely evident. Related project implementation ethics and consideration for diverse perspectives loosely	Project impact on intended audience's interpersonal communications evident. Related project implementation ethics and consideration for diverse perspectives detailed	13 14 15 Project impact on intended audience's interpersonal communications clearly evident. Related project implementation ethics and consideration for diverse perspectives well detailed	
Organization/ Delivery 0–10 points	Presentation is not complete or presented briefly and does not cover components of the project	1 2 3 The presentation covers some or all topic elements with limited information	detailed 4 5 6 Presentation gives complete information but does not explain the project well	7 8 Presentation covers information completely but does not flow well	9 10 Presentation covers all relevant information with a seamless and logical delivery	
Knowledge of Communication Techniques 0-5 points	0 No evidence	1 2 Knowledge of related communication techniques demonstrated poorly	3 Knowledge of related communication techniques loosely demonstrated	4 Knowledge of related communication techniques demonstrated	5 Knowledge of related communication techniques clearly demonstrated	
Relationship of Family and Consumer Sciences Coursework/ Standards/ National Programs 0-3 points	No evidence of relationship between FCS coursework, standards and project. Neither National Program nor career pathway identified	Limited evidence of relationship between FCS coursework, standards and project. Either National Program or career pathway not identified	Evidence of relationship between FCS coursework, standards and project. National Program and career pathway identified	3 Detailed evidence of relationship between FCS coursework, standards and project. National Program and career pathway identified. All components explained well		
Voice-pitch, tempo, volume 0-3 points	0 Voice qualities not used effectively	1 Voice quality is adequate	2 Voice quality is good, but could improve	3 Voice quality is outstanding and pleasing		
Body Language 0–2 points	Uses inappropriate gestures, posture or mannerisms, avoids eye contact	Gestures, posture, mannerisms and eye contact is inconsistent	Gestures, posture, mannerisms, and eye contact are appropriate			
Grammar/Word Usage/ Pronunciation 0-3 points	0 Extensive (more than 5) grammatical and pronunciation errors	Some (3–5) grammatical and pronunciation errors	Few (1–2) grammatical and pronunciation errors	3 Presentation has no grammatical or pronunciation errors		
Responses to Evaluators' Questions 0-3 points	0 Did not answer evaluators' questions	Unable to answer some questions and/or given with hesitation and/or inaccurate	Gave appropriate responses to evaluators' questions	Responses to questions were appropriate and given without hesitation		
CASE STUDY						POINTS
Knowledge of Communication Techniques 0-4 points	0 No evidence	1 Knowledge of communication strengthening methods and utilized techniques unclear	Z Knowledge of communication strengthening methods evident. Utilized techniques loosely detailed	3 Knowledge of communication strengthening methods evident. Utilized techniques detailed	4 Knowledge of communication strengthening methods clearly evident. Utilized techniques well detailed	
Appropriate Solutions 0-4 points	0 No evidence	Solutions are either unrealistic or inappropriate, explanation unclear or not provided	Provided solutions are realistic and appropriate, explanation unclear	3 Provided solutions are realistic, appropriate and explained	Provided solutions are realistic, appropriate and explained well	
Evaluator's Comme	nts–Include two things done w	ell and two opportunities for in	nprovement:		TOTAL (92 Points Possible)	
					Evaluator #:	
					RC Initials:	_



JOB INTERVIEW

An *individual event*, recognizes participants who use Family and Consumer Sciences and/or related occupations skills to develop a *portfolio*, participate in an interview and communicate a personal understanding of job requirements. Participants must prepare a *portfolio*, including a job application and express their communication skills and job knowledge through an interview.

ELIGIBILITY & GENERAL INFORMATION

- 1. Review "Eligibility and General Rules for All Levels of Competition" on page 8 prior to event planning and preparation.
- 2. Participants must use the *portfolio* during the interview process and answer questions about the *portfolio* at this time. No other materials may be used during the interview.
- 3. Participants are encouraged to bring fully charged devices such as laptops, tablets, etc., to use for *electronic portfolio* presentation at competition.
- 4. Participant must apply for a job that matches their current skills, education level and relates to their career interests/goals. Letters of recommendation must not be the work of the participant.
- 5. Chapters with multiple entries in this event must submit different projects for each entry. All projects must be developed and completed during a one—year span beginning July 1 and ending June 30 of the school year before the National Leadership Conference (NLC) and must be the work of the participant(s) only.
- 6. National Leadership Conference (NLC) participants are required to view the online orientation video and submit the STAR Events *Online Orientation Form* by the deadline. The video and form will be on the FCCLA Student Portal and can be found under Surveys Applications. Only one form per entry is required. **Contact your State Adviser for orientation procedures for competitions held prior to the National Leadership Conference (NLC).**
- 7. Participants who do not follow the event guidelines or the definition of the event, their project will not be considered for evaluation. However, the participant can still participate in the competition by giving an oral presentation and will only be evaluated based on that presentation.

CLICK HERE TO VIEW NATIONAL DEADLINES

CAREER PATHWAYS ALIGNMENT					
Human Services	Hospitality & Tourism	Education & Training	Visual Arts & Design		

EVENT LEVELS						
Level 1:	Level 2:	Level 3:	Level 4:			
Through Grade 8	Grades 9–10	Grades 11–12	Postsecondary			
*See page 7 for more information on event levels.						

GENERAL INFORMATION			
Number of Participants per Entry	Prepare Ahead of Time	Equipment Provided for Competition	Competition Dress Code
1	Portfolio and Job Application	Electrical Access–No Wi-Fi – No	FCCLA Official Dress

PRESENTATION ELEMENTS ALLOWED								
Audio	Easel(s)	File Folder	Flip Chart(s)	Portfolio	Props/ Pointers	Skits	Presentation Equipment	Visuals
*								
* Presentation Equipment is allowed only for presentation of electronic portfolio.								



COMPETITION PROCEDURES & TIME REQUIREMENTS

TIME	LEVEL 1	LEVEL 2	LEVELS 3 & 4		
Each participant will submit a <i>portfolio</i> (<i>hardcopy</i> or electronic) to the event room consultant at the designated participation time. A job application must be completed and included in the <i>portfolio</i> . Download the form from the FCCLA Student Portal.					
Room consultants and evaluators will have 15 minutes to preview the <i>portfolio</i> (<i>hardcopy</i> or electronic). The participant must make the <i>electronic portfolio</i> accessible to evaluators.					
20 minutes	The interview may be up to 20 minutes in length. A 1–minute warning will be given at 19 minutes. The interview will be stopped at 20 minutes. The interview is a time for the participant(s), in the				
5 minutes Evaluators will have up to 5 minutes to use the rubric to score and write comments for participant(s).					
	Total Time: 40 Minutes				

JOB INTERVIEW

SPECIFICATIONS

PORTFOLIO FORMAT (CHOC	PORTFOLIO FORMAT (CHOOSE ONE)				
Hardcopy Portfolio	The portfolio is a collection of materials used to document and illustrate the work of the project. Materials must be contained in the official FCCLA STAR Events binder obtained from the FCCLA national emblematic supplier. A decorative and/or informative cover may be included. All materials, including the content divider pages, must fit within the cover, be one—sided and may not exceed 36 pages, as described below. Divider page tabs may extend up to 1" outside the cover. Once a hardcopy portfolio has been turned in to evaluators, participants may not switch to an electronic portfolio.				
Electronic Portfolio	An electronic portfolio may be either in PowerPoint, Prezi or other electronic format that can be viewed by the evaluators and room consultants prior to the oral presentation. The electronic portfolio and the hardware (method) to view it (i.e., equipment, files, projectors, screens, laptops) will be turned in to the room consultant at the designated participation time. Participants assume the responsibility of providing the technology used to show the evaluators the project. Once an electronic portfolio is turned in to the evaluators, participants may not switch to a hardcopy portfolio. Portfolio may not exceed 47 slides, as described below.				

SPECIFICATIONS		LEVEL 1	LEVEL 2	LEVELS 3 & 4	
1-8 ½" x 11" page or 1 slide	Project Identification Page		name(s), chapter name, scho can be up to $1 - 8 \frac{1}{2}$ x 11 r	ol, city, state, event name, page or 1 slide, but cannot be	
1-8 ½" x 11" page or 1 slide	Table of Contents	List the parts of the <i>portfolio</i> in the order in which the parts appear.			
1–8 ½" x 11" page or 2 slides FCCLA Planning Process Summary Page Summarize how each step of the Planning Process may all presentation.			_	·	
1-8 ½" x 11" page or 1 slide Evidence of Online Summary Form Submission Complete the Online Project Summary Form located on the "Surveys Appl tab of the FCCLA Student Portal and include signed proof of submission in portfolio.					
0-5 Content Divider/section pages or slides	Content Divider Pages or sections	may be tabbed, may contai	section pages or slides. <i>Cont</i> n a title, a section name, <i>gra</i> umbers. They must not includ	phic elements, thematic	



SPECIFICATIONS (CONTINUED)

SPECIFICATIONS		LEVEL 1	LEVEL 2	LEVELS 3 & 4	
	Job Specification Sheet	, selected job title applying for, brief job description, hours. Selected job must match participant's current relate to future career interests and goals. The position or volunteer.			
	Business Communication	organized, neat, legible and	ss communication documents I professional, use correct granting, be consistently written, ure career goals. Include completed job application (found in the FCCLA Portal), resume and one letter of recommendation (school official, administrator, counselor or teacher).	mmar and spelling, have	
Career-Relatedrelationship between the seEducationthrough school activities, ca			representative). ducation promoting employability. Highlight the selected job and achieved occupational skills gained career research projects and Family and Consumer		
Up to 27 8 ½" x 11" pages or 37 slides	Educational Enhancement Opportunities	Sciences experience. Describe educational enhancement opportunities promoting employability. Choose 2 from the following: Career development planning Summaries of job shadowing Informational interviews Community service project experiences	Describe educational enhancement opportunities promoting employability. Choose 3 from the following: • Career development planning • Summaries of job shadowing • Informational interviews • Community service project experiences	Describe educational enhancement opportunities promoting employability. Include each of the following: • Career development planning • Summaries of job shadowing • Informational interviews • Community service project experiences	
	Examples of Skills	Include evidence of 3 skills, talents and abilities related to selected job and career goals. Evidence must fit within portfolio dimensions. Skill samples and evidence are considered content pages. Evaluators will not consider audio and/or video.	Include evidence of 4 skills, talents and abilities related to selected job and career goals. Evidence must fit within portfolio dimensions. Skill samples and evidence are considered content pages. Evaluators will not consider audio and/or video.	Include evidence of 5 skills, talents and abilities related to selected job and career goals. Evidence must fit within portfolio dimensions. Skill samples and evidence are considered content pages. Evaluators will not consider audio and/or video.	
	Portfolio Appearance	Portfolio must be neat, legil spelling.	ble, <i>professional</i> , creative and	l use correct grammar and	



SPECIFICATIONS (CONTINUED)

PRESENTATION FORMAT	
Interview	The interview may be up to 20 minutes in length and will be conducted by evaluators. Questions will pertain to participant's current skill level and the selected job for which they are applying. The portfolio must be used during the interview.

SPECIFICATIONS	LEVEL 1	LEVEL 2	LEVELS 3 & 4			
Knowledge of Selected Job	Provide proof of knowledge/specific abilities necessary to perform selected job. Highlight current skills and their relation to selected job including relevant <i>Family</i> and Consumers Sciences or related occupations coursework.					
Communication Skills	Demonstrate effective verbal and nonverbal communication skills.					
Response to Evaluators'	Provide clear and concise answers to evaluators' interview questions.					
Questions						
Use of <i>Portfolio</i>	Use portfolio during interview to support understanding of selected job and emphasize skills.					
Voice	Speak clearly with appropriate pitch, tempo and volume.					
Body Language	Use appropriate body language including gestures, posture, mannerisms and eye contact throughout interview.					
Grammar/Word Usage/ Pronunciation	Use proper grammar, word usage and pronunciation.					



Resources

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

- Job Application
- FCCLA Planning Process
- Work Cited Citation Guide

National Leadership Conference Resources

- Confirm STAR Events Instructions
 - Note: This is <u>only</u> for National Leadership Conference Participants and can only be done by Chapter Advisers.
 Members should check with their Chapter Adviser to verify this step has been completed.
- Online Orientation Instructions

Note: This is <u>only</u> for National Leadership Conference Participants and can only be done in the Student Portal. This form and video will be released by May 1. Please check with your State Adviser for District/Regional/State Orientation requirements.



STAR EVENTS POINT SUMMARY FORM

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

- Make sure all information at top is correct. If a student named is not participating, cross their name(s) off. If a team does not show, write "No Show" across the top and return with other forms. Do NOT change team or station numbers.
- 2. Before student presentation, the room consultants must check participants' portfolio using the criteria and standards listed below and fill in the boxes.
- 3. Confirm STAR Competition(s) is mandatory solely for participation at the National Leadership Conference. States have the authority to decide whether this requirement applies to picking up the registration packet and confirming the event/schedule accuracy OR attending a statespecific orientation.
- At the conclusion of presentation, verify evaluator scores and fill in information below. Calculate the final score and ask for evaluators' verification. Place this form in front of the completed rubrics and staple all items related to the presentation together.
- At the end of competition in the room, double check all scores, names and team numbers to ensure accuracy. Sort results by team order and turn in to the Lead Consultant.
- Check with the Lead Consultant if there are any questions regarding the evaluation process. 6.

ROOM CONSULTANT CHEC	K	PO	INTS
		e in the FCCLA Adviser Portal by deadline	
Confirm STAR Competition		nip Conference Only)	
or 1 point	0	1	
	No	Yes	
5	0	1	
Event <i>Online Orientation Forn</i>	Online Orientation Form not completed in the	Online Orientation Form completed in the	
0 or 1 point	Student Portal by deadline	Student Portal by deadline	
Hardcopy Portfolio	0	1	
0 or 1 point	Binder is not the official FCCLA binder	Binder is the official FCCLA binder	
OR	0	1	
Electronic Portfolio	Electronic Portfolio not in viewable format to	Electronic Portfolio in viewable format to the	
or 1 point	the evaluators	evaluators	
	0	1 2 3	
	Portfolio exceeds the page limit	At least 2 errors 1 error no errors	
		Portfolio is completed correctly and does not	
		exceed 36 single–sided pages or 47 slides,	
Portfolio Posso		including:	
Portfolio Pages 0–3 points		• 1 project ID page or slide	
5–3 points		• 1 table of contents page or slide	
		• 1 Planning Process summary page or 2 slides	
		 Project Summary Form submission proof 	
		Up to 5 Content Divider Pages or slides	
		Up to 27 content pages or 37 content slides	
Punctuality	0	1	
0 or 1 point	Participant was late for presentation	Participant was on time for presentation	
Dress Code	0	1	
0 or 1 point	Event dress code was not followed	Event dress code was followed	
EVALUATORS' SCORES		ROOM CONSULTANT TOTAL	
Evaluator 1:	Initials:	(8 Points Possible)	
Evaluator 2:	Initials:	AVERAGE EVALUATOR SCORE	
Evaluator 3:	Initials:	(92 Points Possible)	
Total Score:	Divided by # of Evaluators	FINAL SCORE	
	= AVERAGE EVALUATOR SCORE	(Average Evaluator Score plus	
	Rounded only to the nearest hundredth (i.e., 79	.99 not 80.00) Room Consultant Score)	
RATING ACHIEVED (circle one)		Bronze: 1–69.99	
VERIFICATION OF FINAL SCOR	E & RATING (please initial)		
Evaluator 1: Evalua	ator 2: Evaluator 3: Adult Roo	om Consultant: Event Lead Consultant:	



LEVEL 1 RUBRIC

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

PORTFOLIO						POIN.
FCCLA Planning Process Summary Page 0–10 points	0 Planning Process Summary not provided	1 2 3 Planning Process steps are not clearly summarized or are inadequate	4 5 6 All Planning Process steps are summarized	7 8 Evidence that the Planning Process was utilized to plan project	9 10 The Planning Process is used to plan the project. Each step is fully explained. No more than 1 page or 2 slides	
Job Specification Sheet 0–2 points	0 Not included	Missing at least 1 selected job specifications (see specifications). Position relates to applicants current skill/education levels and future career interests/goals	All selected job specifications included (see specifications). Position clearly relates to applicants current skill/education levels and future career interests/goals			
Business Communication 0–12 points	0 Not included	1 2 3 4 Missing at least 1 student– created business communications documents. (see specifications)	5 6 7 8 All student–created business communications documents included, but do not meet criteria (see specifications)	9 10 All student–created business communications documents included and generally meet criteria (see specifications)	11 12 All student–created business communications documents included and meet criteria (see specifications)	
Career Related Education 0–5 points	0 Not included	1 2 Relevant education, skills, research and experience poorly detailed	3 Relevant education, skills, research and experience loosely detailed	4 Relevant education, skills, research and experience detailed	5 Relevant education, skills, research and experience well detailed	
Educational Enhancement Opportunities 0–5 points	0 Not included	1 2 Less than 2 educational enhancement opportunities included. (See specifications)	3 2 educational enhancement opportunities loosely detailed. (See specifications)	4 2 educational enhancement opportunities detailed. (See specifications)	5 2 educational enhancement opportunities well detailed. (See specifications)	
Examples of Skills 0–5 points	0 Not included	1 2 Less than 3 skills, talents and abilities included	3 Evidence of 3 skills, talents and abilities fit portfolio dimensions and are loosely detailed	4 Evidence of 3 skills, talents and abilities fit portfolio dimensions and are detailed	5 Evidence of 3 skills, talents and abilities fit portfolio dimensions and are well detailed	
Portfolio Appearance 0–3 points	0 Not included	1 Portfolio has many errors and is not aesthetically pleasing	2 Portfolio is neat, legible and professional with minimal grammar and spelling errors	3 Portfolio is neat, legible, professional and very creative with correct grammar and spelling		

ORAL PRESEN	NTATION					POINTS
Knowledge of Selected Job 0–12 points	U Little to no evidence of knowledge, skills and abilities necessary to perform selected job	1 2 3 Minimal evidence of knowledge, skills and abilities necessary to perform selected job	4 5 6 Knowledge, skills and abilities necessary to perform selected job is evident, not effectively incorporated in interview	7 8 9 Knowledge, skills and abilities necessary to perform selected job evident and incorporated in interview	10 11 12 Knowledge, skills and abilities necessary to perform selected job clearly evident and incorporated in interview	
Communication Skills 0–11 points	0 No interview took place	1 2 3 Verbal and nonverbal communication skills poorly demonstrated	4 5 6 Verbal and nonverbal communication skills demonstrated	7 8 9 Effective verbal and nonverbal communication skills demonstrated	10 11 Effective verbal and nonverbal communication skills clearly demonstrated	
Responses to Evaluators' Questions 0–15 points	0 Did not answer evaluators' questions	1 2 3 4 Unable to answer some questions	5 6 7 8 Responded to all questions, but without ease or accuracy	9 10 11 12 Gave appropriate responses to evaluators' questions	13 14 15 Responses to questions were appropriate and given without hesitation	
Use of <i>Portfolio</i> During Interview 0–4 points	O Portfolio is not used during interview	Portfolio is referenced but not used to support knowledge or skills	3 Portfolio used minimally to support knowledge and skills	4 Portfolio used appropriately to emphasize knowledge and skills		



LEVEL 1 RUBRIC (CONTINUED)

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

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



LEVEL 2 RUBRIC

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

PORTFOLIO						POINTS
FCCLA Planning Process Summary Page 0–10 points	0 Planning Process Summary not provided	1 2 3 Planning Process steps are not clearly summarized or are inadequate	4 5 6 All Planning Process steps are summarized	7 8 Evidence that the Planning Process was utilized to plan project	9 10 The Planning Process is used to plan the project. Each step is fully explained. No more than 1 page or 2 slides	
Job Specification Sheet 0–2 points	0 Not included	Missing at least 1 selected job specifications (see specifications). Position relates to applicants current skill/education levels and future career interests/goals	All selected job specifications included (see specifications). Position clearly relates to applicants current skill/education levels and future career interests/goals			
Business Communication 0–12 points	0 Not included	1 2 3 4 Missing at least 1 student— created business communications documents. (see specifications)	5 6 7 8 All student–created business communications documents included, but do not meet criteria (see specifications)	9 10 All student–created business communications documents included and generally meet criteria (see specifications)	11 12 All student–created business communications documents included and meet criteria (see specifications)	
Career Related Education 0–5 points	0 Not included	1 2 Relevant education, skills, research and experience poorly detailed	3 Relevant education, skills, research and experience loosely detailed	4 Relevant education, skills, research and experience detailed	5 Relevant education, skills, research and experience well detailed	
Educational Enhancement Opportunities 0–5 points	0 Not included	1 2 Less than 3 educational enhancement opportunities included. (See specifications)	3 3 educational enhancement opportunities loosely detailed. (See specifications)	4 3 educational enhancement opportunities detailed. (See specifications)	5 3 educational enhancement opportunities well detailed. (See specifications)	
Examples of Skills 0–5 points	0 Not included	1 2 Less than 4 skills, talents and abilities included	3 Evidence of 4 skills, talents and abilities fit portfolio dimensions and are loosely detailed	4 Evidence of 4 skills, talents and abilities fit portfolio dimensions and are detailed	5 Evidence of 4 skills, talents and abilities fit portfolio dimensions and are well detailed	
Portfolio Appearance 0–3 points	0 Not included	1 Portfolio has many errors and is not aesthetically pleasing	Portfolio is neat, legible and professional with minimal grammar and spelling errors	3 Portfolio is neat, legible, professional and very creative with correct grammar and spelling		

ORAL PRESEN	NTATION					POINTS
Knowledge of Selected Job 0–12 points	O Little to no evidence of knowledge, skills and abilities necessary to perform selected job	1 2 3 Minimal evidence of knowledge, skills and abilities necessary to perform selected job	4 5 6 Knowledge, skills and abilities necessary to perform selected job is evident, not effectively incorporated in interview	7 8 9 Knowledge, skills and abilities necessary to perform selected job evident and incorporated in interview	10 11 12 Knowledge, skills and abilities necessary to perform selected job clearly evident and incorporated in interview	
Communication Skills 0–11 points	0 No interview took place	1 2 3 Verbal and nonverbal communication skills poorly demonstrated	4 5 6 Verbal and nonverbal communication skills demonstrated	7 8 9 Effective verbal and nonverbal communication skills demonstrated	10 11 Effective verbal and nonverbal communication skills clearly demonstrated	
Responses to Evaluators' Questions 0–15 points	0 Did not answer evaluators' questions	1 2 3 4 Unable to answer some questions	5 6 7 8 Responded to all questions, but without ease or accuracy	9 10 11 12 Gave appropriate responses to evaluators' questions	13 14 15 Responses to questions were appropriate and given without hesitation	
Use of <i>Portfolio</i> During Interview 0–4 points	O Portfolio is not used during interview	Portfolio is referenced but not used to support knowledge or skills	3 Portfolio used minimally to support knowledge and skills	4 Portfolio used appropriately to emphasize knowledge and skills		



LEVEL 2 RUBRIC (CONTINUED)

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

Evaluator's Comments-Include two things done well and two opportunities for improvement:	
·	
	TOTAL
	(92 Points Possible)
	Freshington #1
	Evaluator #:
	Evaluator Initials:
	RC Initials:



LEVELS 3 & 4 RUBRIC

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

PORTFOLIO						POINT
FCCLA Planning Process Summary Page 0–10 points	0 Planning Process Summary not provided	1 2 3 Planning Process steps are not clearly summarized or are inadequate	4 5 6 All Planning Process steps are summarized	7 8 Evidence that the Planning Process was utilized to plan project	9 10 The Planning Process is used to plan the project. Each step is fully explained. No more than 1 page or 2 slides	
Job Specification Sheet 0–2 points	0 Not included	Missing at least 1 selected job specifications (see specifications). Position relates to applicants current skill/education levels and future career interests/goals	All selected job specifications included (see specifications). Position clearly relates to applicants current skill/education levels and future career interests/goals			
Business Communication 0–12 points	0 Not included	1 2 3 4 Missing at least 1 student– created business communications documents. (see specifications)	5 6 7 8 All student–created business communications documents included, but do not meet criteria (see specifications)	9 10 All student–created business communications documents included and generally meet criteria (see specifications)	All student–created business communications documents included and meet criteria (see specifications)	
Career Related Education 0–5 points	0 Not included	1 2 Relevant education, skills, research and experience poorly detailed	3 Relevant education, skills, research and experience loosely detailed	4 Relevant education, skills, research and experience detailed	5 Relevant education, skills, research and experience well detailed	
Educational Enhancement Opportunities 0–5 points	0 Not included	1 2 Less than 4 educational enhancement opportunities included. (See specifications)	3 4 educational enhancement opportunities loosely detailed. (See specifications)	4 4 educational enhancement opportunities detailed. (See specifications)	5 4 educational enhancement opportunities well detailed. (See specifications)	
Examples of Skills 0–5 points	0 Not included	1 2 Less than 5 skills, talents and abilities included	3 Evidence of 5 skills, talents and abilities fit portfolio dimensions and are loosely detailed	4 Evidence of 5 skills, talents and abilities fit portfolio dimensions and are detailed	5 Evidence of 5 skills, talents and abilities fit portfolio dimensions and are well detailed	
Portfolio Appearance 0–3 points	0 Not included	1 Portfolio has many errors and is not aesthetically pleasing	2 Portfolio is neat, legible and professional with minimal grammar and spelling errors	3 Portfolio is neat, legible, professional and very creative with correct grammar and spelling		

ORAL PRESEN	ITATION					POINTS
Knowledge of Selected Job 0–12 points	O Little to no evidence of knowledge, skills and abilities necessary to perform selected job	1 2 3 Minimal evidence of knowledge, skills and abilities necessary to perform selected job	4 5 6 Knowledge, skills and abilities necessary to perform selected job is evident, not effectively incorporated in interview	7 8 9 Knowledge, skills and abilities necessary to perform selected job evident and incorporated in interview	10 11 12 Knowledge, skills and abilities necessary to perform selected job clearly evident and incorporated in interview	
Communication Skills 0–11 points	0 No interview took place	1 2 3 Verbal and nonverbal communication skills poorly demonstrated	4 5 6 Verbal and nonverbal communication skills demonstrated	7 8 9 Effective verbal and nonverbal communication skills demonstrated	10 11 Effective verbal and nonverbal communication skills clearly demonstrated	
Responses to Evaluators' Questions 0–15 points	0 Did not answer evaluators' questions	1 2 3 4 Unable to answer some questions	5 6 7 8 Responded to all questions, but without ease or accuracy	9 10 11 12 Gave appropriate responses to evaluators' questions	13 14 15 Responses to questions were appropriate and given without hesitation	
Use of <i>Portfolio</i> During Interview 0–4 points	O Portfolio is not used during interview	Portfolio is referenced but not used to support knowledge or skills	3 Portfolio used minimally to support knowledge and skills	4 Portfolio used appropriately to emphasize knowledge and skills		



JOB INTERVIEW

LEVELS 3 & 4 RUBRIC (CONTINUED)

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

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



LEADERSHIP

An *individual event* recognizes participants who actively evaluate and grow in their leadership potential. Participants choose a leadership book to read and then investigate their leadership ability, assess leadership and employability skills and develop and implement a plan to further their leadership development. Participants must prepare a *portfolio* and an oral presentation.

ELIGIBILITY & GENERAL INFORMATION

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

CLICK HERE TO VIEW NATIONAL DEADLINES

CAREER PATHWAYS ALIGNMEN	Т		
Human Services	Hospitality & Tourism	Education & Training	Visual Arts & Design

EVENT LEVELS						
Level 1:	Level 2:	Level 3:	Level 4:			
Through Grade 8	Grades 9–10	Grades 11–12	Postsecondary			
*See page 7 for more informatio	*See page 7 for more information on event levels.					

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

PRESENTATION ELEMENTS ALLOWED								
Audio	Easel(s)	File Folder	Flip Chart(s)	Portfolio	Props/ Pointers	Skits	Presentation Equipment	Visuals
							*	•
* Presentation Equipment is allowed only for presentation of electronic portfolio.								



COMPETITION PROCEDURES & TIME REQUIREMENTS

TIME	LEVEL 1	LEVEL 2	LEVELS 3 & 4			
Each participant will submit	a portfolio (hardcopy or electronic) to	the event room consultant at th	e designated participation time.			
	Participant(s) will have 10 minute	es to set up for the event. Other p	ersons may not assist.			
10 minutes	Room consultants and evaluators	s will have 10 minutes to preview	the <i>portfolio</i> (<i>hardcopy</i> or			
10 illillutes	electronic) before the presentati	on begins, during participant set (up time. The participant must			
	make the <i>electronic portfolio</i> acc	essible to evaluators.				
	The oral presentation may be up	to 10 minutes in length. A 1-min	ute warning will be given at 9			
10 minutes	minutes. Participant(s) will be stopped at 10 minutes. If audio or audiovisual recordings are used,					
10 minutes	they are limited to a 1–minute pl	they are limited to a 1-minute playing time during the presentation. Presentation equipment, with				
	no audio, may be used during the	e entire presentation.				
5 minutes	Following the presentation, evaluators will have 5 minutes to interview participants.					
Eminutos	Evaluators will have up to 5 minu	ites to use the rubric to score and	write comments for			
5 minutes participant(s).						
	Total Time	: 30 Minutes				

LEADERSHIP

SPECIFICATIONS

PORTFOLIO FORMAT (CHO	PORTFOLIO FORMAT (CHOOSE ONE)				
Hardcopy Portfolio	The <i>portfolio</i> is a collection of materials used to document and illustrate the work of the project. Materials must be contained in the official FCCLA STAR Events binder obtained from the FCCLA national emblematic supplier. A decorative and/or informative cover may be included. All materials, including the <i>content divider pages</i> , must fit within the cover, be one—sided and may not exceed 42 pages, as described below. Divider page tabs may extend up to 1" outside the cover. Once a hardcopy portfolio has been turned in to evaluators, participants may not switch to an <i>electronic portfolio</i> .				
Electronic Portfolio	An electronic portfolio may be either in PowerPoint, Prezi or other electronic format that can be viewed by the evaluators and room consultants prior to the oral presentation. The electronic portfolio and the hardware (method) to view it (i.e., equipment, files, projectors, screens, laptops) will be turned in to the room consultant at the designated participation time. Participants assume the responsibility of providing the technology used to show the evaluators the project. Once an electronic portfolio is turned in to the evaluators, participants may not switch to a hardcopy portfolio. Portfolio may not exceed 60 slides, as described below.				

SPECIFICATIONS		LEVEL 1	LEVEL 2	LEVELS 3 & 4	
1-8 ½" x 11" page or 1 slide	Project Identification Page	Must include participant's name(s), chapter name, school, city, state, event name, level and project title. Page can be up to 1 - 8 ½" x 11" page or 1 slide, but cannot be larger.			
1-8 ½" x 11" page or 1 slide	Table of Contents	List the parts of the <i>portfolio</i> in the order in which the parts appear.			
1-8½" x 11" page	1–8 ½" x 11" page FCCLA Planning Process Summary		Summarize how each step of the <i>Planning Process</i> was used to plan and implement the project; use of the <i>Planning Process</i> may also be described in the oral		
or 2 slides	Page	presentation.	y		
1-8½" x 11" page or 1 slide	Selected Leadership Book	Indicate selected leadership book. Include title, author and brief summary.			
1-8 ½" x 11" page or 1 slide	Evidence of Online Summary Form Submission	Complete the <i>Online Project Summary Form</i> located on the "Surveys Applications" tab of the FCCLA Student Portal and include signed proof of submission in the <i>portfolio</i> .			



0-7 Content Divider/section	Content Divider Pages or sections	Use 0 to 7 <i>Content</i> Divider/section pages or slides. <i>Content</i> Divider/section pages may be tabbed, may contain a title, a section name, <i>graphic</i> elements, thematic
pages or slides	rages of sections	decorations and/or page numbers. They must not include any other content.

pages or slides		decorations and/or page nu	mbers. They must not include	e any other <i>content</i> .
SPECIFICATIONS		LEVEL 1	LEVEL 2	LEVELS 3 & 4
	Leadership Profile and Employability Skills Checklist	the STAR Events Templates and Leadership Profile to outline les • FCCLA (National Programs, local/regional/state/nation • School (clubs, sports, activi • Personal/Family/Communit Use the Employability Skills Che		Portal to create a Personal s in the following areas: Academy, ions, etc.) skills developed or improved
Up to 31	Leadership Competencies Inventory (Self) Analysis and Summary	Use the "FCCLA Leadership Competencies Inventory (Self)," located in the STAR Events Templates and Resources folder of the FCCLA Portal to complete an inventory and analyze results. To effectively convey results, participant may use graphs, narratives, bullet points, etc. Must not exceed 4 - 8½ "x 11" pages or 6 slides.	the FCCLA Portal to complete a and prepare a results summary leadership book. To effectively may use graphs, narratives, bu exceed 4 - 8½ "x 11" pages or 6	nplates and <i>Resources</i> folder of an inventory, analyze results y connecting the chosen convey results, participant llet points, etc. Must not 5 slides.
8 ½" x 11" pages or 48 slides	Leadership Competencies Inventory (Observer) Analysis and Image Awareness Summary	Use the "FCCLA Leadership Competencies Inventory (Observer)," located in the STAR Events Templates and Resources folder of the FCCLA Portal to gather leadership skills insight from 1 observer. • Teacher or adviser Use the gathered assessment information and results from the Leadership Inventory to develop an image awareness summary of leadership strengths and identify areas for growth. Must not exceed 7–8½ "x 11" pages or 10 slides.	Use the "FCCLA Leadership Competencies Inventory (Observer)," located in the STAR Events Templates and Resources folder of the FCCLA Portal to gather leadership skills insight from 2 observers. • Teacher or adviser • Non-family adult Use the gathered assessment information and results from the Leadership Inventory to develop an image awareness summary of leadership strengths and identify areas for growth. Make connections to the chosen leadership book. Must not exceed 7–8½ "x 11" pages or 10 slides.	Use the "FCCLA Leadership Competencies Inventory (Observer)," located in the STAR Events Templates and Resources folder of the FCCLA Portal to gather leadership skills insight from 3 observers. • Teacher or adviser • Non–family adult • Peer (who has observed participant in a leadership role) Use the gathered assessment information and results from the Leadership Inventory to develop an image awareness summary of leadership strengths and identify areas for growth. Make connections to the chosen leadership book. Must not exceed 7–8½ "x 11" pages or 10 slides.



Up to 31 8 ½" x 11" pages or 48 slides (continued)	Admirable Leader Summary	Use the FCCLA Leadership Competencies Inventory (Self) questions to describe 1 admirable leader or person in participant's life. Description must include attributes contributing to their leadership and a summary detailing how the relationship has been meaningful to participant's personal growth (may be leadership related or in another capacity). Must not exceed 2–8 ½"x11" pages or 3 slides.	Use the FCCLA Leadership Competencies Inventory (Self) questions to describe 2 admirable leaders or people in participant's life. Description must include attributes contributing to their leadership and a summary detailing how the relationships have been meaningful to participant's personal growth (may be leadership related or in another capacity). Must not exceed 2–8 ½"x11" pages or 3 slides.		
	Leadership Development Plan (LDP)	Use information obtained from the FCCLA Leadership Competencies Inventory (Section 1997) FCCLA Leadership Competencies Inventory (Observer) and Admirable Leader Summary sections to develop the Leadership Development Plan (LDP), located in STAR Events Templates and Resources folder of the FCCLA Portal. Identify 3			



		Include a third–party	Include 1 third–party	Include 2 third–party
		reflection from the	reflection from either 1 of	reflections from either 2
		individual who completed	the 2 individuals who	of the 3 individuals who
		the FCCLA Leadership	completed the FCCLA	completed the FCCLA
		Competencies Inventory	Leadership Competencies	Leadership Competencies
		(Observer) or a new	Inventory (Observer) or a new individual who has	Inventory (Observer) or 2
		individual who has witnessed the	witnessed the	new individuals who have witnessed the
				participant's efforts
		participant's efforts	participant's efforts	1 -
		toward working on their LDP. Participant must	toward working on their LDP. Participant must	toward working on their LDP. Participant must
		provide insight to the	provide insight to the	provide insight to the
	Outside Perspective	third party's reflection by	third party's reflection by	third–party reflections by
	Reflection	explaining what they aim	explaining what they aim	explaining what they aim
		to achieve from	to achieve from	to achieve from
		developing the LDP.	developing the LDP.	developing the LDP.
		Third–party reflection	Third–party reflection	Third–party reflections
		must include the third	must include the third	must include the third
		party's name, relationship	party's name, relationship	party's name, relationship
		to participant and a brief	to participant and a brief	to participant and a brief
		description of observed	description of observed	description of observed
		impacts or effects of the	impacts or effects of the	impacts or effects of the
Up to 31		LDP. Must not exceed 2–	LDP. Must not exceed 2–	LDP. Must not exceed 2–
8 ½" x 11"		8 ½"x11" pages or 4	8 ½"x11" pages or 4	8 ½"x11" pages or 4
pages or 48 slides		slides.	slides.	slides.
			i silues.	i silues.
(continued)		Discus impact and	Discus impact and effective	
				ness of working toward
		Discus impact and	Discus impact and effective	ness of working toward ummarize reflections from
		Discus impact and effectiveness of working	Discus impact and effective personal leadership goals. S	ness of working toward ummarize reflections from dership skills and make
		Discus impact and effectiveness of working toward personal	Discus impact and effective personal leadership goals. S experiences developing lead	ness of working toward ummarize reflections from dership skills and make eadership book. What was
		Discus impact and effectiveness of working toward personal leadership goals.	Discus impact and effective personal leadership goals. S experiences developing lead connections to the chosen I	ness of working toward ummarize reflections from dership skills and make eadership book. What was nt utilize and build upon
		Discus impact and effectiveness of working toward personal leadership goals. Summarize reflections	Discus impact and effective personal leadership goals. S experiences developing lead connections to the chosen I learned? How did participan	ness of working toward ummarize reflections from dership skills and make eadership book. What was nt utilize and build upon utify weaknesses to
		Discus impact and effectiveness of working toward personal leadership goals. Summarize reflections from experiences	Discus impact and effective personal leadership goals. S experiences developing lead connections to the chosen I learned? How did participan leadership strengths or ider	ness of working toward ummarize reflections from dership skills and make eadership book. What was nt utilize and build upon utify weaknesses to ant apply in future
		Discus impact and effectiveness of working toward personal leadership goals. Summarize reflections from experiences developing leadership skills. What was learned? How did participant utilize	Discus impact and effective personal leadership goals. Sexperiences developing lead connections to the chosen learned? How did participar leadership strengths or ider improve? What will particip	ness of working toward ummarize reflections from dership skills and make eadership book. What was nt utilize and build upon stify weaknesses to ant apply in future ons will participant plan to
•	Leadershin	Discus impact and effectiveness of working toward personal leadership goals. Summarize reflections from experiences developing leadership skills. What was learned? How did participant utilize and build upon leadership	Discus impact and effective personal leadership goals. Sexperiences developing lead connections to the chosen learned? How did participar leadership strengths or ider improve? What will particip leadership roles? What action	ness of working toward ummarize reflections from dership skills and make eadership book. What was nt utilize and build upon atify weaknesses to ant apply in future ons will participant plan to t? Include any other
•	Leadership Reflection	Discus impact and effectiveness of working toward personal leadership goals. Summarize reflections from experiences developing leadership skills. What was learned? How did participant utilize and build upon leadership strengths or identify	Discus impact and effective personal leadership goals. Sexperiences developing lead connections to the chosen learned? How did participal leadership strengths or ider improve? What will particip leadership roles? What activate for future developments.	ness of working toward ummarize reflections from dership skills and make eadership book. What was nt utilize and build upon atify weaknesses to ant apply in future ons will participant plan to t? Include any other
•	Leadership Reflection	Discus impact and effectiveness of working toward personal leadership goals. Summarize reflections from experiences developing leadership skills. What was learned? How did participant utilize and build upon leadership strengths or identify weaknesses to improve?	Discus impact and effective personal leadership goals. Sexperiences developing lead connections to the chosen learned? How did participal leadership strengths or ider improve? What will particip leadership roles? What activate for future developmenthoughts on leadership. Mu	ness of working toward ummarize reflections from dership skills and make eadership book. What was nt utilize and build upon atify weaknesses to ant apply in future ons will participant plan to t? Include any other
		Discus impact and effectiveness of working toward personal leadership goals. Summarize reflections from experiences developing leadership skills. What was learned? How did participant utilize and build upon leadership strengths or identify weaknesses to improve? What will participant	Discus impact and effective personal leadership goals. Sexperiences developing lead connections to the chosen learned? How did participal leadership strengths or ider improve? What will particip leadership roles? What activate for future developmenthoughts on leadership. Mu	ness of working toward ummarize reflections from dership skills and make eadership book. What was nt utilize and build upon atify weaknesses to ant apply in future ons will participant plan to t? Include any other
		Discus impact and effectiveness of working toward personal leadership goals. Summarize reflections from experiences developing leadership skills. What was learned? How did participant utilize and build upon leadership strengths or identify weaknesses to improve? What will participant apply in future leadership	Discus impact and effective personal leadership goals. Sexperiences developing lead connections to the chosen learned? How did participal leadership strengths or ider improve? What will particip leadership roles? What activate for future developmenthoughts on leadership. Mu	ness of working toward ummarize reflections from dership skills and make eadership book. What was nt utilize and build upon atify weaknesses to ant apply in future ons will participant plan to t? Include any other
• •		Discus impact and effectiveness of working toward personal leadership goals. Summarize reflections from experiences developing leadership skills. What was learned? How did participant utilize and build upon leadership strengths or identify weaknesses to improve? What will participant apply in future leadership roles? What actions will	Discus impact and effective personal leadership goals. Sexperiences developing lead connections to the chosen learned? How did participal leadership strengths or ider improve? What will particip leadership roles? What activate for future developmenthoughts on leadership. Mu	ness of working toward ummarize reflections from dership skills and make eadership book. What was nt utilize and build upon atify weaknesses to ant apply in future ons will participant plan to t? Include any other
		Discus impact and effectiveness of working toward personal leadership goals. Summarize reflections from experiences developing leadership skills. What was learned? How did participant utilize and build upon leadership strengths or identify weaknesses to improve? What will participant apply in future leadership roles? What actions will participant plan to take	Discus impact and effective personal leadership goals. Sexperiences developing lead connections to the chosen learned? How did participal leadership strengths or ider improve? What will particip leadership roles? What activate for future developmenthoughts on leadership. Mu	ness of working toward ummarize reflections from dership skills and make eadership book. What was nt utilize and build upon atify weaknesses to ant apply in future ons will participant plan to t? Include any other
		Discus impact and effectiveness of working toward personal leadership goals. Summarize reflections from experiences developing leadership skills. What was learned? How did participant utilize and build upon leadership strengths or identify weaknesses to improve? What will participant apply in future leadership roles? What actions will participant plan to take for future development?	Discus impact and effective personal leadership goals. Sexperiences developing lead connections to the chosen learned? How did participal leadership strengths or ider improve? What will particip leadership roles? What activate for future developmenthoughts on leadership. Mu	ness of working toward ummarize reflections from dership skills and make eadership book. What was nt utilize and build upon atify weaknesses to ant apply in future ons will participant plan to t? Include any other
		Discus impact and effectiveness of working toward personal leadership goals. Summarize reflections from experiences developing leadership skills. What was learned? How did participant utilize and build upon leadership strengths or identify weaknesses to improve? What will participant apply in future leadership roles? What actions will participant plan to take for future development? Include any other	Discus impact and effective personal leadership goals. Sexperiences developing lead connections to the chosen learned? How did participal leadership strengths or ider improve? What will particip leadership roles? What activate for future developmenthoughts on leadership. Mu	ness of working toward ummarize reflections from dership skills and make eadership book. What was nt utilize and build upon atify weaknesses to ant apply in future ons will participant plan to t? Include any other
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•		Discus impact and effectiveness of working toward personal leadership goals. Summarize reflections from experiences developing leadership skills. What was learned? How did participant utilize and build upon leadership strengths or identify weaknesses to improve? What will participant apply in future leadership roles? What actions will participant plan to take for future development? Include any other thoughts on leadership. Must not exceed 4 8	Discus impact and effective personal leadership goals. Sexperiences developing lead connections to the chosen learned? How did participal leadership strengths or ider improve? What will particip leadership roles? What activate for future developmenthoughts on leadership. Mu	ness of working toward ummarize reflections from dership skills and make eadership book. What was nt utilize and build upon atify weaknesses to ant apply in future ons will participant plan to t? Include any other
•	Reflection	Discus impact and effectiveness of working toward personal leadership goals. Summarize reflections from experiences developing leadership skills. What was learned? How did participant utilize and build upon leadership strengths or identify weaknesses to improve? What will participant apply in future leadership roles? What actions will participant plan to take for future development? Include any other thoughts on leadership. Must not exceed 4 8 ½"x11" pages or 6 slides.	Discus impact and effective personal leadership goals. Sexperiences developing lead connections to the chosen I learned? How did participal leadership strengths or ider improve? What will particip leadership roles? What activate for future developmenthoughts on leadership. Mupages or 6 slides.	ness of working toward ummarize reflections from dership skills and make eadership book. What was not utilize and build upon atify weaknesses to ant apply in future ons will participant plan to t? Include any other st not exceed 4 8 ½"x11"
		Discus impact and effectiveness of working toward personal leadership goals. Summarize reflections from experiences developing leadership skills. What was learned? How did participant utilize and build upon leadership strengths or identify weaknesses to improve? What will participant apply in future leadership roles? What actions will participant plan to take for future development? Include any other thoughts on leadership. Must not exceed 4 8 ½"x11" pages or 6 slides.	Discus impact and effective personal leadership goals. Sexperiences developing lead connections to the chosen learned? How did participal leadership strengths or ider improve? What will particip leadership roles? What activate for future developmenthoughts on leadership. Mu	ness of working toward ummarize reflections from dership skills and make eadership book. What was not utilize and build upon atify weaknesses to ant apply in future ons will participant plan to t? Include any other st not exceed 4 8 ½"x11"



Portfolio	Portfolio must be neat, legible, professional, creative and use correct grammar and
Appearance	spelling.

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

SPECIFICATIONS	LEVEL 1	LEVEL 2	LEVELS 3 & 4			
Organization/Delivery	Deliver oral presentation in an organized, sequential manner; concisely and thoroughly summarize project.					
Knowledge of Self	Demonstrate thorough knowledg	Demonstrate thorough knowledge of self and the ways in which participant grew during project.				
Relationship to Family and Consumer Sciences Coursework and/or Related Careers	Describe the relationship of Family and Consumer Sciences coursework to selected topic.	Describe the relationship of Family and Consumer Sciences coursework to selected topic. Explain which FCCLA National Program(s) could be used during project implementation.	Describe the relationship of Family and Consumer Sciences coursework and standards to selected topic. Explain which FCCLA National Program(s) could be used during project implementation.			
Use of Portfolio and Visuals	Use the <i>portfolio</i> and <i>visuals</i> to s	upport, illustrate or complement p	presentation.			
Voice	Speak clearly with appropriate pi	tch, tempo and volume.				
Body Language	Use appropriate body language including gestures, posture, mannerisms, eye contact and appropriate handling of notes or note cards if used.					
Grammar/Word Usage/ Pronunciation	Use proper grammar, word usage and pronunciation.					
Response to Evaluators' Questions	Provide clear and concise answer	rs to evaluators' interview question	ns.			



Resources

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

- Leadership Profile and Employability Skills Checklist
- Leadership Competencies Inventory (Self) Analysis and Summary
- Leadership Competencies Inventory (Observer) Analysis and Image Awareness Summary
- Leadership Development Plan (LDP)
- Leadership Book Recommendations
- FCCLA Planning Process
- Work Cited Citation Guide

National Leadership Conference Resources

- Confirm STAR Events Instructions
 - Note: This is <u>only</u> for National Leadership Conference Participants and can only be done by Chapter Advisers.
 Members should check with their Chapter Adviser to verify this step has been completed.
- Online Orientation Instructions

Note: This is <u>only</u> for National Leadership Conference Participants and can only be done in the Student Portal. This form and video will be released by May 1. Please check with your State Adviser for District/Regional/State Orientation requirements.



STAR EVENTS POINT SUMMARY FORM

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

- 1. Make sure all information at top is correct. If a student named is not participating, cross their name(s) off. If a *team* does not show, write "No Show" across the top and return with other forms. Do NOT change *team* or station numbers.
- 2. Before student presentation, the room consultants must check participants' *portfolio* using the criteria and standards listed below and fill in the boxes.
- 3. Confirm STAR Competition(s) is mandatory solely for participation at the National Leadership Conference. States have the authority to decide whether this requirement applies to picking up the registration packet and confirming the event/schedule accuracy OR attending a state-specific orientation.
- 4. At the conclusion of presentation, verify evaluator scores and fill in information below. Calculate the final score and ask for evaluators' verification. Place this form in front of the completed rubrics and staple all items related to the presentation together.
- 5. At the end of competition in the room, double check all scores, names and *team* numbers to ensure accuracy. Sort results by *team* order and turn in to the Lead Consultant.
- 6. Check with the Lead Consultant if there are any questions regarding the evaluation process.

ROOM CONSULTANT CHECK			POINTS
	Confirmed STAR Competition schedule	in the FCCLA Adviser Portal by deadline	
Confirm STAR Competition	(National Leadersh	ip Conference Only)	
0 or 1 point	0	1	
	No	Yes	
Event Online Orientation Form	0	1	
	Online Orientation Form not completed in the	Online Orientation Form completed in the	
0 or 1 point	Student Portal by deadline	Student Portal by deadline	
Hardcopy Portfolio	0	1	
0 or 1 point	Binder is not the official FCCLA binder	Binder is the official FCCLA binder	
OR	0	1	
Electronic Portfolio	Electronic Portfolio not in viewable format to	Electronic Portfolio in viewable format to the	
0 or 1 point	the evaluators	evaluators	
	0	1 2 3	
	Portfolio exceeds the page limit	At least 2 errors 1 error no errors	
Portfolio Pages 0–3 points		Portfolio is completed correctly and does not exceed 43 single—sided pages or 60 slides, including: • 1 project ID page or slide • 1 table of contents page or slide	
		 1 Planning Process summary page or 2 slides Project Summary Form submission proof Identify Selected Leadership Book (Level 2 and Levels 3 & 4 only) Up to 7 Content Divider Pages or slides Up to 31 content pages or 48 content slides 	
Punctuality	0	1	
0 or 1 point	Participant was late for presentation	Participant was on time for presentation	
Dress Code	0	1	
0 or 1 point	Event dress code was not followed	Event dress code was followed	
EVALUATORS' SCORES		ROOM CONSULTANT TOTAL	
Evaluator 1:	Initials:	(8 Points Possible)	
Evaluator 2:	Initials:	AVERAGE EVALUATOR SCORE	
Evaluator 3:	Initials:	(92 Points Possible)	
Total Score:	Divided by # of Evaluators	FINAL SCORE	
	= AVERAGE EVALUATOR SCORE	(Average Evaluator Score plus	
	Rounded only to the nearest hundredth (i.e., 79.		



RATING ACHIEVED (c	,		9 Bronze: 1–69.99		
VERIFICATION OF FIN	AL SCORE & RATING (olease initial)			
Evaluator 1:	Evaluator 2:	Evaluator 3:	Adult Room Consultant:	Event L	ead Consultant:
		LEAD	RSHIP		
		LEVEL 1	. RUBRIC		
Participant Name:					
Chapter:		State:	Team #:	Station #:	Level:

Chapter:		State:	: Team #	: Station #	: Level:	
PORTFOLIO						DOINTS
PORTFOLIO		ı	ı	ı	ı	POINTS
FCCLA	0	1 2 3	4 5 6	7 8	9 10	
Planning Process	Planning Process Summary	Planning Process steps are	All Planning Process steps	Evidence that the Planning	The Planning Process is	
Summary Page	not provided	not clearly summarized or	are summarized	Process was utilized to	used to plan the project.	
0–10 points		are inadequate		plan project	Each step is fully	
					explained. No more than 1	
					page or 2 slides	
	0	1 2	3	4	5	
	Not included	Personal Leadership Profile	Personal Leadership Profile	Personal Leadership Profile	Personal Leadership Profile	
		missing at least 1 area (see	generally outlines	outlines leadership	clearly outlines leadership	
Leadership		specifications).	leadership activities and	activities and experiences	activities and experiences	
Profile and		Employability skills	experiences in all three	in all three areas (see	in all three areas (see	
Employability		developed or improved	areas (see specifications).	specifications).	specifications).	
Skills Checklist		poorly detailed in	Employability skills	Employability skills	Employability skills	
0–5 points		Employability Skills	developed or improved	developed or improved	developed or improved	
		Checklist. Exceeds	loosely detailed in	detailed in Employability	well detailed in	
		page/slide count	Employability Skills	Skills Checklist. Does not	Employability Skills	
			Checklist. Does not exceed	exceed page/slide count	Checklist. Does not exceed	
Landaush!		1 2 2	page/slide count	6 7	page/slide count	1
Leadership	0 Not included	1 2 3	4 5	6 7	8 Colf inventory analysis	
Competencies	Not included	Self–inventory, analysis	Self–inventory, analysis	Self–inventory, analysis	Self–inventory, analysis	
Inventory (Self)		and results summary poorly detailed. Exceeds	and results summary	and results summary detailed. Does not exceed	and results summary well detailed. Does not exceed	
Summary 0–8 points		' '	loosely detailed. Does not			
0-6 points	0	page/slide count 1 2 3	exceed page/slide count 4 5	page/slide count 6 7	page/slide count 8	
	Not included	Image awareness	Image awareness	Image awareness	Image awareness	
Leadership	Not included	summary, leadership	summary, leadership	summary, leadership	summary, leadership	
Competencies		strengths and areas for	strengths and areas for	strengths and areas for	strengths and areas for	
Inventory		•	· ·	· ·	growth well detailed.	
(Observer) and		growth poorly detailed.	growth loosely detailed.	growth detailed. Includes	Includes feedback from 1	
Image Awareness		Includes feedback from 1	Includes feedback from 1	feedback from 1 observer	observer (see	
Summary		observer (see	observer (see	(see specifications). Does	specifications). Does not	
0–8 points		specifications). Exceeds	specifications). Does not	not exceed page/slide	exceed page/slide count	
		page/slide count	exceed page/slide count	count	,	
	0	1 2	3	4	5	
	Not included	1 significant leader or	1 significant leader or	1 significant leader or	1 significant leader or	
Admirable Leader	Not included	person vaguely identified.	person identified.	person identified.	person clearly identified.	
Summary		Leadership attributes and	Leadership attributes and	Leadership attributes and	Leadership attributes and	
0–5 points		relationships summary	relationships summary	relationships summary	relationships summary	
5 5 pc		poorly detailed. Exceeds	loosely detailed. Does not	detailed. Does not exceed	well detailed. Does not	
		page/slide count	exceed page/slide count	page/slide count	exceed page/slide count	
	0	1 2	3 4	5	6	
	Not included	LDP identifies less than 3	LDP identifies 3 or fewer	LDP identifies 3 leadership	LDP clearly identifies 3	
		leadership objectives with	leadership objectives with	objectives and 3	leadership objectives and 3	
Leadership		3 or fewer subsequent	3 or fewer subsequent	subsequent short-term,	subsequent short-term,	
Development		short-term, SMART goals	short-term, SMART goals	SMART goals for each	SMART goals for each	
Plan (LDP)		for each objective.	for each objective.	objective. Description of	objective. Description of	
0–6 points		Description of progress	Description of progress	progress and experienced	progress and experienced	
		and experience gained	and experience gained	gain detailed. Does not	gain well detailed. Does	
		poorly detailed. Exceeds	loosely detailed. Does not	exceed page/slide count	not exceed page/slide	
		page/slide count	exceed page/slide count		count	
Outside	0	1	2			
Perspective	Not included	1 third–party reflection	1 third–party reflection			
Reflection		included, generally meets	well detailed and meets			
0–2 points		criteria (see specifications).	criteria (see specifications).			



LEVEL 1 RUBRIC (CONTINUED)

	0	1 2 3	4 5 6	7 8	9 10	
	Not included	Impact and effectiveness	Impact and effectiveness	Impact and effectiveness	Impact and effectiveness	
		of working towards	of working towards	of working towards	of working towards	
La cada malata		leadership objectives and	leadership objectives and	leadership objectives and	leadership objectives and	
Leadership Reflection		goals poorly detailed.	goals loosely detailed.	goals detailed. Summary of	goals well detailed.	
0–10 points		Summary of leadership	Summary of leadership	leadership development	Summary of leadership	
0-10 points		development experience	development experience	experience included. Does	development experience	
		unclear. Exceeds	general. Does not exceed	not exceed page/slide	clear. Does not exceed	
		page/slide count	page/slide count	count	page/slide count	
	0	1	2	3		
Works Cited/	0 No sources listed	1 Sources are incomplete,	2 Sources are complete,	3 Sources are complete,		
Works Cited/ Bibliography	•	1 Sources are incomplete, dated, unreliable and with	Sources are complete, current and reliable, but	3 Sources are complete, current, reliable and in		
•	•			current, reliable and in MLA/APA citation (see		
Bibliography	•	dated, unreliable and with	current and reliable, but	current, reliable and in		
Bibliography 0–3 points	No sources listed	dated, unreliable and with many citation errors	current and reliable, but have citation errors (see citation guide)	current, reliable and in MLA/APA citation (see citation chart)		
Bibliography	•	dated, unreliable and with many citation errors 1 Portfolio has many errors	current and reliable, but have citation errors (see citation guide) 2 Portfolio is neat, legible	current, reliable and in MLA/APA citation (see citation chart) 3 Portfolio is neat, legible,		
Bibliography 0-3 points Portfolio Appearance	No sources listed	dated, unreliable and with many citation errors 1 Portfolio has many errors and is not aesthetically	current and reliable, but have citation errors (see citation guide) 2 Portfolio is neat, legible and professional with	current, reliable and in MLA/APA citation (see citation chart) 3 Portfolio is neat, legible, professional and very		
Bibliography 0–3 points Portfolio	No sources listed	dated, unreliable and with many citation errors 1 Portfolio has many errors	current and reliable, but have citation errors (see citation guide) 2 Portfolio is neat, legible	current, reliable and in MLA/APA citation (see citation chart) 3 Portfolio is neat, legible,		

ORAL PRESEN	ITATION					POINTS
	0	1 2 3	4 5 6	7 8	9 10	
Organization/	Presentation is not	The presentation covers	Presentation gives	Presentation covers	Presentation covers all	
Delivery	complete or presented	some or all topic elements	complete information but	information completely	relevant information with	
0-10 points	briefly and does not cover	with limited information	does not explain the	but does not flow well	a seamless and logical	
	components of the project		project well		delivery	
Knowledge of	0	1 2	3	4	5	
Self	Little to no evidence of	Minimal evidence of self-	Self-knowledge is evident,	Self-knowledge is evident	Self-knowledge is clearly	
0–5 points	self-knowledge	knowledge	but not effectively	and incorporated in	evident and incorporated	
		_	incorporated in	presentation	in presentation	
			presentation		·	
Relationship of	0	1	2	3		
Family and	No evidence of	Limited evidence of	Relationship between FCS	Relationship between FCS		
Consumer	relationship between FCS	relationship between FCS	coursework and project is	coursework and project is		
Sciences	coursework and project	coursework and project	evident and shared at	evident and explained well		
Coursework	, ,		times	·		
0-3 points						
Use of Portfolio	0	1	2	3		
and Visuals	Portfolio and visuals not	Portfolio and visuals used	Portfolio and visuals used	Presentation moves		
during	used during presentation	minimally during	effectively throughout	seamlessly between oral		
Presentation		presentation	presentation	presentation, portfolio and		
0–3 points				visuals		
Voice-pitch,	0	1	2	3		
tempo, volume	Voice qualities not used	Voice quality is adequate	Voice quality is good, but	Voice quality is		
0–3 points	effectively		could improve	outstanding and pleasing		
	0	1	2			
Body Language	Uses inappropriate	Gestures, posture,	Gestures, posture,			
0–2 points	gestures, posture or	mannerisms and eye	mannerisms, and eye			
0-2 points	mannerisms, avoids eye	contact is inconsistent	contact are appropriate			
	contact					



LEVEL 1 RUBRIC (CONTINUED)

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

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



LEVEL 2 RUBRIC

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

PORTFOLIO						POINT
FCCLA Planning Process Summary Page 0–10 points	0 Planning Process Summary not provided	1 2 3 Planning Process steps are not clearly summarized or are inadequate	4 5 6 All Planning Process steps are summarized	7 8 Evidence that the Planning Process was utilized to plan project	9 10 The Planning Process is used to plan the project. Each step is fully explained. No more than 1 page or 2 slides	
Leadership Profile and Employability Skills Checklist 0–5 points	0 Not included	Personal Leadership Profile missing at least 1 areas (see specifications). Employability skills developed or improved poorly detailed in Employability Skills Checklist. Exceeds page/slide count	3 Personal Leadership Profile generally outlines leadership activities and experiences in all three areas (see specifications). Employability skills developed or improved loosely detailed in Employability Skills Checklist. Does not exceed page/slide count	4 Personal Leadership Profile outlines leadership activities and experiences in all three areas (see specifications). Employability skills developed or improved detailed in Employability Skills Checklist. Does not exceed page/slide count	5 Personal Leadership Profile clearly outlines leadership activities and experiences in all three areas (see specifications). Employability skills developed or improved well detailed in Employability Skills Checklist. Does not exceed page/slide count	
Leadership Competencies Inventory (Self) Summary 0–8 points	0 Not included	1 2 3 Self–inventory, analysis and results summary poorly detailed. Leadership book connection unclear. Exceeds page/slide count	4 5 Self–inventory, analysis and results summary loosely detailed. Generally connects to leadership book. Does not exceed page/slide count	6 7 Self–inventory, analysis and results summary detailed. Connects to leadership book. Does not exceed page/slide count	8 Self–inventory, analysis and results summary well detailed. Clearly connects to leadership book. Does not exceed page/slide count	
Leadership Competencies Inventory (Observer) and Image Awareness Summary 0–8 points	0 Not included	I 2 3 Image awareness summary, leadership strengths and areas for growth poorly detailed. Includes feedback from less than 2 observers (see specifications). Leadership book connection unclear. Exceeds page/slide count	Image awareness summary, leadership strengths and areas for growth loosely detailed. Includes feedback from 2 observers (see specifications). Generally connects to leadership book. Does not exceed page/slide count	Image awareness summary, leadership strengths and areas for growth detailed. Includes feedback from 2 observers (see specifications). Connects to leadership book. Does not exceed page/slide count	8 Image awareness summary, leadership strengths and areas for growth well detailed. Includes feedback from 2 observers (see specifications). Clearly connects to leadership book. Does not exceed page/slide count	
Admirable Leader Summary 0–5 points	0 Not included	Less than 2 significant leaders or people identified. Leadership attributes and relationship summaries poorly detailed. Exceeds page/slide count	3 2 significant leaders or people identified. Leadership attributes and relationship summaries loosely detailed. Does not exceed page/slide count	2 significant leaders or people identified. Leadership attributes and relationship summaries detailed. Does not exceed page/slide count	5 2 significant leaders or people clearly identified. Leadership attributes and relationship summaries well detailed. Does not exceed page/slide count	
Leadership Development Plan (LDP) 0–6 points	0 Not included	LDP identifies less than 3 leadership objectives with 3 or fewer subsequent short-term, SMART goals for each objective. Description of progress and experience gained poorly detailed. Exceeds page/slide count	3 4 LDP identifies 3 or fewer leadership objectives with 3 or fewer subsequent short-term, SMART goals for each objective. Description of progress and experience gained loosely detailed. Does not exceed page/slide count	5 LDP identifies 3 leadership objectives and 3 subsequent short–term, SMART goals for each objective. Description of progress and experienced gain detailed. Does not exceed page/slide count	6 LDP clearly identifies 3 leadership objectives and 3 subsequent short—term, SMART goals for each objective. Description of progress and experienced gain well detailed. Does not exceed page/slide count	
Outside Perspective Reflection 0–2 points	0 Not included	1 1 third–party reflection included, generally meets criteria (see specifications).	2 1 third–party reflection well detailed and meets criteria (see specifications).			



LEVEL 2 RUBRIC (CONTINUED)

	0	1 2 3	4 5 6	7 8	9 10	
	Not included	Impact and effectiveness	Impact and effectiveness	Impact and effectiveness	Impact and effectiveness	
		of working towards	of working towards	of working towards	of working towards	
Leadership		leadership objectives and	leadership objectives and	leadership objectives and	leadership objectives and	
Reflection		goals poorly detailed.	goals loosely detailed.	goals detailed. Summary of	goals well detailed.	
0–10 points		Summary of leadership	Summary of leadership	leadership development	Summary of leadership	
0-10 points		development experience	development experience	experience connects to	development experience	
		and connection to	generally connects to	leadership book. Does not	clearly connects to	
		leadership book unclear.	leadership book. Does not	exceed page/slide count	leadership book. Does not	
		Exceeds page/slide count	exceed page/slide count		exceed page/slide count	
	0	1	2	3		
Works Cited/	No sources listed	Sources are incomplete,	Sources are complete,	Sources are complete,		
Bibliography		dated, unreliable and with	current and reliable, but	current, reliable and in		
0–3 points		many citation errors	have citation errors (see	MLA/APA citation (see		
			citation guide)	citation chart)		
	0	1	2	3		
Portfolio	Not included	Portfolio has many errors	Portfolio is neat, legible	Portfolio is neat, legible,		
Appearance		and is not aesthetically	and professional with	professional and very		
0–3 points		pleasing	minimal grammar and	creative with correct		
			spelling errors	grammar and spelling		

ORAL PRESEN	NTATION					POINTS
Organization/ Delivery 0-10 points Knowledge of Self 0-5 points	Presentation is not complete or presented briefly and does not cover components of the project O Little to no evidence of self–knowledge	1 2 3 The presentation covers some or all topic elements with limited information 1 2 Minimal evidence of self–knowledge	4 5 6 Presentation gives complete information but does not explain the project well 3 Self-knowledge is evident, but not effectively incorporated in presentation	7 8 Presentation covers information completely but does not flow well 4 Self–knowledge is evident and incorporated in presentation	Presentation covers all relevant information with a seamless and logical delivery 5 Self–knowledge is clearly evident and incorporated in presentation	
Relationship of Family and Consumer Sciences Coursework 0–3 points	No evidence of relationship between FCS coursework and project. National Program not identified	1 Limited evidence of relationship between FCS coursework and project. National Program not identified	2 Evidence of relationship between FCS coursework and project. National Program identified	3 Detailed evidence of relationship between FCS coursework and project. National Program identified and both explained well		
Use of Portfolio and Visuals during Presentation 0-3 points	O Portfolio and visuals not used during presentation	1 Portfolio and visuals used minimally during presentation	2 Portfolio and visuals used effectively throughout presentation	3 Presentation moves seamlessly between oral presentation, portfolio and visuals		
Voice-pitch, tempo, volume 0-3 points	0 Voice qualities not used effectively	1 Voice quality is adequate	Voice quality is good, but could improve	3 Voice quality is outstanding and pleasing		
Body Language 0–2 points	Uses inappropriate gestures, posture or mannerisms, avoids eye contact	1 Gestures, posture, mannerisms and eye contact is inconsistent	2 Gestures, posture, mannerisms, and eye contact are appropriate			



LEVEL 2 RUBRIC (CONTINUED)

0 - 7	xtensive (more than 5)	Some (3–5) grammatical	Faut (1 2) arrangement and and		
Pronunciation gra		(, 6	Few (1–2) grammatical and	Presentation has no	ĺ
	rammatical and	and pronunciation errors	pronunciation errors	grammatical or	
0–3 points pro	ronunciation errors			pronunciation errors	
Evaluators'	0 Did not answer evaluators' uestions	Unable to answer some questions and/or given with hesitation and/or inaccurate	Gave appropriate responses to evaluators' questions	Responses to questions were appropriate and given without hesitation	

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



LEVELS 3 & 4 RUBRIC

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

PORTFOLIO						POINTS
FCCLA Planning Process Summary Page 0–10 points	0 Planning Process Summary not provided	1 2 3 Planning Process steps are not clearly summarized or are inadequate	4 5 6 All Planning Process steps are summarized	7 8 Evidence that the Planning Process was utilized to plan project	9 10 The Planning Process is used to plan the project. Each step is fully explained. No more than 1 page or 2 slides	
Leadership Profile and Employability Skills Checklist 0–5 points	0 Not included	Personal Leadership Profile missing at least 1 area (see specifications). Employability skills developed or improved poorly detailed in Employability Skills Checklist. Exceeds page slide count	3 Personal Leadership Profile generally outlines leadership activities and experiences in all three areas (see specifications). Employability skills developed or improved loosely detailed in Employability Skills Checklist. Does not exceed page slide count	4 Personal Leadership Profile outlines leadership activities and experiences in all three areas (see specifications). Employability skills developed or improved detailed in Employability Skills Checklist. Does not exceed page slide count	5 Personal Leadership Profile clearly outlines leadership activities and experiences in all three areas (see specifications). Employability skills developed or improved well detailed in Employability Skills Checklist. Does not exceed page slide count	
Leadership Competencies Inventory (Self) Summary 0–8 points	0 Not included	1 2 3 Self–inventory, analysis and results summary poorly detailed. Leadership book connection unclear. Exceeds page/slide count	4 5 Self–inventory, analysis and results summary loosely detailed. Generally, connects to leadership book. Does not exceed page/slide count	6 7 Self–inventory, analysis and results summary detailed. Connects to leadership book. Does not exceed page/slide count	8 Self–inventory, analysis and results summary well detailed. Clearly connects to leadership book. Does not exceed page/slide count	
Leadership Competencies Inventory (Observer) and Image Awareness Summary 0–8 points	0 Not included	1 2 3 Image awareness summary, leadership strengths and areas for growth poorly detailed. Includes feedback from less than 3 observers (see specifications). Leadership book connection unclear. Exceeds page/slide count	4 5 Image awareness summary, leadership strengths and areas for growth loosely detailed. Includes feedback from 3 observers (see specifications). Generally, connects to leadership book. Does not exceed page/slide count	6 7 Image awareness summary, leadership strengths and areas for growth detailed. Includes feedback from 3 observers (see specifications). Connects to leadership book. Does not exceed page/slide count	8 Image awareness summary, leadership strengths and areas for growth well detailed. Includes feedback from 3 observers (see specifications). Clearly connects to leadership book. Does not exceed page/slide count	
Admirable Leader Summary 0–5 points	0 Not included	Less than 2 significant leaders or people identified. Leadership attributes and relationship summaries poorly detailed. Exceeds page/slide count	3 2 significant leaders or people identified. Leadership attributes and relationship summaries loosely detailed. Does not exceed page/slide count	2 significant leaders or people identified. Leadership attributes and relationship summaries detailed. Does not exceed page/slide count	5 2 significant leaders or people clearly identified. Leadership attributes and relationship summaries well detailed. Does not exceed page/slide count	
Leadership Development Plan (LDP) 0–6 points	0 Not included	LDP identifies less than 3 leadership objectives with 3 or fewer subsequent short-term, SMART goals for each objective. Description of progress and experience gained poorly detailed. Exceeds page/slide count	3 4 LDP identifies 3 or fewer leadership objectives with 3 or fewer subsequent short-term, SMART goals for each objective. Description of progress and experience gained loosely detailed. Does not exceed page/slide count	5 LDP identifies 3 leadership objectives and 3 subsequent short–term, SMART goals for each objective. Description of progress and experienced gain detailed. Does not exceed page/slide count	6 LDP clearly identifies 3 leadership objectives and 3 subsequent short—term, SMART goals for each objective. Description of progress and experienced gain well detailed. Does not exceed page/slide count	
Outside Perspective Reflection 0-2 points	0 Not included	1 Less than 2 third–party reflections included, generally meet criteria (see specifications).	2 2 third–party reflections well detailed and meet criteria (see specifications).			



LEVELS 3 & 4 RUBRIC (CONTINUED)

	0	1 2 3	4 5 6	7 8	9 10	
	Not included	Impact and effectiveness	Impact and effectiveness	Impact and effectiveness	Impact and effectiveness	
		of working towards	of working towards	of working towards	of working towards	
Leadership		leadership objectives and	leadership objectives and	leadership objectives and	leadership objectives and	
Reflection		goals poorly detailed.	goals loosely detailed.	goals detailed. Summary of	goals well detailed.	
0–10 points		Summary of leadership	Summary of leadership	leadership development	Summary of leadership	
0-10 points		development experience	development experience	experience connects to	development experience	
		and connection to	generally connects to	leadership book. Does not	clearly connects to	
		leadership book unclear.	leadership book. Does not	exceed page/slide count	leadership book. Does not	
		Exceeds page/slide count	exceed page/slide count		exceed page/slide count	
	0	1	2	3		
Works Cited/	No sources listed	Sources are incomplete,	Sources are complete,	Sources are complete,		
Bibliography		dated, unreliable and with	current and reliable, but	current, reliable and in		
0–3 points		many citation errors	have citation errors (see	MLA/APA citation (see		
			citation guide)	citation chart)		
	0	1	2	3		
Portfolio	Not included	Portfolio has many errors	Portfolio is neat, legible	Portfolio is neat, legible,		
Appearance		and is not aesthetically	and professional with	professional and very		
0–3 points		pleasing	minimal grammar and	creative with correct		
			spelling errors	grammar and spelling		

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on with cical
clearly
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orated



LEVELS 3 & 4 RUBRIC (CONTINUED)

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

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



NATIONAL PROGRAMS IN ACTION

An individual or *team event*, recognizes participants who explain how the *Planning Process* was used to plan and implement a national program project. Participants must prepare a *file folder*, an oral presentation and *visuals*.

ELIGIBILITY & GENERAL INFORMATION

- 1. Review "Eligibility and General Rules for All Levels of Competition" on page 8 prior to event planning and preparation.
- 2. Choose one of the FCCLA National Programs from page 17.
- 3. Participants are encouraged to bring fully charged devices such as laptops, tablets, etc., to use for audiovisual presentation at competitions.
- 4. Chapters with multiple entries in this event must submit different projects for each entry. All projects must be developed and completed during a one—year span beginning July 1 and ending June 30 of the school year before the National Leadership Conference (NLC) and must be the work of the participant(s) only.
- 5. National Leadership Conference (NLC) participants are required to view the online orientation video and submit the STAR Events *Online Orientation Form* by the deadline. The video and form will be on the FCCLA Student Portal and can be found under Surveys Applications. Only one form per entry is required. **Contact your State Adviser for orientation procedures for competitions held prior to the National Leadership Conference (NLC).**
- 6. Participants who do not follow the event guidelines or the definition of the event, their project will not be considered for evaluation. However, the participant can still participate in the competition by giving an oral presentation and will only be evaluated based on that presentation.

CLICK HERE TO VIEW NATIONAL DEADLINES

CAREER PATHWAYS ALIGNMEN	Т		
Human Services	Hospitality & Tourism	Education & Training	Visual Arts & Design

EVENT LEVELS			
Level 1:	Level 2:	Level 3:	Level 4:
Through Grade 8	Grades 9-10	Grades 11–12	Postsecondary
*See page 7 for more information	on on event levels.		

GENERAL INFORMATION			
Number of Participants per Entry	Prepare Ahead of Time	Equipment Provided for Competition	Competition Dress Code
1–3	File Folder, Oral Presentation and Visuals	Table–Yes Electrical Access–No Wall Space–No Supplies–No Wi-Fi – No	FCCLA Official Dress

PRESENTATIO	ON ELEMENTS A	ALLOWED						
Audio	Easel(s)	File Folder	Flip Chart(s)	Portfolio	Props/ Pointers	Skits	Presentation Equipment	Visuals



COMPETITION PROCEDURES & TIME REQUIREMENTS

TIME	LEVEL 1	LEVEL 2	LEVELS 3 & 4			
Each entry will submit a file	Each entry will submit a <i>file folder</i> with required documents to the event room consultant at the designated participation time.					
	Participant(s) will have 5 minutes	to set up for the event. Other pe	ersons may not assist.			
5 minutes	Room consultants and evaluators will have 5 minutes to preview the <i>file folder</i> before the presentation begins.					
10 minutes	The oral presentation may be up to 10 minutes in length. A 1–minute warning will be given at 9 minutes. Participant(s) will be stopped at 10 minutes. If audio or audiovisual recordings are use they are limited to a 1–minute playing time during the presentation.					
5 minutes	Following the presentation, evaluators will have 5 minutes to interview participants.					
5 minutes Evaluators will have up to 5 minutes to use the rubric to score and write comments for participant(s). File folders will be returned to participants at the end of scoring.						
	Total Time:	25 Minutes				

NATIONAL PROGRAMS IN ACTION

SPECIFICATIONS

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

SPECIFICATIONS	LEVEL 1	LEVEL 2	LEVELS 3 & 4
Project Identification Page	Must include participant's name(s title, and name of the National Probe larger.		tate, event name, level, project ½" x 11" page or 1 slide, but cannot
FCCLA Planning Process	1-8 ½" x 11" summary page of ho	ow each step of the <i>Planning Pl</i>	rocess was used to plan and
Summary Page	implement the project.		
Evidence of Online Summary	Complete the Online Project Sumn	nary Form located on the "Surv	eys Applications" tab of the FCCLA
Form Submission	Student Portal and include signed	proof of submission in the <i>file</i> ;	folder.

PRESENTATION FORMAT	
Oral Presentation	The oral presentation may be up to 10 minutes in length and is delivered to evaluators. The presentation must deal with how each step of the <i>Planning Process</i> was used to plan and implement a national program project. Participants may use any combination of <i>props</i> , materials, supplies and/or equipment to demonstrate how to carry out their project. If audio or audiovisual recordings are used, they are limited to 1–minute playing time during the presentation.

SPECIFICATIONS	LEVEL 1	LEVEL 2	LEVELS 3 & 4	
Identify Concerns: Address Specific Needs	Use surveys, interviews, media or observations to gather data. Select a project to meet a specific and meaningful school, community and/or statewide need.	Use surveys, interviews, media or observations to gather data. Select a project to meet a specific and meaningful school, community, statewide and/or national need.	Use surveys, interviews, media or observations to gather data. Select a project to meet a specific and meaningful school, community, statewide, national and/or global need.	
Set a Goal: SMART Goal	Develop a project goal that is specific, measurable, achievable, relevant and time bound.			
Set a Goal: Appropriate Goal	Explain how established SMART goals relate to the national program concern and the cha community's size/demographics			



Responses to Evaluators' Questions	Provide clear and concise answer	rs to evaluators' questions regardi	ng project.			
Pronunciation		•				
Body Language Grammar/Word Usage/	appropriate handling of notes or Use proper grammar, word usage	note cards if used.	, ,			
	1	ncluding gestures, posture, manne	erisms, eye contact and			
Voice	Speak clearly with appropriate pi	tch, tempo and volume.				
Use of Visuals during Presentation	Use visuals to accentuate the ora	l presentation.				
Organization/Delivery Knowledge of Subject Matter Relationship of Family and Consumer Sciences Coursework/ Standards/National Programs	Deliver oral presentation in an or project. Show evidence of mastery of proproject and explaining research of Describe the relationship of Family and Consumer Sciences coursework to project.	ganized, sequential manner; concipect area content by using current conducted. Describe the relationship of Family and Consumer Sciences coursework to project. Explain which FCCLA National Program(s) could be used during project implementation.				
Follow Up: Evaluation and Follow-up	Utilize methods for evaluation such as pre–and post–surveys, interviews, reports, observations, formal evaluations. Include project reach data. Describe replication plans, future efforts, lessons learned and appreciation/recognition.					
Act: Action Taken on Plan	Explain how plan was carried out. Show specific steps used to complete project.					
Form a Plan: Increase Awareness/ Public Relations	Develop plans to promote the project before, during and after implementation.	project before, during and implementation. Include a list of local, state and/or national				
Form a Plan: Work Plan	knowledge required for successfu					
Form a Plan: Timeline		s workable and has realistic steps a				
	state levels.	and/or national levels.	national and/or global levels.			
Form a Plan: Partners and Resources	resources and partners on the school, community and/or	resources and partners on the school, community, state	resources and partners on the school, community, state,			
	Identify potential project	Identify potential project	Identify potential project			
Form a Plan: Organization	Plan project to meet project goals, identify standards, examine alternative actions, consider consequences of various alternatives and select acceptable alternatives.					



Resources

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

- FCCLA Planning Process
- Work Cited Citation Guide

National Leadership Conference Resources

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



STAR EVENTS POINT SUMMARY FORM

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

- 1. Make sure all information at top is correct. If a student named is not participating, cross their name(s) off. If a *team* does not show, write "No Show" across the top and return with other forms. Do NOT change *team* or station numbers.
- 2. Before student presentation, the room consultants must check participants' *file folder* using the criteria and standards listed below and fill in the boxes.
- 3. Confirm STAR Competition(s) is mandatory solely for participation at the National Leadership Conference. States have the authority to decide whether this requirement applies to picking up the registration packet and confirming the event/schedule accuracy OR attending a state-specific orientation.
- 4. At the conclusion of presentation, verify evaluator scores and fill in information below. Calculate the final score and ask for evaluators' verification. Place this form in front of the completed rubrics and staple all items related to the presentation together.
- 5. At the end of competition in the room, double check all scores, names and *team* numbers to ensure accuracy. Sort results by *team* order and turn in to the Lead Consultant.
- Check with the Lead Consultant if there are any questions regarding the evaluation process.

ROOM CONSULTANT CHECK					POINTS
	Confirmed STAR Compe	etition(s) schedule	e in the FCCLA A	dviser Portal by deadline	
Confirm STAR Competition(s)		lational Leadershi		•	
0 or 1 point	0		•	1	
·	No			Yes	
	0			1	
Event Online Orientation Form	Online Orientation Form not co	ompleted in the	Online Orienta	ition Form completed in the	
0 or 1 point	Student Portal by deadline	•	Student Portal	by deadline	
	0	1 2	2 3	4	
	No File Folder presented	File Folder eith	er presented	File Folder is presented with	
	· ·	with incorrect l		correct labeling and	
		insufficient ma	terials for	evaluators material	
File Folder		evaluators (less than 3 copies		• 1 Project ID page or slide	
0–4 points		of contents) or content is		• 1 Planning Process	
		incomplete		Summary page	
		,		Project Summary Form	
				Submission Proof	
Punctuality	0	0 1		1	
or 1 point	Participant was late for present	tation	Participant wa	s on time for presentation	
Dress Code	0			1	
0 or 1 point	Event dress code was not followed Event dress code was followed				
EVALUATORS' SCORES				ROOM CONSULTANT TOTAL	
Evaluator 1:	Initials:			(8 Points Possible)	
Evaluator 2:	Initials:			AVERAGE EVALUATOR SCORE	
Evaluator 3:	Initials:			(92 Points Possible)	
Fotal Score:	Divided by # of Evaluators			FINAL SCORE	
	= AVERAGE EVALUATOR SCOR	E		(Average Evaluator Score plus	
<u> </u>	Rounded only to the nearest hu	ındredth (i.e., 79.	99 not 80.00)	Room Consultant Score)	
RATING ACHIEVED (circle one)	Gold: 90–100 Silver: 7	0–89.99 Bron z	ze: 1–69.99		
VERIFICATION OF FINAL SCORE &	RATING (please initial)				
Evaluator 1: Evaluator	r 2· Evaluator 3·	Adult Roo	m Consultant:	Event Lead Consultar	n+•



LEVEL 1 RUBRIC

Participant Name:							
Chapter:	State:	<i>Team</i> #: Sta	tion #: Level:				
FCCLA NATIONAL PROGRAMS (C	CHECK ONE)						
Career Connection		Families First					
Community Service		Power of One					
FACTS (Families Acting for Traffic Safety)		Stand Up					

•	ncial Fitness			Student Body			
5U 5 501 D5D			l		•		DOINE
FILE FOLDER					ı		POINTS
Identify Concerns: Address Specific Needs 0–5 points	0 No evidence	No survey, interview, media or observational data used or project's specific and meaningful school, community and/or statewide need is unclear	media or o data used t project to i	meet a specific ngful school, v and/or need	Survey, interview, media or observational data used to select a project to meet a specific and meaningful school, community and/or statewide need	Extensive survey, interview, media or observational data used to select a project to meet a specific and meaningful school, community and/or statewide need	
Identify Concerns: Knowledge of the National Program 0-5 points	0 No evidence	Selected National Program is unclear. Relationship between National Program, identified concerns and project components poorly detailed		dentified nd project	Selected National Program is shared. Relationship between National Program, identified concerns and project components detailed	Selected National Program is clear. Relationship between National Program, identified concerns and project components well detailed	
Set a Goal: SMART Goal 0–4 points	0 No evidence	1 2 Project goal(s) do not meet all criteria	measurable	3 al(s) are specific, e, achievable, ad time—bound	Project goal(s) are extremely specific, measurable, achievable, relevant and time–bound		
Set a Goal: Appropriate Goal 0–5 points	0 No evidence	1 2 National program concern relationship to SMART goals unclear. chapter/community demographics poorly detailed	generally re program co to chapter,	3 I SMART goal(s) elate to national oncern. Relation (community nics loosely	4 Established SMART goal(s) relate to national program concern. Relation to chapter/community demographics detailed	5 Established SMART goal(s) clearly relate to national program concern. Relation to chapter/community demographics well detailed	
Form a Plan: Organization 0–6 points	No evidence	1 2 Project plan is disorganized and does not meet criteria requirements	Project pla project goa standards, alternative considers c alternative		Froject plan meets project goals, identifies standards, examines alternative actions, considers consequences of alternatives and selects acceptable alternatives	6 Project plan clearly meets project goals, identifies standards, examines alternative actions, considers consequences of alternatives and selects acceptable alternatives	
Form a Plan: Partners and Resources 0–3 points	0 No evidence	Potential partners and resources are loosely identified on the school, community and/or state levels	resources		Potential partners and resources are clearly identified on the school, community and/or state levels		
Form a Plan: Timeline 0–4 points	0 No evidence	1 2 Timeline is provided but is not workable or has unrealistic deadlines	provided		4 Detailed timeline is workable with realistic steps and deadlines		
Form a Plan: Work Plan 0–7 points	0 No evidence	1 2 3 Work plans are loosely specific to members and volunteers. Lacks member and volunteer role assignments	Work plans members a Includes m	4 5 s are specific to and volunteers. ember and ole assignments	6 7 Work plans are detailed and specific to members and volunteers. Includes detailed member and volunteer role assignments		



LEVEL 1 RUBRIC (CONTINIED)

		I	I	I		
Form a Plan: Increase Awareness/ Public Relations 0–3 points	0 No evidence	Promotion plans before, during and after project implementation are poorly developed	Promotion plans before, during and after project implementation are developed	3 Promotion plans before, during and after project implementation are well developed		
Act: Action Taken on Plan 0–10 points	0 No evidence	1 2 3 Action step(s) unclear. Explanation of actions and outcomes poorly detailed	4 5 6 Each action step is taken. Explanation of actions and outcomes loosely detailed	7 8 Each action step is taken. Explanation of actions and outcomes detailed	9 10 Each action step is clearly taken. Explanation of actions and outcomes well detailed	
Follow Up: Evaluation 0–5 points	0 No evidence	1 2 Lacks evaluation methods. Project reach data poorly documented. No plans for replication, future efforts, lessons learned and recognition	3 Includes limited evaluation methods. Project reach data documented. Loose plans for replication, future efforts, lessons learned and recognition	4 Includes evaluation methods. Project reach data documented. Plans for replication, future efforts, lessons learned and recognition	5 Includes multiple evaluation methods. Project reach data well documented. Detailed plans for replication, future efforts, lessons learned and recognition	
Organization/ Delivery 0-10 points	Presentation is not complete or presented briefly and does not cover components of the project	1 2 3 The presentation covers some or all topic elements with limited information	4 5 6 Presentation gives complete information but does not explain the project well	7 8 Presentation covers information completely but does not flow well	9 10 Presentation covers all relevant information with a seamless and logical delivery	
Knowledge of Subject Matter 0–5 points	0 Little or no evidence of subject matter knowledge	1 2 Minimal evidence of subject matter knowledge	3 Knowledge of subject matter is evident but not effectively used in project	Knowledge of subject matter is evident and shared at times in the project	5 Knowledge of subject matter is evident and incorporated throughout the project	
Relationship to Family and Consumer Sciences Coursework and Standards 0–3 points	No evidence of relationship between FCS coursework and project	Limited evidence of relationship between FCS coursework and project	Evidence of relationship between FCS coursework and project	3 Detailed evidence of relationship between FCS coursework service project		
Use of Visuals during Presentation 0–6 points	O Visuals not used during presentation	1 2 Visuals used minimally during presentation OR was used to limited amount of speaking time	3 4 Visuals incorporated throughout presentation	5 Visuals used effectively throughout presentation	6 Presentation moves seamlessly between oral presentation and visuals	
Voice-pitch, tempo, volume 0-3 points	0 Voice qualities not used effectively	1 Voice quality is adequate	2 Voice quality is good, but could improve	3 Voice quality is outstanding and pleasing		
Body Language 0–2 points	Uses inappropriate gestures, posture or mannerisms, avoids eye contact	Gestures, posture, mannerisms and eye contact is inconsistent	Gestures, posture, mannerisms, and eye contact are appropriate			
Grammar/Word Usage/ Pronunciation 0-3 points	Extensive (more than 5) grammatical and pronunciation errors	Some (3–5) grammatical and pronunciation errors	Few (1–2) grammatical and pronunciation errors	3 Presentation has no grammatical or pronunciation errors 3		
Responses to Evaluators' Questions 0–3 points	Uses inappropriate gestures, posture or mannerisms, avoids eye contact/inappropriate clothing	Unable to answer some questions and/or given with hesitation and/or inaccurate	Gave appropriate responses to evaluators' questions	Responses to questions were appropriate and given without hesitation		
Evaluator's Comm	nents-Include two things don	e well and two opportunities	for improvement:			

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



LEVEL 2 RUBRIC

Participant Name:									
Chapter:	State:	Team #: S	tation #: Level:						
FCCLA NATIONAL PROGRAMS (C	FCCLA NATIONAL PROGRAMS (CHECK ONE)								
Career Connection		Families First							
Community Service		Power of One							

Stand Up

FACTS (Families Acting for Traffic Safety)

	cial Fitness			Student Body			
Fillali	iciai ritiless			310	dent body		
FILE FOLDER							POINTS
Identify Concerns: Address Specific Needs 0–5 points	0 No evidence	1 2 No survey, interview, media or observational data used or project's specific and meaningful school, community, statewide and/or national need is unclear	media or o data used project to and meani communit	3 rvey, interview, observational to select a meet a specific ingful school, y, statewide tional need	4 Survey, interview, media or observational data used to select a project to meet a specific and meaningful school, community, statewide and/or national need	5 Extensive survey, interview, media or observational data used to select a project to meet a specific and meaningful school, community, statewide and/or national need	
Identify Concerns: Knowledge of the National Program 0-5 points	0 No evidence	1 2 Selected National Program is unclear. Relationship between National Program, identified concerns and project components poorly detailed	is shared. between N Program, i	dentified and project	4 Selected National Program is shared. Relationship between National Program, identified concerns and project components detailed	5 Selected National Program is clear. Relationship between National Program, identified concerns and project components well detailed	
Set a Goal: SMART Goal 0–4 points	0 Target audience not identified	1 2 Project goal(s) do not meet all criteria	measurabl	3 al(s) are specific, le, achievable, and time—bound	4 Project goal(s) are extremely specific, measurable, achievable, relevant and time–bound		
Set a Goal: Appropriate Goal 0–5 points	0 No evidence	A 2 National program concern relationship to SMART goals unclear. chapter/community demographics poorly detailed	generally r program c to chapter	3 d SMART goal(s) relate to national oncern. Relation /community hics loosely	Established SMART goal(s) relate to national program concern. Relation to chapter/community demographics detailed	5 Established SMART goal(s) clearly relate to national program concern. Relation to chapter/community demographics well detailed	
Form a Plan: Organization 0–6 points	0 No evidence	Project plan is disorganized and does not meet criteria requirements	project go standards, alternative considers alternative		Project plan meets project goals, identifies standards, examines alternative actions, considers consequences of alternatives and selects acceptable alternatives	Project plan clearly meets project goals, identifies standards, examines alternative actions, considers consequences of alternatives and selects acceptable alternatives	
Form a Plan: Partners and Resources 0–3 points	0 No evidence	Potential partners and resources are loosely identified on the school, community, state and/or national levels	resources the school	2 partners and are identified on , community, or national levels	Potential partners and resources are clearly identified on the school, community, state and/or national levels		
Form a Plan: Timeline 0–4 points	0 No evidence	1 2 Timeline is provided but is not workable or has unrealistic deadlines	General ti provided		4 Detailed timeline is workable with realistic steps and deadlines		
Form a Plan: Work Plan 0–7 points	0 No evidence	1 2 3 Work plans are loosely specific to members and volunteers. Lacks member and volunteer role assignments	members a Includes m	4 5 s are specific to and volunteers. nember and role assignments	6 7 Work plans are detailed and specific to members and volunteers. Includes detailed member and volunteer role assignments		



LEVEL 2 RUBRIC (CONTINUED)

	0	1	2	3		
	No evidence	Promotion plans before,	Promotion plans before,	Promotion plans before,		
Form a Plan:		during and after project	during and after project	during and after project		
Increase		implementation are poorly	implementation are	implementation are well		
Awareness/		developed. Vague list of	developed. List of local,	developed. Detailed list of		
Public Relations		local, state and/or national	state and/or national	local, state and/or national		
0–3 points		media outlets and	media outlets and	media outlets and		
		decision-makers included	decision-makers included	decision-makers included		
Act:	0	1 2 3	4 5 6	7 8	9 10	
Action Taken on	No evidence	Action step(s) unclear.	Each action step is taken.	Each action step is taken.	Each action step is clearly	
Plan		Explanation of actions and	Explanation of actions and	Explanation of actions and	taken. Explanation of actions	
0-10 points		outcomes poorly detailed	outcomes loosely detailed	outcomes detailed	and outcomes well detailed	
·	0	1 2	3	4	5	
	No evidence	Lacks evaluation methods.	Includes limited evaluation	Includes evaluation	Includes multiple evaluation	
Follow Up:		Project reach data poorly	methods. Project reach	methods. Project reach	methods. Project reach data	
Evaluation		documented. No plans for	data documented. Loose	data documented. Plans	well documented. Detailed	
0–5 points		replication, future efforts,	plans for replication,	for replication, future	plans for replication, future	
·		lessons learned and	future efforts, lessons	efforts, lessons learned	efforts, lessons learned and	
		recognition	learned and recognition	and recognition	recognition	
	0	1 2 3	4 5 6	7 8	9 10	
Organization/	Presentation is not	The presentation covers	Presentation gives	Presentation covers	Presentation covers all	
Delivery	complete or presented	some or all topic elements	complete information but	information completely	relevant information with a	
0–10 points	briefly and does not cover	with limited information	does not explain the	but does not flow well	seamless and logical delivery	
•	components of the project		project well		,	
	0	1 2	3	4	5	
Knowledge of	Little or no evidence of	Minimal evidence of	Knowledge of subject	Knowledge of subject	Knowledge of subject matter	
Subject Matter	subject matter knowledge	subject matter knowledge	matter is evident but not	matter is evident and	is evident and incorporated	
0–5 points	,		effectively used in project	shared at times in the	throughout the project	
p				project	amenganeur me prejest	
Relationship to	0	1	2	3		
Family and	No evidence of	Limited evidence of	Evidence of relationship	Detailed evidence of		
Consumer	relationship between FCS	relationship between FCS	between FCS coursework	relationship between FCS		
Sciences	coursework and project.	coursework and project.	and project. National	coursework and project.		
Coursework and	National Program not	National Program not	Program identified	National Program		
Standards	identified	identified		identified and both		
0–3 points				explained well		
Han of Manuala	0	1 2	3 4	5	6	
Use of Visuals	Visuals not used during	Visuals used minimally	Visuals incorporated	Visuals used effectively	Presentation moves	
during Presentation	presentation	during presentation OR	throughout presentation	throughout presentation	seamlessly between oral	
0–6 points		was used to limited			presentation and visuals	
o o points		amount of speaking time				
Voice-pitch,	0	1	2	3		
tempo, volume	Voice qualities not used	Voice quality is adequate	Voice quality is good, but	Voice quality is		
0–3 points	effectively		could improve	outstanding and pleasing		
	0	1	Costumos mantumo			
Body Language	Uses inappropriate	Gestures, posture,	Gestures, posture,			
0–2 points	gestures, posture or	mannerisms and eye	mannerisms, and eye			
	mannerisms, avoids eye	contact is inconsistent	contact are appropriate			
Gramman/Man	contact	1	2	3		
Grammar/Word	0 Extensive (more than 5)	1 Some (2–5) grammatical		_		
Usage/	Extensive (more than 5)	Some (3–5) grammatical	Few (1–2) grammatical and	Presentation has no		
Pronunciation	grammatical and	and pronunciation errors	pronunciation errors	grammatical or		
0–3 points	pronunciation errors 0	1	2	pronunciation errors 3		
Responses to	Uses inappropriate	Unable to answer some	Gave appropriate	Responses to questions		
Evaluators'	gestures, posture or	questions and/or given	responses to evaluators'	were appropriate and		
	-	, ,	questions			
Questions 0–3 points	mannerisms, avoids eye contact/inappropriate	with hesitation and/or inaccurate	questions	given without hesitation		
o o politica	clothing	maccurate				
Evaluator's Comm	•	e well and two opportunities	for improvement:			
Lianuacon a Collilli	icina include two tilligs doll	e seen and two opportunities	ioi improvementi			
					TOTAL	
					(92 Points Possible)	
					Evaluator #:	
					Evaluator Initials:	
						-
					RC Initials:	



LEVELS 3 & 4 RUBRIC

Participant Name:									
Chapter:	State:	Team #: S	tation #: L	.evel:					
FCCLA NATIONAL PROGRAMS (C	FCCLA NATIONAL PROGRAMS (CHECK ONE)								
Career Connection		Families First							
Community Service		Power of One							

Stand Up

FACTS (Families Acting for Traffic Safety)

Finan	icial Fitness		Stu	ident Body		
FILE FOLDER						POINTS
Identify Concerns: Address Specific Needs 0–5 points	0 No evidence	1 2 No survey, interview, media or observational data used or project's specific and meaningful school, community, statewide, national and/or global need is unclear	3 Limited survey, interview, media or observational data used to select a project to meet a specific and meaningful school, community, statewide, national and/or global need	4 Survey, interview, media or observational data used to select a project to meet a specific and meaningful school, community and/or statewide need	5 Extensive survey, interview, media or observational data used to select a project to meet a specific and meaningful school, community, statewide, national and/or global need	
Identify Concerns: Knowledge of the National Program 0-5 points	0 No evidence	Selected National Program is unclear. Relationship between National Program, identified concerns and project components poorly detailed	3 Selected National Program is shared. Relationship between National Program, identified concerns and project components loosely detailed	Survey, interview, media or observational data used to select a project to meet a specific and meaningful school, community, statewide, national and/or global need	Selected National Program is clear. Relationship between National Program, identified concerns and project components well detailed	
Set a Goal: SMART Goal 0–4 points	O Target audience not identified	1 2 Project goal(s) do not meet all criteria	3 Project goal(s) are specific, measurable, achievable, relevant and time—bound	Project goal(s) are extremely specific, measurable, achievable, relevant and time–bound		
Set a Goal: Appropriate Goal 0–5 points	0 No evidence	1 2 National program concern relationship to SMART goals unclear. chapter/community demographics poorly detailed	3 Established SMART goal(s) generally relate to national program concern. Relation to chapter/community demographics loosely detailed	Established SMART goal(s) relate to national program concern. Relation to chapter/community demographics detailed	5 Established SMART goal(s) clearly relate to national program concern. Relation to chapter/community demographics well detailed	
Form a Plan: Organization 0–6 points	0 No evidence	1 2 Project plan is disorganized and does not meet criteria requirements	Project plan loosely meets project goals, identifies standards, examines alternative actions, considers consequences of alternatives and selects acceptable alternatives	Froject plan meets project goals, identifies standards, examines alternative actions, considers consequences of alternatives and selects acceptable alternatives	Project plan clearly meets project goals, identifies standards, examines alternative actions, considers consequences of alternatives and selects acceptable alternatives	
Form a Plan: Partners and Resources 0–3 points	0 No evidence	Potential partners and resources are loosely identified on the school, community, state, national and/or global levels	Potential partners and resources are identified on the school, community, state, national and/or global levels	Potential partners and resources are clearly identified on the school, community, state, national and/or global levels		
Form a Plan: Timeline 0–4 points	0 No evidence	1 2 Timeline is provided but is not workable or has unrealistic deadlines	3 General timeline is provided	Detailed timeline is workable with realistic steps and deadlines		
Form a Plan: Work Plan 0–7 points	0 No evidence	1 2 3 Work plans are loosely specific to members and volunteers. Lacks member and volunteer role assignments	Work plans are specific to members and volunteers. Includes member and volunteer role assignments	6 7 Work plans are detailed and specific to members and volunteers. Includes detailed member and volunteer role assignments		



LEVELS 3 & 4 RUBRIC (CONTINUED)

		1				
	0	1	2	3		
Form a Plan:	No evidence	Promotion plans before,	Promotion plans before,	Promotion plans before,		
Increase		during and after project	during and after project	during and after project		
Awareness/		implementation are poorly	implementation are	implementation are well developed. Detailed list of		
Public Relations		developed. Vague list of local, state and/or national	developed. List of local, state and/or national	local, state and/or national		
0–3 points		media outlets and	media outlets and	media outlets and		
		decision–makers included	decision–makers included	decision–makers included		
	0	1 2 3	4 5 6	7 8	9 10	
Act:	No evidence	Action step(s) unclear.	Each action step is taken.	Each action step is taken.	Each action step is clearly	
Action Taken on	140 CVIdence	Explanation of actions and	Explanation of actions and	Explanation of actions and	taken. Explanation of	
Plan		outcomes poorly detailed	outcomes loosely detailed	outcomes detailed	actions and outcomes well	
0–10 points		outcomes poorly actualed	outcomes loosely detailed	outcomes detailed	detailed	
	0	1 2	3	4	5	
	No evidence	Lacks evaluation methods.	Includes limited evaluation	Includes evaluation	Includes multiple	
		Project reach data poorly	methods. Project reach	methods. Project reach	evaluation methods.	
Follow Up:		documented. No plans for	data documented. Loose	data documented. Plans	Project reach data well	
Evaluation		replication, future efforts,	plans for replication,	for replication, future	documented. Detailed	
0–5 points		lessons learned and	future efforts, lessons	efforts, lessons learned	plans for replication,	
		recognition	learned and recognition	and recognition	future efforts, lessons	
					learned and recognition	
	0	1 2 3	4 5 6	7 8	9 10	
Organization/	Presentation is not	The presentation covers	Presentation gives	Presentation covers	Presentation covers all	
Delivery	complete or presented	some or all topic elements	complete information but	information completely	relevant information with	
0–10 points	briefly and does not cover	with limited information	does not explain the	but does not flow well	a seamless and logical	
	components of the project		project well		delivery	
	0	1 2	3	4	5	
Knowledge of	Little or no evidence of	Minimal evidence of	Knowledge of subject	Knowledge of subject	Knowledge of subject	
Subject Matter	subject matter knowledge	subject matter knowledge	matter is evident but not	matter is evident and	matter is evident and	
0–5 points			effectively used in project	shared at times in the	incorporated throughout	
				project	the project	
Relationship to	0	1	2	3		
Family and	No evidence of	Limited evidence of	Evidence of relationship	Detailed evidence of		
Consumer	relationship between FCS	relationship between FCS	between FCS coursework,	relationship between FCS		
Sciences	coursework, standards and	coursework, standards and	standards and project.	coursework, standards and		
Coursework and	project. Neither National	project. Either National	National Program and	project. National Program		
Standards	Program nor career	Program or career	career pathway identified	and career pathway identified. All components		
0–3 points	pathway identified	pathway not identified		explained well		
	0	1 2	3 4	5	6	
Use of Visuals	Visuals not used during	Visuals used minimally	Visuals incorporated	Visuals used effectively	Presentation moves	
during	presentation	during presentation OR	throughout presentation	throughout presentation	seamlessly between oral	
Presentation	presentation	was used to limited	tin dugitout presentation	tin oughout presentation	presentation and visuals	
0–6 points		amount of speaking time			presentation and visuals	
	0	1	2	3		
Voice-pitch,	Voice qualities not used	Voice quality is adequate	Voice quality is good, but	Voice quality is		
tempo, volume	effectively	. , , .	could improve	outstanding and pleasing		
0–3 points	<u>, </u>			<u> </u>		
	0	1	2			
Body Language	Uses inappropriate	Gestures, posture,	Gestures, posture,			
0–2 points	gestures, posture or	mannerisms and eye	mannerisms, and eye			
o z points	mannerisms, avoids eye	contact is inconsistent	contact are appropriate			
	contact					



LEVELS 3 & 4 RUBRIC (CONTINUED)

Grammar/Word	0	1	2	3		
Usage/	Extensive (more than 5)	Some (3-5) grammatical	Few (1–2) grammatical and	Presentation has no		
Pronunciation	grammatical and	and pronunciation errors	pronunciation errors	grammatical or		
0-3 points	pronunciation errors			pronunciation errors		
	0	1	2	3		
Responses to	Uses inappropriate	Unable to answer some	Gave appropriate	Responses to questions		
Evaluators'	gestures, posture or	questions and/or given	responses to evaluators'	were appropriate and		
Questions	mannerisms, avoids eye	with hesitation and/or	questions	given without hesitation		
0-3 points	contact/inappropriate	inaccurate				
	clothing					
Evaluator's Comm	nents-Include two things do	ne well and two opportunities	s for improvement:			
	_	• •	•			
					TOTAL	
					(92 Points Possible)	
					Evaluator #:	

Evaluator Initials: ____

RC Initials: _



NUTRITION AND WELLNESS

An individual or *team event*, recognizes participants who track food intake and physical activity for themselves, their *family* or a *community* group and determine goals and strategies for improving their overall health. Participants must prepare a *portfolio*, *visuals* and an oral presentation.

ELIGIBILITY & GENERAL INFORMATION

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

CLICK HERE TO VIEW NATIONAL DEADLINES

CAREER PATHWAYS ALIGNMENT							
Human Services	Hospitality & Tourism	Education & Training	Visual Arts & Design				

EVENT LEVELS			
Level 1:	Level 2:	Level 3:	Level 4:
Through Grade 8	Grades 9–10	Grades 11–12	Postsecondary
*See page 7 for more information	n on event levels.		

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

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



COMPETITION PROCEDURES & TIME REQUIREMENTS

TIME	LEVEL 1	LEVEL 2	LEVELS 3 & 4		
Each entry will submit a	portfolio to the event room consultant at	the designated participation time	2.		
	Participant(s) will have 10 minute	es to set up for the event. Other p	ersons may not assist.		
10 minutes	Room consultants and evaluators	will have 10 minutes to preview	the <i>portfolio</i> (<i>hardcopy</i> or		
10 minutes	electronic) before the presentation	on begins, during participant set ι	up time. The participant must		
	make the <i>electronic portfolio</i> ava	ilable to evaluators.			
	The oral presentation may be up	to 10 minutes in length. A one-m	inute warning will be given at 9		
	minutes. Participant(s) will be sto	pped at 10 minutes. If audio or a	udiovisual recordings are used,		
10 minutes	they are limited to a 1-minute pl	aying time during the presentatio	n. Presentation equipment, with		
	no audio, may be used during the	no audio, may be used during the entire presentation. If audio or audiovisual recordings are used,			
	they are limited to 1-minute play	ring time during the presentation.			
5 minutes	Following the presentation, evalu	ators will have 5 minutes to inter	view participants.		
5 minutes	Evaluators will have up to 5 minu	tes to use the rubric to score and	write comments for		
5 minutes	participant(s).				
_	Total Time	: 30 Minutes			

NUTRITION AND WELLNESS

SPECIFICATIONS

PORTFOLIO FORMAT (CH	OOSE ONE)
Hardcopy Portfolio	The portfolio is a collection of materials used to document and illustrate the work of the project. Materials must be contained in the official FCCLA STAR Events binder obtained from the FCCLA national emblematic supplier. A decorative and/or informative cover may be included. All materials, including the content divider pages, must fit within the cover, be one—sided and may not exceed 48 pages, as described below. Divider page tabs may extend up to 1" outside the cover. Once a hardcopy portfolio is turned in to the evaluators, participants may not switch to an electronic portfolio.
Electronic Portfolio	An electronic portfolio may be either in PowerPoint, Prezi or other electronic format that can be viewed by the evaluators and room consultants prior to the oral presentation. The electronic portfolio and the hardware (method) to view it (i.e., equipment, files, projectors, screens, laptops) will be turned in to the room consultant at the designated participation time. Participants assume the responsibility of providing the technology used to show the evaluators the project. Once an electronic portfolio is turned in to the evaluators, participants may not switch to a hardcopy portfolio. Portfolio may not exceed 59 slides, as described below.

SPECIFICATIONS		LEVEL 1	LEVEL 2	LEVELS 3 & 4
1–8 ½" x 11" page or 1 slide	Project Identification Page	· · ·	name(s), chapter name, school $2 \cdot 8 \%$ x 11	
1-8 ½" x 11" page or 1 slide	Table of Contents	List the parts of the <i>portfoli</i>	o in the order in which the p	parts appear.
1–8 ½" x 11" page or 2 slides	FCCLA Planning Process Summary Page	·	of the <i>Planning Process</i> was <i>ning Process</i> may also be de	used to plan and implement scribed in the oral
1-8 ½" x 11" page or 1 slide	Evidence of Online Summary Form Submission		t Summary Form located on ortal and include signed prod	
0–9 Content Divider/section pages or slides	Content Divider Pages or sections	may be tabbed, may contai	section pages or slides. <i>Cont</i> n a title, a section name, <i>gro</i> Imbers. They must not inclu	aphic elements, thematic



SPECIFICATIONS		LEVEL 1	LEVEL 2	LEVELS 3 & 4
		Detail the project	Detail the project subject's	
		subject's past and current	and wellness information.	
		nutrition and wellness		
		information.	Team member may not act	
Up to 35			Select one of the following	•
8 ½" x 11"	Subject Profile	1 team member will act as	• Family: project subject is eith	- ,
pages or 45 slides		the project subject.	household member of an ind	
			Community Business or Industrial	
			on an institution or campaign	nome, early childhood center,
			specific restaurant, etc.)	iome, early ciliumood center,
		Determine at least 3 key	Determine at least 4 key	Determine at least 5 key
		nutrition issues and 3 key	nutrition issues and 4 key	nutrition issues and 5 key
3-8 ½" x 11" pages	Nutrition and	wellness issues relating to	wellness issues relating to	wellness issues relating to
or 4 slides	Wellness Research	the project area. Detail	the project area. Detail	the project area. Detail
or 4 singes	Weiniess Research	current information for	current information for	current information for
		each item.	each item.	each item.
		Track project subject's	Track project subject's	Track project subject's
		current nutritional intake	current nutritional intake	current nutritional intake
		and wellness activity for 4	and wellness activity for 7	and wellness activity for
	Nutrition and	consecutive days. Provide	consecutive days. Provide	10 consecutive days.
	Wellness Tracking	summary. Participants	summary. Participants	Provide summary.
		may determine tracking	may determine tracking	Participants may
		method.	method.	determine tracking
				method.
		Develop at least 3 project	Develop at least 4 project	Develop at least 5 project
		subject's concerns and At	subject's concerns and at	subject's concerns and at
		least 3 goals to improve	least 4 goals to improve	least 5 goals to improve
		their nutrition and	their nutrition and	their nutrition and
	Nutrition and	wellness plan. Outline	wellness plan. Outline	wellness plan. Outline
	Wellness Goals &	steps necessary to	steps necessary to	steps necessary to
	Concerns	address concerns and	address concerns and	address concerns and
Up to 35	Concerns	reach goals. Include	reach goals. Include	reach goals. Include
8 ½" x 11"		project subject's personal	project subject's personal	project subject's personal
pages or 45 slides		goals and/or health	goals and/or health	goals and/or health
		concerns.	concerns.	concerns.
		NOTE: If health concerns are	e involved, seek the assistanc	e of a trained, professional
			tc.). Participants are not nutri	-
		Develop a recommended	Develop a recommended	Develop a recommended
		nutrition plan with 1	nutrition plan with 3	nutrition plan with 4
		weeks' worth of menus	weeks' worth of menus	weeks' worth of menus
		aligning with project goals	aligning with project goals	aligning with project goals
		and meeting project	and meeting project	and meeting project
	Nutrition Plan	subject's nutritional	subject's nutritional	subject's nutritional
		needs. Include all meals	needs. Include all meals	needs. Include all meals
		and snacks the individual	and snacks the individual	and snacks the individual
		would consume. Nutrition	would consume. Nutrition	would consume. Nutrition
		plan must be realistic and	plan must be realistic and	plan must be realistic and
		work with the project	work with the project	work with the project
		subject's schedule.	subject's schedule.	subject's schedule.



Portfolio Appearance Portfolio mus			t be neat, legible and <i>professional</i> and use correct grammar and spelling.			
Works Cited/Bibliography Use MLA or A		PA formatting when citing sources. All sources must be <i>reliable</i> and current.				
		differences seen, if any, in those who took part.				
	Summa	ary	made based on the plan's recommendations. If changes are made, summarize the			
	Implementation		subject. Determine if the plan can be implemented and/or if any changes can be			
			Provide evidence of a nutrit	ion and wellness plan discuss	ion with the project's	
(continued)			relaxation, etc.).	relaxation, etc.).	relaxation, etc.).	
(continued)			wellness (exercise, sleep,	wellness (exercise, sleep,	wellness (exercise, sleep,	
pages or 45 slides			Include all aspects of	Include all aspects of	Include all aspects of	
8 ½" x 11"			project subject's goals.	project subject's goals.	project subject's goals.	
Up to 35	Wellne	ss Plan	and supporting the	and supporting the	and supporting the	
			plan meeting the needs of	plan meeting the needs of	plan meeting the needs of	
			recommended wellness	recommended wellness	recommended wellness	
			comprehensive,	comprehensive,	comprehensive,	
			Develop a 1–week	Develop a 3-week	Develop a 4–week	

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

SPECIFICATIONS	LEVEL 1	LEVEL 2	LEVELS 3 & 4			
Organization/Delivery	Deliver oral presentation in an or research.	rganized, sequential manner; conc	isely and thoroughly summarize			
Knowledge of Nutrition and	Demonstrate thorough knowledg	ge of nutrition and wellness and at	oility to apply knowledge to real–			
Wellness	life situations.					
Relationship to Family and Consumer Sciences Coursework and/or Related Careers	Describe the relationship of Family and Consumer Sciences coursework to project. Describe the relationship of Family and Consumer Sciences coursework to project. Describe the relationship of Family and Consumer Sciences coursework to project. Explain which FCCLA National Program(s) could be used during project implementation. Describe the relationship of Family and Consumer Sciences coursework and standards to project. Explain which FCCLA National Program(s) could be used during project implementation. Identify career pathway.					
Use of Portfolio and Visuals	Use the <i>portfolio</i> and <i>visuals</i> to s	upport, illustrate or complement p	presentation.			
During Presentation						
Voice	Speak clearly with appropriate p	tch, tempo and volume.				
Body Language	Use appropriate body language including gestures, posture, mannerisms, eye contact, and appropriate handling of notes or note cards if used.					
Grammar/Word	Use proper grammar, word usage and pronunciation.					
Usage/Pronunciation						
Responses to Evaluators'	Provide clear and concise answe	Provide clear and concise answers to evaluators' questions regarding project.				
Questions						

SPECIFICATIONS	LEVEL 1	LEVEL 2	LEVELS 3 & 4
	<u>www.choosemyplate.gov</u>	• www.usda.go	ov
Resources	 www.fueluptoplay60.com 	 www.fda.gov 	<u>!</u>
	• <u>www.fitness.gov</u>	 www.actionf 	orhealthykids.org



Resources

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

- FCCLA Planning Process
- Work Cited Citation Guide
- Websites
 - www.choosemyplate.gov
 - www.fueluptoplay60.com
 - www.fitness.gov
 - www.usda.gov
 - www.fda.gov
 - www.actionforhealthykids.org

National Leadership Conference Resources

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



STAR EVENTS POINT SUMMARY FORM

Participant Name:							
Chapter:	State: <i>Te</i>	eam #:	Station #:	Level:			
	top is correct. If a student named is not participal turn with other forms. Do NOT change team or sta		name(s) off. If a team of	does not show, write "N			
	Before student presentation, the room consultants must check participants' portfolio using the criteria and standards listed below and fill						
	mandatory solely for participation at the Nationa plies to picking up the registration packet and co			·			
	ation, verify evaluator scores and fill in information front of the completed rubrics and staple all iter						
5. At the end of competition in turn in to the Lead Consultan	the room, double check all scores, names and <i>tec</i>	am numbers to	ensure accuracy. Sort re	esults by <i>team</i> order and			
6. Check with the Lead Consulta	ant if there are any questions regarding the evaluation	ation process.					
ROOM CONSULTANT CHECK				POINT			
	Confirmed STAR Competition(s) schedu		•	line			
Confirm STAR Competition(s)	(National Leaders)	hip Conference	• •				
0 or 1 point	0 No		1 Yes				
	0		1				
Event Online Orientation Form	Online Orientation Form not completed in the	Online Orier	tation Form completed	I in the			
0 or 1 point	Student Portal by deadline		al by deadline				
Hardcopy Portfolio	0		1				
0 or 1 point	Binder is not the official FCCLA binder	Binder is the	official FCCLA binder				

Electronic Portfolio not in viewable format to

0

Portfolio exceeds the page limit

Evaluator 3: ___

the evaluators

Evaluator 2: _

OR

Electronic Portfolio

0 or 1 point

Portfolio is completed correctly and does not exceed 48 single-sided pages or 59 slides, including: **Portfolio Pages** • 1 project ID page or slide 0-3 points • 1 table of contents page or slide • 1 Planning Process summary page or 2 slides • Project Summary Form submission proof • Up to 9 Content Divider Pages or slides • Up to 35 content pages or 45 content slides **Punctuality** 0 or 1 point Participant was late for presentation Participant was on time for presentation **Dress Code** 0 1 0 or 1 point Event dress code was not followed Event dress code was followed **EVALUATORS' SCORES ROOM CONSULTANT TOTAL** Evaluator 1: _____ Initials: _____ (8 Points Possible) Evaluator 2: _____ Initials: _____ AVERAGE EVALUATOR SCORE → (92 Points Possible) Evaluator 3: _____ Initials: Total Score: Divided by # of Evaluators **FINAL SCORE** = AVERAGE EVALUATOR SCORE -(Average Evaluator Score plus Room Consultant Score) Rounded only to the nearest hundredth (i.e., 79.99 not 80.00) RATING ACHIEVED (circle one) Gold: 90-100 **Silver:** 70–89.99 **Bronze:** 1–69.99 **VERIFICATION OF FINAL SCORE & RATING (please initial)**

Electronic Portfolio in viewable format to the

2

1 error

no errors

Event Lead Consultant:

evaluators

1

At least 2 errors

Adult Room Consultant: ___



LEVEL 1 RUBRIC

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

PORTFOLIO						POINTS
FCCLA Planning Process Summary Page 0–10 points	0 Planning–Process Summary not provided	1 2 3 Planning Process steps are not clearly summarized or are inadequate	4 5 6 All Planning Process steps are summarized	7 8 Evidence that the Planning Process was utilized to plan project	9 10 The Planning Process is used to plan the project. Each step is fully explained. No more than 1 page or 2 slides	
Subject Profile 0–10 points	O Not included or project subject does not meet specification criteria	1 2 3 Project subject's past and current nutrition and wellness information poorly detailed	4 5 6 Project subject's past and current nutrition and wellness information loosely detailed	7 8 Project subject's past and current nutrition and wellness information detailed	9 10 Project subject's past and current nutrition and wellness information well detailed	
Nutrition and Wellness Research 0–10 points	0 Not included	1 2 3 Less than 3 key nutrition issues or less than 3 key wellness issues included	4 5 6 At least 3 key nutrition issues and At least 3 key wellness issues loosely detailed	7 8 At least 3 key nutrition issues and At least 3 key wellness issues detailed	9 10 At least 3 key nutrition issues and At least 3 key wellness issues well detailed	
Nutrition and Wellness Tracking 0–5 points	0 Not included	1 2 Project subject's nutritional intake and wellness activity tracked for less than 4 consecutive days	3 Project subject's nutritional intake and wellness activity tracked and loosely summarized for 4 consecutive days	4 Project subject's nutritional intake and wellness activity tracked and well summarized for 4 consecutive days	5 Project subject's nutritional intake and wellness activity tracked and well summarized for 4 consecutive days	
Nutrition and Wellness Goals & Concerns 0–10 points	0 Not included	1 2 3 Less than 3 concerns and less than 3 goals included. Necessary steps for each goal and concern poorly detailed	4 5 6 At least 3 concerns and at least 3 goals generally improve nutrition and wellness plan. Necessary steps for each goal and concern loosely detailed	7 8 At least 3 concerns and at least 3 goals improve nutrition and wellness plan. Necessary steps for each goal and concern detailed	9 10 At least 3 concerns and at least 3 goals clearly improve nutrition and wellness plan. Necessary steps for each goal and concern well detailed	
Nutrition Plan 0–4 points	0 Not included	1 Nutrition plan is for less than 1 week. Unclear alignment to project goals and nutritional needs. Menus are poorly detailed unrealistic	2 Nutrition plan for 1 week generally aligns with project goals and meets nutritional needs. Menus including meals and snacks either loosely detailed or unrealistic	3 Nutrition plan for 1 week aligns with project goals and meets nutritional needs. Menus including meals and snacks detailed and realistic	4 Nutrition plan for 1 week clearly aligns with project goals and meets nutritional needs. Menus including meals and snacks well detailed and highly realistic	
Wellness Plan 0–3 points	0 Not included	1 Comprehensive wellness plan for 1 week does not meet project subject's needs and supports goals	2 Comprehensive wellness plan for 1 week generally meets project subject's needs and supports goals	3 Comprehensive wellness plan for 1 week clearly meets project subject's needs and supports goals		
Implementation Summary 0–5 points	0 Not included	1 2 Implementation summary poorly detailed. No evidence of nutrition and wellness plan discussion	3 Implementation summary loosely detailed. Evidence of nutrition and wellness plan discussion	4 Implementation summary detailed. Clear evidence of nutrition and wellness plan discussion	5 Implementation summary well detailed. Clear evidence of nutrition and wellness plan discussion	
Portfolio Appearance 0–3 points	O Portfolio is disorganized and illegible	1 Portfolio is disorganized, illegible and contains few grammar or spelling errors	Portfolio is organized, neat, legible and professional, with correct grammar and spelling	3 Portfolio is effectively organized, neat, legible and professional with correct grammar and spelling		



LEVEL 1 RUBRIC (CONTINUED)

ORAL PRESEN	ITATION					POINT:
Organization/ Delivery 0–10 points	O Presentation is not complete or presented briefly and does not cover components of the project	1 2 3 The presentation covers some or all topic elements with limited information	4 5 6 Presentation gives complete information but does not explain the project well	7 8 Presentation covers information completely but does not flow well	9 10 Presentation covers all relevant information with a seamless and logical delivery	
Knowledge of Nutrition and Wellness 0-5 points	O Little or no evidence of subject matter knowledge	1 2 Minimal evidence of subject matter knowledge	3 Knowledge of subject matter is evident but not effectively used in project	4 Knowledge of subject matter is evident and shared at times in the project	5 Knowledge of subject matter is evident and incorporated throughout the project	
Relationship of Family and Consumer Sciences Coursework 0–3 points	O No evidence of relationship between FCS coursework and project	Limited evidence of relationship between FCS coursework and project	Relationship between FCS coursework and project is evident and shared at times	3 Relationship between FCS coursework and project is evident and explained well		
Use of Portfolio and Visuals During Presentation 0-3 points	O Portfolio and visuals not used during presentation	1 Portfolio and visuals used minimally during presentation	Portfolio and visuals used effectively throughout presentation	3 Presentation moves seamlessly between oral presentation, portfolio and visuals		
Voice-pitch, tempo, volume 0-3 points	0 Voice qualities not used effectively	1 Voice quality is adequate	2 Voice quality is good, but could improve	3 Voice quality is outstanding and pleasing		
Body Language 0–2 points	Uses inappropriate gestures, posture or mannerisms, avoids eye contact	1 Gestures, posture, mannerisms and eye contact is inconsistent	Gestures, posture, mannerisms, and eye contact are appropriate			
Grammar/Word Usage/ Pronunciation 0-3 points	0 Extensive (more than 5) grammatical/pronunciation errors	1 Some (3–5) grammatical and pronunciation errors	Few (1–2) grammatical and pronunciation errors	3 Presentation has no grammatical or pronunciation errors		
Responses to Evaluators' Questions 0-3 points	0 Did not answer evaluators' questions	1 Unable to answer some questions	2 Responded adequately to all questions	3 Responses to questions were appropriate and given without hesitation		
Evaluator's Comm	nents-Include two things don	e well and two opportunities	for improvement:		TOTAL (92 Points Possible)	
					Evaluator #: Evaluator Initials: RC Initials:	_



LEVEL 2 RUBRIC

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

PORTFOLIO						POINTS
FCCLA Planning Process Summary Page 0–10 points	0 Planning–Process Summary not provided	1 2 3 Planning Process steps are not clearly summarized or are inadequate	4 5 6 All Planning Process steps are summarized	7 8 Evidence that the Planning Process was utilized to plan project	9 10 The Planning Process is used to plan the project. Each step is fully explained. No more than 1 page or 2 slides	
Subject Profile 0–10 points	O Not included or project subject does not meet specification criteria	1 2 3 Project subject's past and current nutrition and wellness information poorly detailed	4 5 6 Project subject's past and current nutrition and wellness information loosely detailed	7 8 Project subject's past and current nutrition and wellness information detailed	9 10 Project subject's past and current nutrition and wellness information well detailed	
Nutrition and Wellness Research 0–10 points	0 Not included	1 2 3 Less than 4 key nutrition issues or less than 4 key wellness issues included	4 5 6 at least 4 key nutrition issues and at least 4 key wellness issues loosely detailed	7 8 at least 4 key nutrition issues and at least 4 key wellness issues detailed	9 10 at least 4 key nutrition issues and at least 4 key wellness issues well detailed	
Nutrition and Wellness Tracking 0–5 points	0 Not included	1 2 Project subject's nutritional intake and wellness activity tracked for less than 7 consecutive days	3 Project subject's nutritional intake and wellness activity tracked and loosely summarized for 7 consecutive days	4 Project subject's nutritional intake and wellness activity tracked and well summarized for 7 consecutive days	5 Project subject's nutritional intake and wellness activity tracked and well summarized for 7 consecutive days	
Nutrition and Wellness Goals & Concerns 0–10 points	0 Not included	1 2 3 Less than 4 concerns and less than 4 goals included. Necessary steps for each goal and concern poorly detailed	4 5 6 at least 4 concerns and at least 4 goals generally improve nutrition and wellness plan. Necessary steps for each goal and concern loosely detailed	7 8 at least 4 concerns and at least 4 goals improve nutrition and wellness plan. Necessary steps for each goal and concern detailed	9 10 at least 4 concerns and at least 4 goals clearly improve nutrition and wellness plan. Necessary steps for each goal and concern well detailed	
Nutrition Plan 0–4 points	0 Not included	1 Nutrition plan is for less than 3 weeks. Unclear alignment to project goals and nutritional needs. Menus are poorly detailed unrealistic	2 Nutrition plan for 3 weeks generally aligns with project goals and meets nutritional needs. Menus including meals and snacks either loosely detailed or unrealistic	3 Nutrition plan for 3 weeks aligns with project goals and meets nutritional needs. Menus including meals and snacks detailed and realistic	4 Nutrition plan for 3 weeks clearly aligns with project goals and meets nutritional needs. Menus including meals and snacks well detailed and highly realistic	
Wellness Plan 0–3 points	0 Not included	1 Comprehensive wellness plan for 3 weeks does not meet project subject's needs and supports goals	2 Comprehensive wellness plan for 3 weeks generally meets project subject's needs and supports goals	3 Comprehensive wellness plan for 3 weeks clearly meets project subject's needs and supports goals		
Implementation Summary 0–5 points	0 Not included	1 2 Implementation summary poorly detailed. No evidence of nutrition and wellness plan discussion	3 Implementation summary loosely detailed. Evidence of nutrition and wellness plan discussion	4 Implementation summary detailed. Clear evidence of nutrition and wellness plan discussion	5 Implementation summary well detailed. Clear evidence of nutrition and wellness plan discussion	
Portfolio Appearance 0–3 points	O Portfolio is disorganized and illegible	1 Portfolio is disorganized, illegible and contains few grammar or spelling errors	Portfolio is organized, neat, legible and professional, with correct grammar and spelling	3 Portfolio is effectively organized, neat, legible and professional with correct grammar and spelling		



LEVEL 2 RUBRIC (CONTINUED)

ORAL PRESEN			·			POINT
Organization/ Delivery 0–10 points	Presentation is not complete or presented briefly and does not cover components of the project	1 2 3 The presentation covers some or all topic elements with limited information	4 5 6 Presentation gives complete information but does not explain the project well	7 8 Presentation covers information completely but does not flow well	9 10 Presentation covers all relevant information with a seamless and logical delivery	
Knowledge of Nutrition and Wellness 0-5 points	O Little or no evidence of subject matter knowledge	1 2 Minimal evidence of subject matter knowledge	3 Knowledge of subject matter is evident but not effectively used in project	4 Knowledge of subject matter is evident and shared at times in the project	5 Knowledge of subject matter is evident and incorporated throughout the project	
Relationship of Family and Consumer Sciences Coursework 0–3 points Use of Portfolio and Visuals During Presentation 0–3 points	No evidence of relationship between FCS coursework and project. National program not identified O Portfolio and visuals not used during presentation	Limited evidence of relationship between FCS coursework and project. National Program not identified 1 Portfolio and visuals used minimally during presentation	Relationship between FCS coursework and project is evident and shared at times. National Program identified 2 Portfolio and visuals used effectively throughout presentation	Relationship between FCS coursework and project is evident, National Program identified and both explained well 3 Presentation moves seamlessly between oral presentation, portfolio and visuals		
Voice-pitch, tempo, volume 0-3 points	0 Voice qualities not used effectively	1 Voice quality is adequate	Voice quality is good, but could improve	3 Voice quality is outstanding and pleasing		
Body Language 0–2 points	Uses inappropriate gestures, posture or mannerisms, avoids eye contact	Gestures, posture, mannerisms and eye contact is inconsistent	Gestures, posture, mannerisms, and eye contact are appropriate			
Grammar/Word Usage/ Pronunciation 0-3 points	© Extensive (more than 5) grammatical/pronunciation errors	1 Some (3–5) grammatical and pronunciation errors	Few (1–2) grammatical and pronunciation errors	3 Presentation has no grammatical or pronunciation errors		
Responses to Evaluators' Questions 0-3 points	0 Did not answer evaluators' questions	1 Unable to answer some questions	2 Responded adequately to all questions	3 Responses to questions were appropriate and given without hesitation		
Evaluator's Comn	nents–Include two things don	e well and two opportunities	for improvement:		TOTAL (92 Points Possible) Evaluator #: Evaluator Initials: RC Initials:	_



LEVELS 3 & 4 RUBRIC

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

PORTFOLIO						POINTS
PURTFULIU						POINTS
FCCLA Planning Process Summary Page 0–10 points	Planning–Process Summary not provided	1 2 3 Planning Process steps are not clearly summarized or are inadequate	4 5 6 All Planning Process steps are summarized	7 8 Evidence that the Planning Process was utilized to plan project	9 10 The Planning Process is used to plan the project. Each step is fully explained. No more than 1 page or 2 slides	
Subject Profile 0–10 points	Not included or project subject does not meet specification criteria	1 2 3 Project subject's past and current nutrition and wellness information poorly detailed	4 5 6 Project subject's past and current nutrition and wellness information loosely detailed	7 8 Project subject's past and current nutrition and wellness information detailed	9 10 Project subject's past and current nutrition and wellness information well detailed	
Nutrition and Wellness Research 0–10 points	0 Not included	1 2 3 Less than 5 key nutrition issues or less than 5 key wellness issues included	4 5 6 at least 5 key nutrition issues and at least 5 key wellness issues loosely detailed	7 8 at least 5 key nutrition issues and at least 5 key wellness issues detailed	9 10 at least 5 key nutrition issues and at least 5 key wellness issues well detailed	
Nutrition and Wellness Tracking 0–5 points	0 Not included	1 2 Project subject's nutritional intake and wellness activity tracked for less than 10 consecutive days	3 Project subject's nutritional intake and wellness activity tracked and loosely summarized for 10 consecutive days	4 Project subject's nutritional intake and wellness activity tracked and well summarized for 10 consecutive days	5 Project subject's nutritional intake and wellness activity tracked and well summarized for 10 consecutive days	
Nutrition and Wellness Goals & Concerns 0–10 points	0 Not included	1 2 3 Less than 5 concerns and less than 5 goals included. Necessary steps for each goal and concern poorly detailed	4 5 6 at least 5 concerns and at least 5 goals generally improve nutrition and wellness plan. Necessary steps for each goal and concern loosely detailed	7 8 at least 5 concerns and at least 5 goals improve nutrition and wellness plan. Necessary steps for each goal and concern detailed	9 10 at least 5 concerns and at least 5 goals clearly improve nutrition and wellness plan. Necessary steps for each goal and concern well detailed	
Nutrition Plan 0–4 points	0 Not included	1 Nutrition plan is for less than 4 weeks. Unclear alignment to project goals and nutritional needs. Menus are poorly detailed unrealistic	2 Nutrition plan for 4 weeks generally aligns with project goals and meets nutritional needs. Menus including meals and snacks either loosely detailed or unrealistic	3 Nutrition plan for 4 weeks aligns with project goals and meets nutritional needs. Menus including meals and snacks detailed and realistic	4 Nutrition plan for 4 weeks clearly aligns with project goals and meets nutritional needs. Menus including meals and snacks well detailed and highly realistic	
Wellness Plan 0–3 points	0 Not included	1 Comprehensive wellness plan for 4 weeks does not meet project subject's needs and supports goals	2 Comprehensive wellness plan for 4 weeks generally meets project subject's needs and supports goals	3 Comprehensive wellness plan for 4 weeks clearly meets project subject's needs and supports goals		
Implementation Summary 0–5 points	0 Not included	1 2 Implementation summary poorly detailed. No evidence of nutrition and wellness plan discussion	3 Implementation summary loosely detailed. Evidence of nutrition and wellness plan discussion	4 Implementation summary detailed. Clear evidence of nutrition and wellness plan discussion	5 Implementation summary well detailed. Clear evidence of nutrition and wellness plan discussion	
Portfolio Appearance 0–3 points	O Portfolio is disorganized and illegible	1 Portfolio is disorganized, illegible and contains few grammar or spelling errors	Portfolio is organized, neat, legible and professional, with correct grammar and spelling	3 Portfolio is effectively organized, neat, legible and professional with correct grammar and spelling		



LEVELS 3 & 4 RUBRIC (CONTINUED)

ORAL PRESENTATION

	0	1 2 3	4 5 6	7 8	9 10	
Organization/ Delivery 0–10 points	Presentation is not complete or presented briefly and does not cover components of the project	The presentation covers some or all topic elements with limited 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	
Knowledge of Nutrition and Wellness 0-5 points	0 Little or no evidence of subject matter knowledge	1 2 Minimal evidence of subject matter knowledge	3 Knowledge of subject matter is evident but not effectively used in project	4 Knowledge of subject matter is evident and shared at times in the project	5 Knowledge of subject matter is evident and incorporated throughout the project	
Relationship of Family and Consumer Sciences Coursework 0–3 points	No evidence of relationship between FCS coursework, standards and project. Neither National Program nor career pathway identified	Limited evidence of relationship between FCS coursework, standards and project. Either National Program or career pathway not identified	2 Evidence of relationship between FCS coursework, standards and project. National Program and career pathway identified	3 Detailed evidence of relationship between FCS coursework, standards and project. National Program and career pathway identified. All components explained well		
Use of Portfolio and Visuals During Presentation 0–3 points	O Portfolio and visuals not used during presentation	1 Portfolio and visuals used minimally during presentation	2 Portfolio and visuals used effectively throughout presentation	3 Presentation moves seamlessly between oral presentation, portfolio and visuals		
Voice-pitch, tempo, volume 0-3 points	0 Voice qualities not used effectively	1 Voice quality is adequate	2 Voice quality is good, but could improve	3 Voice quality is outstanding and pleasing		
Body Language 0–2 points	Uses inappropriate gestures, posture or mannerisms, avoids eye contact	Gestures, posture, mannerisms and eye contact is inconsistent	Gestures, posture, mannerisms, and eye contact are appropriate			
Grammar/Word Usage/ Pronunciation 0–3 points	© Extensive (more than 5) grammatical/pronunciation errors	1 Some (3–5) grammatical and pronunciation errors	2 Few (1–2) grammatical and pronunciation errors	3 Presentation has no grammatical or pronunciation errors		
Responses to Evaluators' Questions 0–3 points	0 Did not answer evaluators' questions	1 Unable to answer some questions	2 Responded adequately to all questions	3 Responses to questions were appropriate and given without hesitation		
Evaluator's Comn	nents–Include two things don	e well and two opportunities	for improvement:		TOTAL (92 Points Possible)	
					Evaluator #:	
					RC Initials:	





PARLIAMENTARY PROCEDURE

A *team event*, recognizes chapters that develop a working knowledge of parliamentary law and the ability to conduct an FCCLA business meeting. Participants must take a Parliamentary Procedure Knowledge Test, present a demonstration meeting using provided planning materials and prepare minutes of the meeting. Parliamentary Procedure is sponsored in part by National Association of Parliamentarians

ELIGIBILITY & GENERAL INFORMATION

CAREER PATHWAYS ALIGNMENT

- 1. Review "Eligibility and General Rules for All Levels of Competition" on page 8 prior to event planning and preparation.
- 2. The Parliamentary Procedure *team* will consist of four to eight members including a president who will serve as the chair, a secretary, a treasurer and up to five others who will serve as chapter members. The chair will designate the members of the *team* who will serve as secretary and treasurer.
- 3. Each *team* must complete the *Online Project Summary Form* located on the "Surveys" tab of the FCCLA Student Portal and provide signed proof of submission at the assigned participation time.
- 4. A planning packet consisting of agenda, secretary's record/minutes, blank secretary's record, treasurer's report, two topics of new business and a copy of Robert's Rules of Order, Newly Revised, 12th Edition, will be provided. Participants must bring a gavel and pencils for taking notes. Calculators are not allowed.
- 5. Prepared scripts are prohibited. Participants can use planning notes related to information received during the planning time, such as committee reports and main motions. Notes about incidental and subsidiary motions are not permitted. All planning materials and notes will be collected after the event. Teams using prepared materials will receive 0 points for Quality of Demonstration Discussion.
- 6. Use of computers is not allowed. Participants may wear watches, but no cell phones or timers may be used.
- 7. National Leadership Conference (NLC) participants are required to view the online orientation video and submit the STAR Events Orientation Form by the deadline. The video and form will be on the FCCLA Student Portal and can be found under Surveys Applications. Only one form per entry is required. Contact your State Adviser for orientation procedures for competitions held prior to the National Leadership Conference (NLC).
- 8. Participants who do not follow the event guidelines or the definition of the event, their project will not be considered for evaluation. However, the participant can still participate in the competition by giving an oral presentation and will only be evaluated based on that presentation.

CLICK HERE TO VIEW NATIONAL DEADLINES

Human Services	Hospitality & Tourism	Education & Training	Visual Arts & Design			
EVENT LEVELS						
Level 1:	Level 2:	Level 3:	Level 4:			
Through Grade 8	Grades 9-10	Grades 11–12	Postsecondary			
*See page 7 for more information on event levels.						

GENERAL INFORMATION			
Number of Participants per Entry	Prepare Ahead of Time	Equipment Provided for Competition	Competition Dress Code
4–8	Equipment	Table and 8 chairs—Yes Planning Packet, Robert's Rules Book—Yes Electrical Access—No Wi-Fi — No	FCCLA Official Dress

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



COMPETITION PROCEDURES & TIME REQUIREMENTS

TIME	LEVEL 1	LEVEL 2	LEVELS 3 & 4	
At the designated time, participants will report to the planning room where they will be given one copy of each of the following: a skeleton agenda, minutes from a previous meeting, treasurer's report, two topics of new business and a copy of Robert's Rules of Order Newly Revised 12th Edition. Possible topics of new business include, but are not limited to, the following: plans to increase				
participation in FCCLA <i>National</i>	ng ideas for local chapter, public rel Programs	ations or promotional projects,	community service projects and	
15 minutes	Participants will have 15 minutes to prepare for the meeting. (Planning may only happen during this 15—minute time frame.)			
Participants will move to a demonstration room to present. The demonstrated meeting may be up to 20 minutes in length (rap of gavel for FCCLA Opening Ceremonies to final gavel rap of FCCLA Closing Ceremonies). A five-minute and a one-minute warning will be given. Participants will be stopped at 20 minutes. Following adjournment of the meeting, the secretary will turn in the secretary's record.				
15 minutes Evaluators will have up to 15 minutes to provide feedback, discuss, complete the rubric and write comments for participants.				
	Total Time:	50 Minutes		

PARLIAMENTARY PROCEDURE

SPECIFICATIONS

SPECIFICATIONS	LEVEL 1	LEVEL 2	LEVELS 3 & 4
	Knowledge Test during the online	ce (NLC) participants will take the e testing window, as outlined on the evaluated and the results will be face.	ne National Deadlines page of
Knowledge Test	derived from questions and answ	u, all participants will have a set tin vers submitted by the National Ass icipants on a <i>team</i> will be averaged f the <i>team</i> 's final score.	ociation of Parliamentarians and
	Participants will have 15 minutes to take a parliamentary procedure knowledge test. Test topics will be released on the FCCLA Portal by February 1.	Participants will have 20 minutes to take a parliamentary procedure knowledge test. Test topics will be released on the FCCLA Portal by February 1.	Participants will have 25 minutes to take a parliamentary procedure knowledge test. Test topics will be released on the FCCLA Portal by February 1.



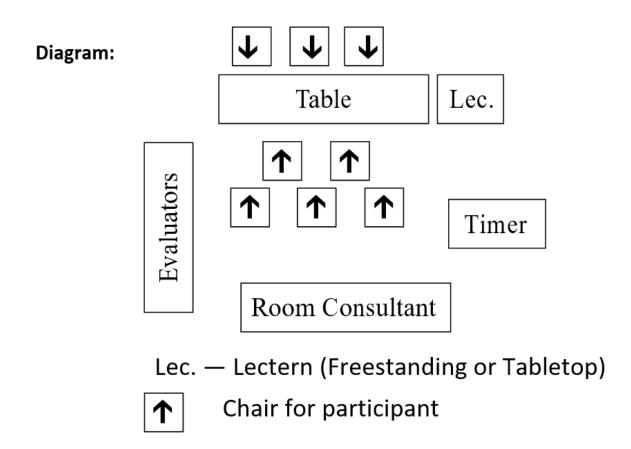
SPECIFICATIONS (CONTINUED)

SPECIFICATIONS	LEVEL 1 LEVEL 2 LEVELS 3 & 4					
	The demonstrated meeting may be up to 20 minutes in length and is presented to evaluators. The					
Demonstrated Meeting	demonstrated meeting must show the participants' knowledge of parliamentary law and their					
	ability to perform designated skills and must follow the agenda given during the preparation time.					
Proper Use of	Use parliamentary law according to Robert's Rules of Order Newly Revised 12th Edition.					
Parliamentary Law						
Proper Recognition of Chair	Use proper procedure when addressing chair or members.					
and All Members						
	Address all agenda items properly. Items on agenda must include FCCLA opening ceremony, call to					
Coverage of Agenda	order, previous meeting minutes, treasurer's report, committee report(s), unfinished business, new					
	business, FCCLA closing ceremony and adjournment.					
Main Motion						
Amend a Motion						
Point of order or						
Parliamentary Inquiry						
Division of the Assembly or	Demonstrate each ability correctly, in a proper sequence and at an appropriate time during the					
Division of the Question	meeting.					
Previous Question						
Request for Information	NOTE : To receive credit for demonstrating each ability correctly, amendments may apply to at least					
Postpose to a Certain Time	1 motions.					
Refer to Committee						
Lay on the Table						
Question of Privilege or						
Recess						
Demonstration Time and	Conduct an overall high–quality demonstration which lasts an appropriate amount of time required					
Quality	for <i>content</i> , debate and involvement.					
Clarity of Expression and	State ideas and comments completely; use appropriate grammar, pronunciation, pitch, tempo and					
Voice	volume. Discussion must flow naturally from one item on agenda to the next.					
Poise	Team conducts itself in appropriate, professional and poised manner.					
Impartiality of Presiding	Presiding officer uses entire team and their ideas.					
Officer						
Team Participation	Active participation by all members during opening and closing ceremonies and discussion (except					
ream rai delpadoli	the secretary).					
Debate Includes FCCLA	Conduct meeting with accurate use of FCCLA Purposes, Mission and facts throughout debate.					



SPECIFICATIONS (CONTINUED)

SPECIFICATIONS	LEVEL 1	LEVEL 2	LEVELS 3 & 4
Secretary's Record	Secretary's record of the demonstr on the provided form. The record, immediately following adjournment after the meeting; it will not be eva coverage of all meeting activities. The <i>team</i> enters the demonstration	upon completion, will be present of the meeting. The secretand luated as final minutes. The re	ented to the evaluators y's record may not be rewritten ecord will be evaluated for





Resources

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

- FCCLA Planning Process
- Work Cited Citation Guide
- National Association of Parliamentarians Study Guide
- Robert's Rules of Order Newly Revised 12th Edition

National Leadership Conference Resources

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



STAR EVENTS POINT SUMMARY FORM

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

- 1. Make sure all information at top is correct. If a student named is not participating, cross their name(s) off. If a *team* does not show, write "No Show" across the top and return with other forms. Do NOT change *team* or station numbers.
- 2. Before the presentation begins, room consultants must fill out the form below to calculate the registration points and average *team* test score.
- 3. Confirm STAR Competition is mandatory solely for participation at the National Leadership Conference. States have the authority to decide whether this requirement applies to picking up the registration packet and confirming the event/schedule accuracy OR attending a state-specific orientation.
- 4. At the conclusion of presentation, verify evaluator scores and fill in information below. Calculate the final score and ask for evaluators' verification. Place this form in front of the completed rubrics and staple all items related to the presentation together.
- 5. At the end of competition in the room, double check all scores, names and *team* numbers to ensure accuracy. Sort results by *team* order and turn in to the Lead Consultant.
- 6. Check with the Lead Consultant if there are any questions regarding the evaluation process.

ROOM CONSULTANT CHECK		POINTS		
	Confirmed STAR Competition(s) schedule in the FCCLA Adviser Portal by deadline			
Confirm STAR Competition(s)	(National Leadersh	ip Conference Only)		
0 or 1 point	0	1		
	No	Yes		
Event Online Orientation Form	0	1		
0 or 1 point	Online Orientation Form not completed in the	Online Orientation Form completed in the		
0 01 1 point	Student Portal by deadline	Student Portal by deadline		
Proof of Project Summary Form	0	1		
Submission	Not presented to Room Consultant at	Presented to Room Consultant at participation		
0 or 1 point	participation time	time		
	Participant 1%			
	Participant 2%			
	Participant 3%	Total Team Score%		
Test Scores	Participant 4%	÷ Number of participants on team		
0–20 points	Participant 5%	= Average Team Score %:		
	Participant 6%	= Team Score		
	Participant 7%			
	Participant 8%			
Dress Code	0	1		
0 or 1 point	Event dress code was not followed	Event dress code was followed		
EVALUATORS' SCORES		ROOM CONSULTANT TOTAL		
Evaluator 1:	Initials:	(24 points possible)		
Evaluator 2:	Initials:	AVERAGE EVALUATOR SCORE		
Evaluator 3:	Initials:	(76 Points Possible)		
Total Score:	Divided by # of Evaluators	FINAL SCORE		
	= AVERAGE EVALUATOR SCORE	(Average Evaluator Score plus		
	Rounded only to the nearest hundredth (i.e., 79.	.99 not 80.00) Room Consultant Score)		
RATING ACHIEVED (circle one)	Gold: 90–100 Silver: 70–89.99 B	Gronze: 1–69.99		
VERIFICATION OF FINAL SCORE	& RATING (please initial)			
Evaluator 1: Evaluat	or 2: Evaluator 3: Adult Roo	om Consultant: Event Lead Consultant:		



RUBRIC

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

•					
DEMONSTRA	TED MEETING				POINTS
Proper Use of	0 Team did not demonstrate any Parliamentary Law	1 2 3 Team lacked basic understanding of	4 5 Team incorrectly carried out parliamentary	6 7 Team carried out all procedures correctly	
Parliamentary Law 0–7 points	according to Robert's Rules of Order Newly Revised 12th edition	parliamentary law according to Robert's Rules of Order Newly Revised 12th Edition	procedures twice according to Robert's Rules of Order Newly Revised 12th Edition	according to Robert's Rules of Order Newly Revised 12th Edition	
Proper Recognition of Chair and All Members 0-3 points	Members were never recognized by chair before speaking	Proper recognition of the chair and members were met some of the time	Proper recognition of the chair and members were met most of the time	3 Chair and members were recognized properly at all times	
Coverage of Agenda 0–3 points	0 Team did not follow agenda	1 Team did not address all agenda items	2 Team addressed all agenda items, but some were not done properly	3 Team addressed all agenda items properly	
Main Motion 0–3 points	0 Team did not demonstrate a main motion	1 Team incorrectly attempted a main motion	2 Team stated a main motion without properly carrying it out	3 Team correctly demonstrated a main motion	
Amend a Motion 0–3 points	0 Team did not demonstrate amending a motion	1 Team did not complete the amendment of a motion	2 Team completed the amendment of a motion, but did so incorrectly	3 Team correctly amended a motion	
Point of Order or Parliamentary Inquiry 0–3 points	0 Team did not demonstrate a point of order or parliamentary inquiry	1 Team did not complete point of order or parliamentary inquiry	Z Team completed point of order or parliamentary inquiry, but did so incorrectly	3 Team correctly demonstrated a point of order or parliamentary inquiry	
Division of the Assembly or Division of the Question 0-3 points	0 Team did not demonstrate division of the assembly or division of the question	1 Team did not complete division of the assembly or division of the question	2 Team completed division of the assembly or division of the question, but did so incorrectly	3 Team correctly demonstrated division of the assembly or division of the question	
Previous Question 0–3 points	0 Team did not demonstrate previous question	1 Team did not complete previous question	2 Team completed previous question, but did so incorrectly	3 Team correctly demonstrated previous question	
Request for Information 0–3 points	0 Team did not demonstrate request for information	1 Team did not complete request for information	2 Team completed request for information, but did so incorrectly	3 Team correctly demonstrated request for information	
Postpone to a Certain Time 0–3 points	Team did not demonstrate postpone to a certain time	1 Team did not complete postpone to a certain time	2 Team completed postpone to a certain time, but did so incorrectly	3 Team correctly demonstrated postpone to a certain time	
Refer to a Committee 0–3 points	Team did not demonstrate refer to a committee	1 Team did not complete refer to a committee	2 Team completed refer to a committee, but did so incorrectly	3 Team correctly demonstrated refer to committee	
Lay on the Table 0–3 points	0 Team did not demonstrate lay on the table	1 Team did not complete lay on the table	2 Team completed lay on the table, but did so incorrectly	3 Team correctly demonstrated lay on the table	
Question of Privilege or Recess 0–3 points	O Team did not demonstrate question of privilege or recess	1 Team did not complete question of privilege or recess	2 Team completed question of privilege or recess, but did so incompletely	3 Team correctly demonstrated question of privilege or recess	
Demonstration Time 0–3 points	0 No discussion took place	1 10 minutes or less	2 10–15 minutes	3 15–20 minutes	



RUBRIC (CONTINUED)

Quality of	0	1 2 3 4 5 6	7 8 9 10 11	12 13 14 15	
Demonstration	No discussion took place	Limited quality discussion	Quality of discussion and	Quality of discussion,	
Discussion		and involvement of	appropriate member	diversity of viewpoints and	
0–15 points		members	involvement	appropriate involvement	
	0	1	2	3	
Clarity of	Speech unclear, weak	Few team members use	Most team members use	Speech clear, projects	
Expression and	voice projection, incorrect	clear speech or voice	clear speech or voice	voice, pronounces all	
Voice	pronunciation, poor	projection or	projection or	words, no vocalized	
0–3 points	grammar	pronunciation or proper	pronunciation or proper	pauses, correct grammar	
		grammar	grammar		
	0	1	2	3	
Poise	Expressionless, no hand	Few team members use	Most team members use	Good expression,	
0–3 points	gestures, sways, no eye	appropriate expression or	appropriate expression or	appropriate hand gestures,	
o 5 points	contact	hand gestures or posture	hand gestures or posture	good posture, good eye	
		or eye contact	or eye contact	contact	
Impartiality of	0	1	2	3	
Presiding	Did not call on all	The presiding officer rarely	The presiding officer	The presiding officer	
Officer	members, states own	calls on all members	usually calls on all	always calls on all	
0–3 points	opinion	and/or rules fairly on	members and/or rules	members and/or rules	
o s points		motions	fairly on motions	fairly on motions	
	0	1	2	3	
Team	Clearly there is no team	The meeting participation	Most team members are	All team members were	
Participation	participation	relies primarily on one or	actively involved in the	actively involved in	
0–3 points		two members	meeting	carrying out the meeting	
				(except secretary)	
Debate includes	0	1			
FCCLA Purposes	Team did not include	Team used FCCLA			
0 or 1 point	FCCLA Purposes, Mission	Purposes, Mission or facts			
5 5. 1 point	or facts	in a majority of debate			
SECRETARY'S	RECORD				POINTS
Socratary's	0	1	2		

SECRETARY'S	RECORD				POINTS
Secretary's	0	1	2		
Record	Station is disorganized,	Disorganized and some	Organized and contain all		
0–2 points	safety is disregarded	agenda items not recorded	required agenda items		
Evaluator's Com	ments-Include two things don	e well and two opportunities	for improvement:		
				TOTAL	
				(76 Points Possible)	

Evaluator #: _____Evaluator Initials: _____

RC Initials: _____



OPENING CEREMONY

President:

Gives a rap with the gavel signaling the officers and members to stand, then begins the meeting by stating:

"We are members of Family, Career and Community Leaders of America®. Our mission is to promote personal growth and leadership development through Family and Consumer Sciences education."

Officers:

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

Members:

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

President:

"This meeting of the _____ Chapter of Family, Career and Community Leaders of America® is now in session. You may be seated."

PARLIAMENTARY PROCEDURE

BRIEF OPENING CEREMONY

The following is a short alternative opening ceremony.

President:

Gives a rap with the gavel signaling the officers and members to stand, then begins the meeting by stating

"We are members of Family, Career and Community Leaders of America®. Our mission is to promote personal growth and leadership development through Family and Consumer Sciences education. Focusing on the multiple roles of family member, wage earner and community leader, members develop skills for life through character development, creative and critical thinking, interpersonal communication, practical knowledge and career preparation. This meeting of the

______ Chapter of Family, Career and Community Leaders of America® is now in session. You may be seated."



CLOSING CEREMONY

President:

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

Members:

Repeat Creed

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

For we have the clear consciousness of seeking old and precious values.

For we are the builders of homes,

Homes for America's future,

Homes where living will be the expression of everything that is good and fair,

Homes where truth and love and security and faith will be realities, not dreams.

We are the Family, Career and Community Leaders of America®.

We face the future with warm courage and high hope.

President:

"This meeting of the	Chapter of Family, Career and Community Leaders of America® is now adjourned."
Raps gavel	

PARLIAMENTARY PROCEDURE

BRIEF CLOSING CEREMONY

The following is a short alternative closing ceremony.

President:

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

Raps gavel



FCCLA SECRETARY'S RECORD

Chapter Name:		Presiding Officer:	
# of members present:		Time:	Place:
OPENING	CEREMONY		ORUM PRESENT
Yes	No	Yes	No
MINITEC OF THE PREM	IOUC MEETING WERE READ		ADDROVED
	IOUS MEETING WERE READ	Yes	APPROVED No
Yes	No	res	NO
CORF	RECTIONS		NOTES
Yes	No		
TREASUR	ER'S REPORT		
Yes	No		
TREASUR	ER'S REPORT	BAL	ANCE ON HAND
Attached	Filed for Audit		
REPORTS, MOTIONS, ETC.	MOTION BY	SECOND	RESULTS/ACTION
Committee Report			
Unfinished Business			
New Business			
			1
Meeting adjourned at:		Submitted by:	
CLOSING	CEREMONY		
Yes	No	Position held:	



PROFESSIONAL PRESENTATION

An individual or *team event*, recognizes participants who make an oral presentation about issues concerning Family and Consumer Sciences and/or related occupations. Participants must prepare a *file folder*, an oral presentation and *visuals*.

ELIGIBILITY & GENERAL INFORMATION

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

CLICK HERE TO VIEW NATIONAL DEADLINES

CAREER PATHWAYS ALIGNMENT					
Human Services	Hospitality & Tourism	Education & Training	Visual Arts & Design		

EVENT LEVELS					
Level 1:	Level 2:	Level 3:	Level 4:		
Through Grade 8	Grades 9–10	Grades 11–12	Postsecondary		
*See page 7 for more information on event levels.					

GENERAL INFORMATION			
Number of Participants per Entry	Prepare Ahead of Time	Equipment Provided for Competition	Competition Dress Code
1–3	File Folder, Oral Presentation and Visuals	Table—Yes Electrical Access—No Wall Space—No Supplies—No Wi-Fi — No	FCCLA Official Dress

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



COMPETITION PROCEDURES & TIME REQUIREMENTS

TIME	LEVEL 1	LEVEL 2	LEVELS 3 & 4			
Each entry will submit	Each entry will submit a file folder with required documents to the event room consultant at the designated participation time.					
	Participant(s) will have 5 minutes	to set up for the event. Other pe	ersons may not assist.			
5 minutes	Room consultants and evaluators	Room consultants and evaluators will have 5 minutes to preview the <i>file folder</i> before the				
	presentation begins.	presentation begins.				
	The oral presentation may be up t	o 10 minutes in length. A 1–min	ute warning will be given at 9			
10 minutes	minutes. Participants will be stopp	minutes. Participants will be stopped at 10 minutes. If audio or audiovisual recordings are used,				
	they are limited to 1–minute playi	they are limited to 1–minute playing time during the presentation.				
5 minutes	Following the presentation, evalua	ators will have 5 minutes to inte	rview participants.			
5 minutes	Evaluators will have up to 5 minut	es to use the rubric to score and	write comments for participants.			
File folders will be returned to participants at the end of scoring.						
	Total Time:	25 Minutes				

PROFESSIONAL PRESENTATION

SPECIFICATIONS

PRESENTATION FORMAT	
	Participants will submit one letter–size <i>file folder</i> containing three identical sets, with each set
File Folder	stapled separately, of the items listed below to the event room consultant at the designated
	participation time. The <i>file folder</i> must be labeled (typed or handwritten) in the top left, landscape
	corner with name of event, event level, participant's name(s) and state.

SPECIFICATIONS	LEVEL 1 LEVEL 2		LEVELS 3 & 4			
Project Identification Page	Must include participant's name(s), chapter name, school, city, state, event name, level, and project title. Page can be up to 1 - 8 ½" x 11" page, but cannot be larger.					
FCCLA <i>Planning Process</i> Summary Page	1–8 ½" x 11" summary page of how each step of the <i>Planning Process</i> was used to plan and present the presentation; use of the <i>Planning Process</i> may also be described in the oral presentation.					
Evidence of Online Summary Form Submission	Complete the <i>Online Project Summary Form</i> located on the "Surveys Applications" tab of the FCCLA Student Portal and include signed proof of submission in the <i>file folder</i> .					
Documentation Delivery	Present 1 prior professional presentation to different audiences. Include a copy of the thank you note provided to audience as proof of presentation. Present 2 prior professional presentations to different audiences of at least 5 individuals. Include news clippings/photos and copies of the thank you notes provided to audience as proof of presentation. Present 2 prior professional presentations to different audiences of at least 5 individuals. Include news clippings/photos and copies of the thank you notes provided to audience as proof of presentation.					
Works Cited/Bibliography	Use MLA or APA formatting when citing sources. All sources must be <i>reliable</i> and current.					



SPECIFICATIONS (CONTINUED)

PRESENTATION FORMAT	
Oral Presentation	The oral presentation may be up to 10 minutes in length and is delivered to evaluators. The presentation must deal with issues related to Family and Consumer Sciences and how these issues can be addressed by FCCLA members. It is not a factual lecture or "how-to" presentation.

SPECIFICATIONS	LEVEL 1	LEVEL 2	LEVELS 3 & 4			
Introduction	Use creative methods to	Use creative methods to capture audience attention. Include				
introduction	capture audience attention.	capture <i>audience</i> attention. <i>visuals</i> in the introduction.				
	Present current data and show e	vidence for knowledge of subject r	matter.			
	Provide at least 3 sources for	Provide at least 4 sources for	Provide at least 5 sources for			
Knowledge of Subject	current data/information from	current data/information from	current data/information from			
Matter	the past 5 years to support	the past 5 years to support	the past 5 years to support			
	viewpoints and issues of	viewpoints and issues of	viewpoints and issues of			
	concern.	concern.	concern.			
	Describe the relationship of	Describe the relationship of	Describe the relationship of			
	Family and Consumer	Family and Consumer Sciences	Family and Consumer Sciences			
Relationship of Family and	Sciences coursework to	coursework to project. Explain	coursework to project. Explain			
Consumer Sciences	project.	which National FCCLA program	which National FCCLA program			
Coursework/Standards		could be used during project	could be used during project			
		implementation.	implementation. Identify FCS			
			career pathway connections.			
Methods or Techniques to	Describe at least 1 suggested	Describe at least 2 suggested	Describe at least 3 suggested			
Address the Issues of	method(s) or technique(s)	methods or techniques	methods or techniques			
Concern	members can use to address	members can use to address	members can use to address			
Concern	issues of concern.	issues of concern.	issues of concern.			
	Summarize 2 major	Summarize 3 major	Summarize 4 major			
Summary	presentation points.	presentation points and or	presentation points and or			
		issues of concern.	issues of concern.			
Length of Presentation		propriate length and must not exc				
Organization/Delivery		rganized, sequential manner as ou [.]	tlined.			
Voice	Speak clearly with appropriate p	·				
Body Language		ncluding gestures, posture, manne	erisms, eye contact and			
body Language	appropriate handling of visuals and notes or notecards if used.					
Grammar/Word	Use proper grammar, word usag	e and pronunciation.				
Usage/Pronunciation						
Responses to Evaluators'	Provide clear and concise answers to evaluators' questions regarding project.					
Questions						

PRESENTATION FORMAT	
Visuals/Props	Visuals/props may include posters, charts, slides, presentation software, puppets, etc. Audio and audiovisual recordings are limited to 1–minute playing time during the presentation.
	additional resolutions are minited to 1 minute playing time during the presentations

SPECIFICATIONS	LEVEL 1	LEVEL 2	LEVELS 3 & 4		
Effectively Illustrate Content	Use visuals to support, illustrate and/or complement presentation content.				
Creativity of Visuals	Use original, appealing and creative methods to illustrate presentation.				
Use of Visuals	Presentation aids must be visible to grammar and spelling.	o the <i>audience</i> ; neat, legible ar	nd <i>professional</i> ; and use correct		



Resources

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

- FCCLA Planning Process
- Work Cited Citation Guide

National Leadership Conference Resources

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



STAR EVENTS POINT SUMMARY FORM

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

- 1. Make sure all information at top is correct. If a student named is not participating, cross their name(s) off. If a *team* does not show, write "No Show" across the top and return with other forms. Do NOT change *team* or station numbers.
- 2. Before student presentation, the room consultants must check participants' *file folder* using the criteria and standards listed below and fill in the boxes.
- 3. Confirm STAR Competition(s) is mandatory solely for participation at the National Leadership Conference. States have the authority to decide whether this requirement applies to picking up the registration packet and confirming the event/schedule accuracy OR attending a state-specific orientation.
- 4. At the conclusion of presentation, verify evaluator scores and fill in information below. Calculate the final score and ask for evaluators' verification. Place this form in front of the completed rubrics and staple all items related to the presentation together.
- 5. At the end of competition in the room, double check all scores, names and *team* numbers to ensure accuracy. Sort results by *team* order and turn in to the Lead Consultant.
- 6. Check with the Lead Consultant if there are any questions regarding the evaluation process.

ROOM CONSULTANT CHE	CK				POINTS
	Confirmed STAR Com	petition(s) schedul	e in the FCCLA A	dviser Portal by deadline	
Confirm STAR Competition(s	5)	(National Leadersh	ip Conference O	nly)	
0 or 1 point	0			1	
	No			Yes	
Event Online Orientation Fo	0			1	
0 or 1 point	Online Orientation Form not	completed in the	Online Orienta	ition Form completed in the	
O OF 1 POINT	Student Portal by deadline	-	Student Portal	by deadline	
	0		2 3	4	
	No File Folder presented	File Folder eith	•	File Folder is presented with	
		with incorrect	•	correct labeling and	
		insufficient ma		evaluators material	
File Folder		evaluators (les		• 1 Project ID page or slide	
0–4 points		of contents) or	content is	• 1 Planning Process	
		incomplete		Summary page	
				Project Summary Form	
				Submission Proof	
				• 1 Works Cited/Bibliography	
Punctuality	0			1	
0 or 1 point	Participant was late for prese	ntation	Participant wa	s on time for presentation	
Dress Code	0			1	
0 or 1 point	Event dress code was not foll	owed	Event dress co	de was followed	
EVALUATORS' SCORES				ROOM CONSULTANT TOTAL	
Evaluator 1:	Initials:			(8 Points Possible)	
Evaluator 2:	Initials:			AVERAGE EVALUATOR SCORE	
Evaluator 3:	Initials:			(92 Points Possible)	
Total Score:	Divided by # of Evaluators			FINAL SCORE	
	= AVERAGE EVALUATOR SCO	RE —		(Average Evaluator Score plus	
	Rounded only to the nearest l	hundredth (i.e., 79.	99 not 80.00)	Room Consultant Score)	
RATING ACHIEVED (circle on	e) Gold: 90–100 Silver:	70-89.99 Bron :	ze: 1–69.99		
VERIFICATION OF FINAL SCO	ORE & RATING (please initial)				
Evaluator 1: Eval	luator 2: Evaluator 3:	Adult Roo	m Consultant:	Event Lead Consultan	nt:



LEVEL 1 RUBRIC

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

Chapter:		State:	:	: Station #	: Level:	
FILE FOLDER						POINTS
FCCLA	0	1 2 3	4 5 6	7 8	9 10	
Planning	Planning–Process	Planning Process steps are	All Planning Process steps	Evidence that the Planning	The Planning Process is	
Process	Summary not provided	not clearly summarized or	are summarized	Process was utilized to	used to plan the project.	
Summary Page		are inadequate		plan project	Each step is fully explained.	
0-10 points					No more than 1 page	
	0	1	2	3		
Works Cited/	Not included	Sources are incomplete,	Sources are complete,	Sources are complete,		
Bibliography		dated, unreliable and with	current and reliable, but	current, reliable and in		
0–3 points		many citation errors	have citation errors (see	MLA/APA citation (see		
			citation guide)	citation chart)		
ORAL PRESEN	ITATION					POINTS
	0	1 2	3 4	5		
Introduction	No introduction	Introduction ineffective	Introduction is original, catches	Introduction is highly original,		
0–5 points			interest	catches interest		
	0	1 2 3 4	5 6 7 8	9 10 11 12	13 14 15	

			citation guide)	citation chart)		
ORAL PRESEN	ITATION					POIN
Introduction 0–5 points	0 No introduction	1 2 Introduction ineffective	3 4 Introduction is original, catches interest	5 Introduction is highly original, catches interest		
Knowledge of Subject Matter 0–15 points	O Subject knowledge is unclear and/or no sources provided	1 2 3 4 Subject knowledge is limited. Less than 3 sources provided or poorly support viewpoints and issues	5 6 7 8 Evidence of knowledge, but not used effectively in the presentation. At least 3 current sources provided to support viewpoints and issues	9 10 11 12 Subject knowledge is evident. At least 3 current sources provided to support viewpoints and issues	13 14 15 Subject knowledge is clearly evident. At least 3 current sources provided to support viewpoints and issues	
Relationship of Family and Consumer Sciences Coursework and Standards 0–3 points	No evidence of relationship between FCS coursework and project	Limited evidence of relationship between FCS coursework and project	Relationship between FCS coursework and project is evident and shared at times	3 Relationship between FCS coursework and project is evident and explained well		
Methods or Techniques to Address the Issues of Concern 0–12 points	0 Not addressed	1 2 3 4 At least 1 method(s) and technique(s) used to address issues of concern poorly detailed	5 6 7 8 At least 1 method(s) and technique(s) used to address issues of concern loosely detailed	9 10 At least 1 method(s) and technique(s) used to address issues of concern detailed	11 12 At least 1 method(s) and technique(s) used to address issues of concern well detailed	
Summary 0–5 points	O Presentation points not identified	1 2 Less than 2 major presentation points identified and/or poorly summarized	3 2 major presentation points identified and generally summarized	4 2 major presentation points identified and summarized	5 2 major presentation points clearly identified and well summarized	
Length of Presentation 0–3 points	0 Presenter did not present	1 Presentation was either significantly over or under 10 minutes	Presentation was within 10 minutes, but presenter could have provided more detail	3 Presentation was within 10 minutes and presenter spent an appropriate amount of time covering each topic		
Organization/ Delivery 0–10 points	Presentation is not complete or presented briefly and does not cover components of the project	1 2 3 The presentation covers some or all topic elements with limited information	4 5 6 Presentation gives complete information but does not explain the project well	7 8 Presentation covers information completely but does not flow well	9 10 Presentation covers all relevant information with a seamless and logical delivery	
Voice-pitch, tempo, volume 0-3 points	0 Voice qualities not used effectively	1 Voice quality is adequate	2 Voice quality is good, but could improve	3 Voice quality is outstanding and pleasing		
Body Language 0–2 points	Uses inappropriate gestures, posture or mannerisms, avoids eye contact	1 Gestures, posture, mannerisms and eye contact is inconsistent	Gestures, posture, mannerisms, and eye contact are appropriate			



LEVEL 1 RUBRIC (CONTINUED)

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

VISUALS/PRO	OPS .					POINTS
	0	1 2	3	4	5	
Effectively	Visuals not used during	Visuals do not support,	Visuals vaguely support,	Visuals support, illustrate	Visuals clearly support,	
Illustrate Content	presentation	illustrate and/or	illustrate and/or	and/or complement	illustrate and/or	
0–5 points		complement presentation	complement presentation	presentation content	complement presentation	
		content	content		content	
Creativity of	0	1 2	3	4	5	
Visuals	Visuals not used during	Visuals are not appealing	Visuals are appealing but	Visuals are original,	Visuals are highly original,	
- 100000	presentation	and lack originality and/or	lack originality or creativity	appealing and creative	appealing and creative	
0–5 points		creativity				
	0	1 2	3	4	5	
Use of Visuals	Visuals not used during	Visuals used to limit	Visuals used minimally	Visuals used effectively	Presentation moves	
0–5 points	presentation	amount of speaking time	during presentation	throughout presentation	seamlessly between oral	
					presentation and visuals	

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



LEVEL 2 RUBRIC

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

Chapter:		State:	Team #	: Station #	: Level:	
FILE FOLDER						POINT
FCCLA Planning Process Summary Page 0-10 points	0 Planning–Process Summary not provided	1 2 3 Planning Process steps are not clearly summarized or are inadequate	4 5 6 All Planning Process steps are summarized	7 8 Evidence that the Planning Process was utilized to plan project	9 10 The Planning Process is used to plan the project. Each step is fully explained. No more than 1 page	
Works Cited/ Bibliography 0–3 points	0 Not included	Sources are incomplete, dated, unreliable and with many citation errors	Sources are complete, current and reliable, but have citation errors (see citation guide)	Sources are complete, current, reliable and in MLA/APA citation (see citation chart)		
ORAL PRESEN	NTATION					POINT
Introduction 0–5 points	0 No introduction	1 2 Introduction ineffective. No visuals included	3 4 Introduction is original, catches interest. Visuals included	5 Introduction is highly original, catches interest. Visuals enhance presentation		
Knowledge of	O Subject knowledge is unclear and/or no sources provided	1 2 3 4 Subject knowledge is limited. Less than 4 sources provided or	5 6 7 8 Evidence of knowledge, but not used effectively in the	9 10 11 12 Subject knowledge is evident. at least 4 current sources	13 14 15 Subject knowledge is clearly evident. at least 4 current	



LEVEL 2 RUBRIC (CONTINUED)

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

VISUALS/PRO)PS					POINTS
	0	1 2	3	4	5	
Effectively	Visuals not used during	Visuals do not support,	Visuals vaguely support,	Visuals support, illustrate	Visuals clearly support,	
Illustrate Content	presentation	illustrate and/or	illustrate and/or	and/or complement	illustrate and/or	
0-5 points		complement presentation	complement presentation	presentation content	complement presentation	
		content	content		content	
Craativity of	0	1 2	3	4	5	
Creativity of Visuals	Visuals not used during	Visuals are not appealing	Visuals are appealing but	Visuals are original,	Visuals are highly original,	
0–5 points	presentation	and lack originality and/or	lack originality or creativity	appealing and creative	appealing and creative	
0-5 points		creativity				
	0	1 2	3	4	5	
Use of Visuals	Visuals not used during	Visuals used to limit	Visuals used minimally	Visuals used effectively	Presentation moves	
0–5 points	presentation	amount of speaking time	during presentation	throughout presentation	seamlessly between oral	
					presentation and visuals	

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



LEVELS 3 & 4 RUBRIC

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

Chapter:		State:	Team #	: Station #	: Level:	
FILE FOLDER						POIN
FCCLA Planning Process	0 Planning—Process Summary not provided	1 2 3 Planning Process steps are not clearly summarized or	4 5 6 All Planning Process steps are summarized	7 8 Evidence that the Planning Process was utilized to	9 10 The Planning Process is used to plan the project.	
Summary Page 0–10 points	Summary not provided	are inadequate	are summanzeu	plan project	Each step is fully explained. No more than 1 page	
Works Cited/ Bibliography 0–3 points	0 Not included	Sources are incomplete, dated, unreliable and with many citation errors	Sources are complete, current and reliable, but have citation errors (see citation guide)	3 Sources are complete, current, reliable and in MLA/APA citation (see citation chart)		
ORAL PRESE	NTATION					POIN'
Introduction 0–5 points	0 No introduction	1 2 Introduction ineffective. No visuals included	3 4 Introduction is original, catches interest. Visuals included	5 Introduction is highly original, catches interest. Visuals enhance presentation		
Knowledge of Subject Matter 0–15 points	O Subject knowledge is unclear and/or no sources provided	1 2 3 4 Subject knowledge is limited. Less than 5 sources provided or poorly support viewpoints and issues	5 6 7 8 Evidence of knowledge, but not used effectively in the presentation. at least 5 current sources provided to support viewpoints and issues	9 10 11 12 Subject knowledge is evident. at least 5 current sources provided to support viewpoints and issues	13 14 15 Subject knowledge is clearly evident. at least 5 current sources provided to support viewpoints and issues	
Relationship of Family and Consumer Sciences	0 No evidence of relationship between FCS coursework, standards and project. Neither	1 Limited evidence of relationship between FCS coursework, standards and	2 Evidence of relationship between FCS coursework, standards and project. National	3 Detailed evidence of relationship between FCS coursework, standards and		
Coursework and Standards 0–3 points	National Program nor career pathway identified	project. Either National Program or career pathway not identified	Program and career pathway identified	project. National Program and career pathway identified. All components explained well		
Methods or	0	1 2 3 4	5 6 7 8	9 10	11 12	
Tochniques to	I Natadanasad			1 At loant 2 marthada and		



LEVELS 3 & 4 RUBRIC (CONTINUED)

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

VISUALS/PRO	OPS .					POINTS
	0	1 2	3	4	5	
Effectively	Visuals not used during	Visuals do not support,	Visuals vaguely support,	Visuals support, illustrate	Visuals clearly support,	
Illustrate Content	presentation	illustrate and/or	illustrate and/or	and/or complement	illustrate and/or	
0-5 points		complement presentation	complement presentation	presentation content	complement presentation	
		content	content		content	
Cunntivity of	0	1 2	3	4	5	
Creativity of Visuals	Visuals not used during	Visuals are not appealing	Visuals are appealing but	Visuals are original,	Visuals are highly original,	
	presentation	and lack originality and/or	lack originality or creativity	appealing and creative	appealing and creative	
0–5 points		creativity				
	0	1 2	3	4	5	
Use of Visuals	Visuals not used during	Visuals used to limit	Visuals used minimally	Visuals used effectively	Presentation moves	
0–5 points	presentation	amount of speaking time	during presentation	throughout presentation	seamlessly between oral	
					presentation and visuals	

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



PROMOTE AND PUBLICIZE FCCLA

An individual or *team event* that recognizes participants who develop an FCCLA promotion and publicity *campaign* to raise awareness and educate the school, parents and members of the *community* about the importance of FCCLA and Family and Consumer Sciences education. Participants must prepare an oral presentation and *portfolio*.

ELIGIBILITY & GENERAL INFORMATION

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

CLICK HERE TO VIEW NATIONAL DEADLINES

CAREER PATHWAYS ALIGNMENT					
Human Services	Hospitality & Tourism	Education & Training	Visual Arts & Design		

EVENT LEVELS					
Level 1:	Level 2:	Level 3:	Level 4:		
Through Grade 8	Grades 9-10	Grades 11–12	Postsecondary		
*See page 7 for more information on event levels.					

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

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



COMPETITION PROCEDURES & TIME REQUIREMENTS

TIME	LEVEL 1	LEVEL 2	LEVELS 3 & 4			
Each entry will submit a p	Each entry will submit a portfolio (hardcopy or electronic) to the event room consultant at the designated participation time.					
Participant(s) will have 10 minutes to set up for the event. Other persons may no						
10 minutes	Room consultants and evaluators will have 10 minutes to preview the <i>portfolio</i> before the presentation begins.					
10 minutes	The oral presentation may be up to 10 minutes in length. A 1–minute warning will be given at 9 minutes. Participants will be stopped at 10 minutes. If audio or audiovisual recordings are used, they are limited to a 5 minute playing time during the presentation. <i>Presentation equipment</i> , without audio, may be used during the entire presentation.					
5 minutes	Following the presentation, evalua	ntors will have 5 minutes to inter	view the participant.			
10 minutes	Participants will then be given 10 r	minutes to complete the writing	sample portion of the event.			
Evaluators will have 5 minutes to use the rubric to score and write comments for participants, review the writing sample and meet with each other to discuss participants' strengths and suggestions for improvement						
	Total Time:	40 Minutes				

PROMOTE AND PUBLICIZE FCCLA

SPECIFICATIONS

PORTFOLIO FORMAT (CHOOSE ONE)				
Hardcopy Portfolio	The portfolio is a collection of materials used to document and illustrate the work of the project. Materials must be contained in the official FCCLA STAR Events binder obtained from the FCCLA national emblematic supplier. A decorative and/or informative cover may be included. All materials, including the content divider pages, must fit within the cover, be one—sided and may not exceed 36 pages, as described below. Divider page tabs may extend up to 1" outside the cover. Once a hardcopy portfolio has been turned in to evaluators, participants may not switch to an electronic portfolio.			
Electronic Portfolio	An <i>electronic portfolio</i> may be either in PowerPoint, Prezi or other electronic format that can be viewed by the evaluators and room consultants prior to the oral presentation. The <i>electronic portfolio</i> and the hardware (method) to view it (i.e., equipment, files, projectors, screens, laptops) will be turned in to the room consultant at the designated participation time. Participants assume the responsibility of providing the <i>technology</i> used to show the evaluators the project. Once an <i>electronic portfolio</i> is turned in to the evaluators, participants may not switch to a <i>hardcopy portfolio</i> . <i>Portfolio</i> may not exceed 47 slides, as described below.			

SPECIFICATIONS		LEVEL 1	LEVEL 2	LEVELS 3 & 4		
1-8 ½" x 11" page or 1 slide	Project Identification Page	Must include participant's name(s), chapter name, school, city, state, event name, level, and project title. Page can be up to 1 - 8 ½" x 11" page or 1 slide, but cannot be larger.				
1-8½" x 11" page or 1 slide	Table of Contents	List the parts of the <i>portfolio</i> in the order in which the parts appear.				
1-8 ½" x 11" page or 2 slides	FCCLA Planning Process Summary Page	Summarize how each step of the <i>Planning Process</i> was used to plan and the project; use of the <i>Planning Process</i> may also be described in the ora presentation.				
1-8 ½" x 11" page or 1 slide	Evidence of Online Summary Form Submission	Complete the <i>Online Project</i> tab of the FCCLA Student Po portfolio.	•			
0-7 Content Divider/section pages or slides	Content Divider Pages or sections	Use 0 to 7 Content Divider/s may be tabbed, may contain decorations and/or page nu	a title, a section name, gra	phic elements, thematic		



SPECIFICATIONS (CONTINUED)

SPECIFICATIONS		LEVEL 1	LEVEL 2	LEVELS 3 & 4		
Up to 30 8 ½" x 11"	Evidence of Research	Document background research and current data supporting project concern Research examples include chapter history, school/student trends, <i>communit</i> knowledge of FCCLA or Family and Consumer Sciences, etc. Cite all sources appropriately.				
	Promotion Plan Description and Goals	Include implementation timeline for the current year detailing promotion and publicity campaign goals, measurable objectives and target audience(s). List at least 3 promotional efforts. New member packet, chapter website, brochures, flyers, etc.	Include implementation timeline for the current year detailing promotion and publicity campaign goals, measurable objectives and target audience(s). List at least 4 promotional efforts. New member packet, chapter website, brochures, flyers, etc.	Include implementation timeline for the current year detailing promotion and publicity campaign goals, measurable objectives and target audience(s). List at least 5 promotional efforts. New member packet, chapter website, brochures, flyers, etc.		
pages or 40 slides	Evidence of Campaign	Include implementation evidence of promotional <i>campaign</i> efforts for each activity identified/described such as promotional materials, photos, news articles, copies of social media posts, etc.				
	Promotional Techniques/Technology	Describe how <i>technology</i> was used to either enhance traditional promot techniques (poster, flyers, etc.) or to create new promotions that reach t <i>audiences</i> . Include evidence in <i>portfolio</i> (hard copies, photos, screenshot				
	Evidence of Public Awareness and Promotion	Provide evidence of efforts and successes for each identified goal/objective.	s and successes for each nclude data to highlight articipation numbers, port, partnerships, etc.			
	Works Cited/ <i>Bibliography</i>	Use MLA or APA formattin current.	g when citing sources. All sc	ources must be reliable and		
	Portfolio Appearance	Portfolio must be neat legible and professional and use correct grams				

PRESENTATION FORMAT	
Oral Presentation	The oral presentation may be up to 10 minutes in length and is delivered to evaluators. The presentation must explain the specifics of the project. The presentation may not be prerecorded. If audio or <i>audiovisual equipment</i> is used, it is limited to a 5–minute playing time during the presentation. <i>Presentation equipment</i> , with no audio, may be used throughout the oral presentation. Participants may use any combination of <i>props</i> , materials, supplies and/or equipment
	to demonstrate how to carry out the project.

SPECIFICATIONS	LEVEL 1	LEVEL 2	LEVELS 3 & 4		
Organization/Delivery	Deliver oral presentation in an organized, sequential manner; concisely and thoroughly summarize				
	research.				
Knowledge of Public	Demonstrate knowledge of public	relations for promotion and pu	ıblicity of FCCLA and Family and		
Relations	Consumer Sciences.				



SPECIFICATIONS (CONTINUED)

	Describe the relationship of Family and Consumer Sciences	Describe the relationship of Family and Consumer Sciences	Describe the relationship of Family and Consumer Sciences			
Relationship to Family and	coursework to selected	coursework to selected	coursework and standards to			
Consumer Sciences	project.	project. Explain which FCCLA	selected project. Explain which			
Coursework and/or Related		National Program(s) could be	FCCLA National Program(s)			
Careers		used during project	could be used during project			
		implementation.	implementation. Identify			
			career pathway.			
Use of Portfolio and Visuals	Use the <i>portfolio</i> and <i>visuals</i> to support, illustrate or complement presentation.					
Voice	Speak clearly with appropriate pitch, tempo and volume.					
Body Language	Use appropriate body language including gestures, posture, mannerisms, eye contact and appropriate handling of notes or note cards if used.					
Grammar/Word Usage/	Use proper grammar, word usage and pronunciation.					
Pronunciation						
Responses to Evaluators'	Provide clear and concise answer	rs to evaluators' questions regardin	ng project.			
Questions						

PRESENTATION FORMAT	
Writing Sample	The participant(s) will be given 10 minutes to develop an outline of the assigned writing sample to demonstrate their knowledge of skills needed in the communications field. The same writing sample and corresponding information will be assigned to all participants within the same level and will be evaluated for the inclusion of correct parts and <i>professionalism</i> . Writing samples may include, but are not limited to media releases, public service announcements (PSA), media advisory, an in–school or <i>community</i> flyer and preparing a photograph for publication.
Resources	FCCLA Branding and Promotion Guide



Resources

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

- FCCLA Planning Process
- Work Cited Citation Guide

National Leadership Conference Resources

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



STAR EVENTS POINT SUMMARY FORM

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

- Make sure all information at top is correct. If a student named is not participating, cross their name(s) off. If a team does not show, write "No Show" across the top and return with other forms. Do NOT change team or station numbers.
- 2. Before student presentation, the room consultants must check participants' portfolio using the criteria and standards listed below and fill in the boxes.
- 3. Confirm STAR Competition(s) is mandatory solely for participation at the National Leadership Conference. States have the authority to decide whether this requirement applies to picking up the registration packet and confirming the event/schedule accuracy OR attending a statespecific orientation.
- At the conclusion of presentation, verify evaluator scores and fill in information below. Calculate the final score and ask for evaluators' verification. Place this form in front of the completed rubrics and staple all items related to the presentation together.
- At the end of competition in the room, double check all scores, names and team numbers to ensure accuracy. Sort results by team order and turn in to the Lead Consultant.
- Check with the Lead Consultant if there are any questions regarding the evaluation process. 6.

ROOM CONSULTANT CHECK			POINT	
	Confirmed STAR Competition(s) schedul	e in the FCCLA Adviser Portal by deadline		
Confirm STAR Competition(s)		ip Conference Only)		
or 1 points	0	1		
o o i i pomes	No	Yes		
	0	1		
Event Online Orientation Form	Online Orientation Form not completed in the	Online Orientation Form completed in the		
0 or 1 points	Student Portal by deadline	Student Portal by deadline		
Hardcopy Portfolio	0	1		
0 or 1 point	Binder is not the official FCCLA binder	Binder is the official FCCLA binder		
OR	0	1		
Electronic Portfolio	Electronic Portfolio not in viewable format to	Electronic Portfolio in viewable format to the		
0 or 1 point	the evaluators	evaluators		
·	0	1 2 3		
	Portfolio exceeds the page limit	At least 2 errors 1 error no errors		
		Portfolio is completed correctly and does not		
		exceed 36 single–sided pages or 47 slides,		
		including:		
Portfolio Pages		• 1 project ID page or slide		
0–3 points		• 1 table of contents page or slide		
		 1 Planning Process summary page or 2 slides Project Summary Form submission proof 		
		Up to 7 Content Divider Pages or slides		
		Up to 25 content pages or 35 content slides		
Punctuality	0	1		
0 or 1 point	Participant was late for presentation	Participant was on time for presentation		
Dress Code	0	1		
0 or 1 point	Event dress code was not followed	Event dress code was followed		
EVALUATORS' SCORES		ROOM CONSULTANT TOTAL		
Evaluator 1:	Initials:	(8 Points Possible)		
Evaluator 2:	Initials:	AVERAGE EVALUATOR SCORE		
Evaluator 3:	Initials:	(92 Points Possible)		
Total Score:	Divided by # of Evaluators FINAL SCORE			
	= AVERAGE EVALUATOR SCORE	(Average Evaluator Score plus		
	Rounded only to the nearest hundredth (i.e., 79.	99 not 80.00) Room Consultant Score)		
RATING ACHIEVED (circle one)	Gold: 90–100 Silver: 70–89.99 B	ronze: 1–69.99		
VERIFICATION OF FINAL SCORE 8	k RATING (please initial)			
Evaluator 1: Evaluato	r 2: Evaluator 3: Adult Roc	om Consultant: Event Lead Consultant	:	



LEVEL 1 RUBRIC

			LEVEL I KUBRIC			
Participant Na Chapter:	ame:	State:		: Station #	: Level:	
		State.	ream ii	Station in	Ecven	
PORTFOLIO						POINTS
FCCLA Planning Process Summary Page 0–10 points	0 Planning Process Summary not provided	1 2 3 Planning Process steps are not clearly summarized or are inadequate	4 5 6 All Planning Process steps are summarized	7 8 Evidence that the Planning Process was utilized to plan project	9 10 The Planning Process is used to plan the project. Each step is fully explained. No more than 1 page or 2 slides	
Evidence of Research 0–4 points	0 Research not explained	Some research done but incomplete information	Research is current but from unreliable sources	3 Research is current, appropriate for topic, from reliable sources	4 Research is current, documented correctly and appropriate for topic	
Promotion Plan Description and Goals 0–10 points	0 Not included	1 2 3 Timeline with goals poorly detailed or less than 3 promotion/publicity pieces included	4 5 6 Timeline with goals loosely detailed. At least 3 promotion/publicity pieces included	7 8 Timeline with goals detailed. At least 3 promotion/publicity pieces included	9 10 Timeline with goals well detailed. At least 3 promotion/publicity pieces included	
Evidence of Campaign 0–12 points	0 Not evident	1 2 3 Promotional campaign efforts and implementation for each activity identified/ described unclear	4 5 6 Promotional campaign efforts and implementation for each activity identified/ described generally evident	7 8 9 Promotional campaign efforts and implementation for each activity identified/ described evident	10 11 12 Promotional campaign efforts and implementation for each activity identified/ described clearly evident	
Promotional Techniques/ Technology 0–3 points	O Either no technology used or no evidence included in portfolio	Role of technology to enhance efforts poorly detailed. Evidence included in portfolio	Role of technology to enhance efforts detailed. Evidence included in portfolio	Role of technology to enhance efforts well detailed. Evidence included in portfolio		
Evidence of Public Awareness and Promotion 0-3 Points	0 Not evident	1 Efforts and successes for each identified goal/ objective generally evident	2 Efforts and successes for each identified goal/ objective evident	3 Efforts and successes for each identified goal/ objective clearly evident		
Works Cited/ Bibliography 0–3 points	0 Not included	Sources are incomplete, dated, unreliable and with many citation errors	Sources are complete, current and reliable, but have citation errors (see citation guide)	3 Sources are complete, current, reliable and in MLA/APA citation (see citation chart)		
Portfolio Appearance 0–3 points	0 Portfolio is disorganized and illegible	Portfolio is disorganized, illegible and contains few grammar or spelling errors	Portfolio is organized, neat, legible and professional, with correct grammar and spelling	Portfolio is effectively organized, neat, legible and professional with correct grammar and spelling		
ORAL PRESEN	NTATION					POINTS
Organization/ Delivery 0–10 points	Presentation is not complete or presented briefly and does not cover components of the project	1 2 3 The presentation covers some or all topic elements with limited information	4 5 6 Presentation gives complete information but does not explain the project well	7 8 Presentation covers information completely but does not flow well	9 10 Presentation covers all relevant information with a seamless and logical delivery	
Knowledge of Public Relations 0–5 points	0 Public Relations knowledge is not evident	1 2 Public relations knowledge is limited	3 Evidence of public relations knowledge, but not used effectively in the presentation	4 Public relations knowledge is evident and used in the presentation	5 Public relations knowledge is clearly evident and used effectively in the presentation	
Relationship of Family and	0 No evidence of	1 Limited evidence of	2 Evidence of relationship	3 Detailed evidence of		

between FCS coursework

and project

relationship between FCS

coursework and project

Consumer

Sciences Coursework/ Standards 0-3 points relationship between FCS

coursework and project

relationship between FCS

coursework and project



LEVEL 1 RUBRIC (CONTINUED)

Use of Portfolio	0	1 2	3	4	5	
During	Portfolio not used during	Portfolio used minimally	Portfolio incorporated	Portfolio used effectively	Presentation moves	
Presentation	presentation	during presentation OR	throughout presentation	throughout presentation	seamlessly between oral	
0–5 points		was used to limited			presentation and portfolio	
		amount of speaking time				
Voice-pitch,	0	1	2	3		
tempo, volume	Voice qualities not used	Voice quality is adequate	Voice quality is good, but	Voice quality is		
0–3 points	effectively		could improve	outstanding and pleasing		
	0	1	2			
Body Language	Uses inappropriate	Gestures, posture,	Gestures, posture,			
0–2 points	gestures, posture or	mannerisms and eye	mannerisms, and eye			
0 2 points	mannerisms, avoids eye	contact is inconsistent	contact are appropriate			
	contact					
Grammar/Word	0	1	2	3		
Usage/	Extensive (more than 5)	Some (3–5) grammatical	Few (1–2) grammatical and	Presentation has no		
Pronunciation	grammatical and	and pronunciation errors	pronunciation errors	grammatical or		
0–3 points	pronunciation errors			pronunciation errors		
Responses to	0	1 2	3 4	5		
Evaluators'	Did not answer evaluators'	Unable to answer some	Gave appropriate	Responses to questions		
Questions	questions	questions and/or given	responses to evaluators'	were appropriate and		
0–5 points		with hesitation and/or	questions	given without hesitation		
0-3 points		inaccurate				

WRITING SAMPLE OUTLINE PO						
Knowledge of Public Relations 0–6 points	0 Writing sample outline not done	1 2 Demonstrates an attempt at sample but not real knowledge	3 4 Demonstrates some knowledge of required sample	5 6 Demonstrates high level of knowledge and skills and knowledge of required sample parts		
Professionalism 0–2 points	0 Writing sample outline not done	1 Sample is unorganized and has grammatical errors	2 Sample is organized, neat, and without grammatical errors			

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



LEVEL 2 RUBRIC

Participant Na	ıme:					
Chapter:			Team #	: Station #	: Level:	
PORTFOLIO						POINTS
FCCLA Planning Process Summary Page 0–10 points	0 Planning Process Summary not provided	1 2 3 Planning Process steps are not clearly summarized or are inadequate	4 5 6 All Planning Process steps are summarized	7 8 Evidence that the Planning Process was utilized to plan project	9 10 The Planning Process is used to plan the project. Each step is fully explained. No more than 1	
Evidence of Research 0-4 points Promotion Plan	0 Research not explained	Some research done but incomplete information	2 Research is current but from unreliable sources 4 5 6	3 Research is current, appropriate for topic, from reliable sources 7 8	Research is current, documented correctly and appropriate for topic 9 10	
Description and Goals 0-10 points	Not included	Timeline with goals poorly detailed or less than 4 promotion/publicity pieces included	Timeline with goals loosely detailed. at least 4 promotion/publicity pieces included	Timeline with goals detailed. at least 4 promotion/publicity pieces included	Timeline with goals well detailed. at least 4 promotion/publicity pieces included	
Evidence of Campaign 0–12 points	0 Not evident	1 2 3 Promotional campaign efforts and implementation for each activity identified/ described unclear	4 5 6 Promotional campaign efforts and implementation for each activity identified/ described generally evident	7 8 9 Promotional campaign efforts and implementation for each activity identified/ described evident	10 11 12 Promotional campaign efforts and implementation for each activity identified/ described clearly evident	
Promotional Techniques/ Technology 0–3 points	O Either no technology used or no evidence included in portfolio	Role of technology to enhance efforts poorly detailed. Evidence included in portfolio	Role of technology to enhance efforts detailed. Evidence included in portfolio	Role of technology to enhance efforts well detailed. Evidence included in portfolio		
Evidence of Public Awareness and Promotion 0–3 Points	O Not evident and/or no data included	1 Efforts and successes for each identified goal/ objective generally evident. Supporting data poorly detailed (see specifications)	2 Efforts and successes for each identified goal/objective evident. Supporting data detailed (see specifications)	3 Efforts and successes for each identified goal/objective clearly evident. Supporting data well detailed (see specifications)		
Works Cited/ Bibliography 0–3 points	0 Not included	1 Sources are incomplete, dated, unreliable and with many citation errors	Sources are complete, current and reliable, but have citation errors (see citation guide)	3 Sources are complete, current, reliable and in MLA/APA citation (see citation chart)		
Portfolio Appearance 0–3 points	O Portfolio is disorganized and illegible	Portfolio is disorganized, illegible and contains few grammar or spelling errors	Portfolio is organized, neat, legible and professional, with correct grammar and spelling	3 Portfolio is effectively organized, neat, legible and professional with correct grammar and spelling		
ORAL PRESEN	NTATION					POINTS
Organization/ Delivery 0-10 points	Presentation is not complete or presented briefly and does not cover components of the project	1 2 3 The presentation covers some or all topic elements with limited information	4 5 6 Presentation gives complete information but does not explain the project well	7 8 Presentation covers information completely but does not flow well	9 10 Presentation covers all relevant information with a seamless and logical delivery	
Knowledge of Public Relations 0–5 points	0 Public relations knowledge is not evident	1 2 Public relations knowledge is limited	3 Evidence of public relations knowledge, but not used effectively in the presentation	4 Public relations knowledge is evident and used in the presentation	5 Public relations knowledge is clearly evident and used effectively in the presentation	



LEVEL 2 RUBRIC (CONTINUED)

Relationship of	0	1	2	3		
Family and	No evidence of	Limited evidence of	Evidence of relationship	Detailed evidence of		
Consumer	relationship between FCS	relationship between FCS	between FCS coursework	relationship between FCS		
Sciences	coursework and project.	coursework and project.	and project. National	coursework and project.		
Coursework/	National Program not	National Program not	Program identified	National Program		
Standards	identified	identified		identified and both		
0–3 points				explained well		
	0	1 2	3	4	5	
Use of Portfolio	Portfolio not used during	Portfolio used minimally	Portfolio incorporated	Portfolio used effectively	Presentation moves	
During Presentation	presentation	during presentation OR	throughout presentation	throughout presentation	seamlessly between oral	
0–5 points		was used to limited			presentation and portfolio	
0–3 points		amount of speaking time				
Voice-pitch,	0	1	2	3		
tempo, volume	Voice qualities not used	Voice quality is adequate	Voice quality is good, but	Voice quality is		
0–3 points	effectively		could improve	outstanding and pleasing		
	0	1	2			
Body Language	Uses inappropriate	Gestures, posture,	Gestures, posture,			
0–2 points	gestures, posture or	mannerisms and eye	mannerisms, and eye			
·	mannerisms, avoids eye	contact is inconsistent	contact are appropriate			
Cuamanan (Manud	contact 0	1	2	3		
Grammar/Word	Extensive (more than 5)	Some (3–5) grammatical	Few (1–2) grammatical and	Presentation has no		
Usage/ Pronunciation	grammatical and	and pronunciation errors	pronunciation errors	grammatical or		
0–3 points	pronunciation errors	and pronunciation errors	pronunciation errors	pronunciation errors		
0 3 points	0	1 2	3 4	5		
Responses to	Did not answer evaluators'	Unable to answer some	Gave appropriate	Responses to questions		
Evaluators'	questions	questions and/or given	responses to evaluators'	were appropriate and		
Questions	4	with hesitation and/or	questions	given without hesitation		
0–5 points		inaccurate		3		
WRITING SAI	MPLE OUTLINE					POINTS
	0	1 2	3 4	5 6		
Knowledge of	Writing sample outline	Demonstrates an attempt	Demonstrates some	Demonstrates high level of		
Public Relations	not done	at sample	knowledge of	knowledge and skills and		
0–6 points		but not real knowledge	required sample	knowledge		
				of required sample parts		
Professionalism	0	1	2			
0–2 points	Writing sample outline not	Sample is unorganized and has	Sample is organized, neat, and			
0 2 poto	done	grammatical errors	without grammatical errors			
Evaluator's Comm	nents-Include two things don	e well and two opportunities	for improvement:			
					TOTAL	
					(92 Points Possible)	
					Evaluator #:	
					Evaluator Initials:	
					RC Initials:	



LEVELS 3 & 4 RUBRIC

Participant Na	ıme:				·	
Chapter:			: Team #	: Station #	: Level:	
PORTFOLIO						POINTS
FCCLA Planning Process Summary Page 0–10 points	0 Planning Process Summary not provided	1 2 3 Planning Process steps are not clearly summarized or are inadequate	4 5 6 All Planning Process steps are summarized	7 8 Evidence that the Planning Process was utilized to plan project	9 10 The Planning Process is used to plan the project. Each step is fully explained. No more than 1	
Evidence of Research 0-4 points Promotion Plan	0 Research not explained	Some research done but incomplete information	Research is current but from unreliable sources 4 5 6	3 Research is current, appropriate for topic, from reliable sources 7 8	Research is current, documented correctly and appropriate for topic 9 10	
Description and Goals 0–10 points	Not included	Timeline with goals poorly detailed or less than 5 promotion/publicity pieces included	Timeline with goals loosely detailed. at least 5 promotion/publicity pieces included	Timeline with goals detailed. at least 5 promotion/publicity pieces included	Timeline with goals well detailed. at least 5 promotion/publicity pieces included	
Evidence of Campaign 0–12 points	0 Not evident	1 2 3 Promotional campaign efforts and implementation for each activity identified/ described unclear	4 5 6 Promotional campaign efforts and implementation for each activity identified/ described generally evident	7 8 9 Promotional campaign efforts and implementation for each activity identified/ described evident	10 11 12 Promotional campaign efforts and implementation for each activity identified/ described clearly evident	
Promotional Techniques/ Technology 0–3 points	O Either no technology used or no evidence included in portfolio	1 Role of technology to enhance efforts poorly detailed. Evidence included in portfolio	Role of technology to enhance efforts detailed. Evidence included in portfolio	Role of technology to enhance efforts well detailed. Evidence included in portfolio		
Evidence of Public Awareness and Promotion 0–3 Points	O Not evident and/or no data included	1 Efforts and successes for each identified goal/ objective generally evident. Supporting data poorly detailed (see specifications)	2 Efforts and successes for each identified goal/objective evident. Supporting data detailed (see specifications)	3 Efforts and successes for each identified goal/objective clearly evident. Supporting data well detailed (see specifications)		
Works Cited/ Bibliography 0–3 points	0 Not included	1 Sources are incomplete, dated, unreliable and with many citation errors	2 Sources are complete, current and reliable, but have citation errors (see citation guide)	3 Sources are complete, current, reliable and in MLA/APA citation (see citation chart)		
Portfolio Appearance 0–3 points	O Portfolio is disorganized and illegible	Portfolio is disorganized, illegible and contains few grammar or spelling errors	Portfolio is organized, neat, legible and professional, with correct grammar and spelling	3 Portfolio is effectively organized, neat, legible and professional with correct grammar and spelling		
ORAL PRESEN	NTATION					POINTS
Organization/ Delivery 0-10 points	Presentation is not complete or presented briefly and does not cover components of the project	1 2 3 The presentation covers some or all topic elements with limited information	4 5 6 Presentation gives complete information but does not explain the project well	7 8 Presentation covers information completely but does not flow well	9 10 Presentation covers all relevant information with a seamless and logical delivery	
Knowledge of Public Relations 0–5 points	0 Public relations knowledge is not evident	1 2 Public relations knowledge is limited	3 Evidence of public relations knowledge, but not used effectively in the presentation	4 Public relations knowledge is evident and used in the presentation	5 Public relations knowledge is clearly evident and used effectively in the presentation	



LEVELS 3 & 4 RUBRIC (CONTINUED)

		Ι	1 .			1
Relationship of Family and Consumer Sciences Coursework/ Standards 0–3 points	No evidence of relationship between FCS coursework, standards and service project. Neither National Program nor career pathway identified	Limited evidence of relationship between FCS coursework, standards and service project. Either National Program or career pathway not identified	Evidence of relationship between FCS coursework, standards and service project. National Program and career pathway identified	3 Detailed evidence of relationship between FCS coursework, standards and service project. National Program and career pathway identified. All components explained well		
Use of Portfolio During Presentation 0-5 points	O Portfolio not used during presentation	Portfolio used minimally during presentation OR was used to limited amount of speaking time	3 Portfolio incorporated throughout presentation	4 Portfolio used effectively throughout presentation	5 Presentation moves seamlessly between oral presentation and portfolio	
Voice-pitch, tempo, volume 0-3 points	0 Voice qualities not used effectively	1 Voice quality is adequate	2 Voice quality is good, but could improve	3 Voice quality is outstanding and pleasing		
Body Language 0–2 points	Uses inappropriate gestures, posture or mannerisms, avoids eye contact	Gestures, posture, mannerisms and eye contact is inconsistent	Gestures, posture, mannerisms, and eye contact are appropriate			
Grammar/Word Usage/ Pronunciation 0-3 points	0 Extensive (more than 5) grammatical and pronunciation errors	Some (3–5) grammatical and pronunciation errors	Few (1–2) grammatical and pronunciation errors	3 Presentation has no grammatical or pronunciation errors		
Responses to Evaluators' Questions 0–5 points	0 Did not answer evaluators' questions	1 2 Unable to answer some questions and/or given with hesitation and/or inaccurate	3 4 Gave appropriate responses to evaluators' questions	5 Responses to questions were appropriate and given without hesitation		
WRITING SAN	MPLE OUTLINE					POINTS
Knowledge of Public Relations 0–6 points	0 Writing sample outline not done	1 2 Demonstrates an attempt at sample but not real knowledge	3 4 Demonstrates some knowledge of required sample	5 6 Demonstrates high level of knowledge and skills and knowledge of required sample parts		
Professionalism 0–2 points	0 Writing sample outline not done	1 Sample is unorganized and has grammatical errors	2 Sample is organized, neat, and without grammatical errors			
Evaluator's Comm	nents-Include two things don	e well and two opportunities	for improvement:		TOTAL (92 Points Possible)	_
					Evaluator #: Evaluator Initials:	_



PUBLIC POLICY ADVOCATE

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

ELIGIBILITY & GENERAL INFORMATION

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

CLICK HERE TO VIEW NATIONAL DEADLINES

CAREER PATHWAYS ALIGNMEN	Т		
Human Services	Hospitality & Tourism	Education & Training	Visual Arts & Design

EVENT LEVELS						
Level 1:	Level 2:	Level 3:	Level 4:			
Through Grade 8	Grades 9-10	Grades 11–12	Postsecondary			
*See page 7 for more information on event levels.						

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

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



COMPETITION PROCEDURES & TIME REQUIREMENTS

SPECIFICATIONS	LEVEL 1	LEVEL 2	LEVELS 3 & 4			
Each entry will submit a	portfolio (hardcopy or electronic) to the event roor	n consultant at the designat	ed participation time.			
	Participant(s) will have 10 minutes to set u	p for the event. Other perso	ns may not assist.			
10 minutes	Room consultants and evaluators will have 10 minutes to preview the <i>portfolio</i> before the presentation begins.					
10 minutes	The oral presentation may be up to 10 minutes in length. A 1–minute warning will be given at minutes. Participants will be stopped at 10 minutes. If audio or audiovisual recordings are used they are limited to a 5 minute playing time during the presentation. <i>Presentation equipment</i> , without audio, may be used during the entire presentation.					
5 minutes	Following the presentation, evaluators will	Following the presentation, evaluators will have 5 minutes to interview the participant.				
5 minutes	Evaluators will have 5 minutes to use the rubric to score and write comments for participants.					
	Total Time: 30 Minu	tes				

PUBLIC POLICY ADVOCATE

SPECIFICATIONS

PORTFOLIO FORMAT (CHOOSE ONE)					
Hardcopy Portfolio	The <i>portfolio</i> is a collection of materials used to document and illustrate the work of the project. Materials must be contained in the official <u>FCCLA STAR Events binder</u> obtained from the FCCLA national emblematic supplier. A decorative and/or informative cover may be included. All materials, including the <i>content divider pages</i> , must fit within the cover, be one—sided and may not exceed 50 pages, as described below. Divider page tabs may extend up to 1" outside the cover. Once a <i>hardcopy portfolio</i> is turned in to the evaluators, participants may not switch to an <i>electronic portfolio</i> .				
Electronic Portfolio	An electronic portfolio may be either in PowerPoint, Prezi or other electronic format that can be viewed by the evaluators and room consultants prior to the oral presentation. The electronic portfolio and the hardware (method) to view it (i.e., equipment, files, projectors, screens, laptops) will be turned in to the room consultant at the designated participation time. Participants assume the responsibility of providing the technology used to show the evaluators the project. Once an electronic portfolio is turned in to the evaluators, participants may not switch to a hardcopy portfolio. Portfolio may not exceed 61 slides, as described below.				

SPECIFICATIONS		LEVEL 1	LEVEL 2	LEVELS 3 & 4			
1-8 ½" x 11" page	Project	Must include participant's n	ame(s), chapter name, school	ol, city, state, event name,			
or 1 slide	Identification Page	level, and project title. Page	can be up to 1 - 8 ½" x 11" p	page, but cannot be larger.			
1-8 ½" x 11" page or 1 slide	Table of Contents	List the parts of the <i>portfolio</i> in the order in which the parts appear.					
1-8 ½" x 11" page	FCCLA Planning	Summarize how each step of the <i>Planning Process</i> was used to plan and implen					
or 2 slides	Process Summary	the project; use of the Planning Process may also be described in the oral					
of 2 silues	Page	presentation.					
1-8 ½" x 11" page	Evidence of Online	Complete the Online Project	<i>Summary Form</i> located on t	the "Surveys Applications"			
or 1 slide	Summary Form	tab of the FCCLA Student Portal and include signed proof of submission in the					
of 1 slide	Submission	portfolio.					
0–11 Content	Content Divider	Use 0 to 11 Content Divider,	/section pages or slides. Con	tent Divider/section pages			
Divider/section	Pages or sections	may be tabbed, may contair	n a title, a section name, grap	phic elements, thematic			
pages or slides	ruges of sections	decorations and/or page numbers. They must not include any other content.					



SPECIFICATIONS (CONTINUED)

SPECIFICATIONS		LEVEL 1	LEVEL 2	LEVELS 3 & 4		
		Select 1 local or state	Select 1 local, state or	Select 1 local, state,		
		issue and conduct an	national issue and	national or global issue		
		effort to positively affect	conduct an effort to	and conduct an effort to		
		a policy or law. The issue	positively affect a policy	positively affect a policy		
	Issue Type	must be relevant,	or law. The issue must	or law. The issue must		
	(Relating to an area	current and based on an	be relevant, current and	be relevant, current and		
	concerning Family and	actual need observed by	based on an actual need	based on an actual need		
	Consumer Sciences	the participant(s). If the	observed by the	observed by the		
	and/or related	issue could be addressed	participant(s). If the	participant(s). If the		
	occupations)	at multiple levels, the	issue could be addressed	issue could be addressed		
		participant will choose	at multiple levels, the	at multiple levels, the		
		one level on which to	participant will choose	participant will choose		
		focus.	one level on which to	one level on which to		
			focus.	focus.		
			the project's issue, including	-		
	Issue Research		pe based on factual informat	=		
			st be addressed. Research m	nust include stakeholders		
		and their position regarding				
	SMART Goals		t is specific, measurable, ach			
			the project, include points o			
	EL . 50. I	Develop a concise statement about the project's point of view and goals for the				
	Elevator Pitch	issue that can be given in a short time while meeting with someone interested in				
Up to 35		the participants' opinions. Use research, project goals, applicable statistics and data to create a leave—				
8 ½" x 11"		behind document summarizing the issue and detailing the participants' request.				
pages or 45 slides	"Leave Behind"	The document may not be larger than 1 - 8 ½" x 11" page.				
	Document					
		If using an <i>electronic portfolio</i> , the one–page document must be included in its original form to capture the exact document used in the project.				
		Determine which	Determine which	Determine which		
		individual or group the	individuals or groups the	individuals or groups the		
		participant(s) must	participant(s) must	participant(s) must		
		direct their efforts or	direct their efforts or	direct their efforts or		
	Target Audience Profile	research the actions,	research the actions,	research the actions,		
		opinions and trends of.	opinions and trends of.	opinions and trends of.		
		Indicate 1 method used	Indicate 2 methods used	Indicate 3 methods used		
		to identify the selected	to identify the selected	to identify the selected		
		audience.	audiences.	audiences.		
		Research, identify and	Research, identify and	Research, identify and		
		interview an individual	interview 2 individuals or	interview 3 individuals or		
		or group of people with	groups of people with	groups of people with		
		similar interests or	similar interests or	similar interests or		
		values and could support	values and could support	values and could support		
	Partnerships	participants' efforts.	participants' efforts.	participants' efforts.		
		Include evidence of	Include evidence of	Include evidence of		
		participant(s) reaching	participant(s) reaching	participant(s) reaching		
		out to an individual or	out to 2 individuals or	out to 3 individuals or		
		group and record their	groups and record their	groups and record their		
		response.	responses.	responses.		



SPECIFICATIONS (CONTINUED)

			s of action used during the p	_		
	Methods of Action	presentations must be doo	presentations must be documented by summarizing whom the participant(s)			
	Wethous of Action	met with, time of the mee	ting, main discussion points	and any follow up		
		planned/conducted. All let	ters/articles must be includ	ed in the <i>portfolio</i> .		
		Detail efforts and	Detail efforts and	Detail efforts and		
		successes in gaining	successes in gaining	successes in gaining		
		media attention around	media attention around	media attention around		
	Media Involvement	the issue. Include 2	the issue. Include 3	the issue. Include 4		
Un to 2E	iviedia ilivoivellielit	media examples from	media examples from	media examples from		
Up to 35 8 ½" x 11"		newspapers, radio,	newspapers, radio,	newspapers, radio,		
		television, the internet,	television, internet,	television, internet,		
pages or 45 slides (continued)		social media, etc.	social media, etc.	social media, etc.		
(continueu)		Detail information regarding the results of the participants' efforts, including				
		actions taken by those they targeted, responses from those approached, ideas				
	Results of Advocacy	for future improvement in advocacy methods, etc. Identify the most frequent				
		issue regarding the issue encountered by the participants' targeted <i>audience</i> .				
		Include suggestions on how to counteract opposition in the future.				
	Works	Use MLA or APA formattin	g when citing sources. All so	ources must be <i>reliable</i> and		
	Cited/Bibliography	current.				
	Portfolio Annogranco	Portfolio must be neat, leg	ible and <i>professional</i> and us	e correct grammar and		
	Portfolio Appearance	spelling.				

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

SPECIFICATIONS	LEVEL 1	LEVEL 2	LEVELS 3 & 4			
Organization/Delivery	Deliver an organized, sequential	oral presentation; concisely and th	noroughly summarize research.			
Knowledge of Public Policy	Demonstrate knowledge of public	ic policy and ability to apply knowle	edge to real–life situations.			
	Describe the relationship of	Describe the relationship of	Describe the relationship of			
	Family and Consumer Sciences	Family and Consumer Sciences	Family and Consumer Sciences			
Relationship to Family and	coursework to selected	coursework to selected	coursework and standards to			
Consumer Sciences	project.	project. Explain which FCCLA	selected project. Explain which			
Coursework and/or Related		National Program(s) could be	FCCLA National Program(s)			
Careers		used during project	could be used during project			
		implementation.	implementation. Identify			
			career pathway.			
Use of Portfolio and Visuals	Use the <i>portfolio</i> and <i>visuals</i> to s	upport, illustrate or complement p	presentation.			
Voice	Speak clearly with appropriate p	itch, tempo and volume.				
Body Language		ncluding gestures, posture, manne	erisms, eye contact and			
, , ,	appropriate handling of notes or					
Grammar/Word Usage/	Use proper grammar, word usag	e and pronunciation.				
Pronunciation						
Responses to Evaluators'	Provide clear and concise answe	rs to evaluators' questions regardi	ng project.			
Questions						



Resources

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

- FCCLA Planning Process
- Work Cited Citation Guide

National Leadership Conference Resources

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



STAR EVENTS POINT SUMMARY FORM

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

- Make sure all information at top is correct. If a student named is not participating, cross their name(s) off. If a team does not show, write "No Show" across the top and return with other forms. Do NOT change team or station numbers.
- 2. Before student presentation, the room consultants must check participants' portfolio using the criteria and standards listed below and fill in the boxes.
- 3. Confirm STAR Competition(s) is mandatory solely for participation at the National Leadership Conference. States have the authority to decide whether this requirement applies to picking up the registration packet and confirming the event/schedule accuracy OR attending a statespecific orientation.
- At the conclusion of presentation, verify evaluator scores and fill in information below. Calculate the final score and ask for evaluators' verification. Place this form in front of the completed rubrics and staple all items related to the presentation together.
- At the end of competition in the room, double check all scores, names and team numbers to ensure accuracy. Sort results by team order and turn in to the Lead Consultant.
- Check with the Lead Consultant if there are any questions regarding the evaluation process. 6.

ROOM CONSULTANT CHECK	<	PO	DINTS
		le in the FCCLA Adviser Portal by deadline	
Confirm STAR Competition(s)		nip Conference Only)	
or 1 points	0	1	
	No	Yes	
Frank Online Orientation Fran	0	1	
Event <i>Online Orientation Form</i>	Online Orientation Form not completed in the	Online Orientation Form completed in the	
0 or 1 points	Student Portal by deadline	Student Portal by deadline	
Hardcopy Portfolio	0	1	
0 or 1 point	Binder is not the official FCCLA binder	Binder is the official FCCLA binder	
OR	0	1	
Electronic Portfolio	Electronic Portfolio not in viewable format to	Electronic Portfolio in viewable format to the	
0 or 1 point	the evaluators	evaluators	
	0	1 2 3	
	Portfolio exceeds the page limit	At least 2 errors 1 error no errors	
		Portfolio is completed correctly and does not	
		exceed 36 single–sided pages or 47 slides,	
Portfolio Pages		including:	
0–3 points		• 1 project ID page or slide	
0–3 points		• 1 table of contents page or slide	
		• 1 Planning Process summary page or 2 slides	
		Project Summary Form submission proof	
		Up to 11 Content Divider Pages or slides	
		Up to 35 content pages or 45 content slides	
Punctuality	0	1	
0 or 1 point	Participant was late for presentation	Participant was on time for presentation	
Dress Code	0	1	
0 or 1 point	Event dress code was not followed	Event dress code was followed	
EVALUATORS' SCORES		ROOM CONSULTANT TOTAL	
Evaluator 1:	Initials:	(8 Points Possible)	
Evaluator 2:	Initials:	AVERAGE EVALUATOR SCORE	
Evaluator 3:	Initials:	(92 Points Possible)	
Total Score:	Divided by # of Evaluators	FINAL SCORE	
	= AVERAGE EVALUATOR SCORE	(Average Evaluator Score plus	
- -	Rounded only to the nearest hundredth (i.e., 79	.99 not 80.00) Room Consultant Score)	
RATING ACHIEVED (circle one)	Gold: 90–100 Silver: 70–89.99	Bronze: 1–69.99	
VERIFICATION OF FINAL SCOR	& RATING (please initial)		
Evaluator 1: Evalua	tor 2: Evaluator 3: Adult Ro	om Consultant: Event Lead Consultant:	



LEVEL 1 RUBRIC

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

PORTFOLIO						POINTS
FCCLA Planning Process Summary Page 0–10 points	0 Planning Process Summary not provided	1 2 3 Planning Process steps are not clearly summarized or are inadequate	4 5 6 All Planning Process steps are summarized	7 8 Evidence that the Planning Process was utilized to plan project	9 10 The Planning Process is used to plan the project. Each step is fully explained. No more than 1 page or 2 slides	
Issue Type 0–3 points	No local or state issue identified or issue is not relevant, current or based on actual need	1 1 local or state issue identified but poorly detailed. Issue may not be relevant, current or based on actual need	2 1 local or state issue identified and detailed. Issue is relevant, current and based on actual need	3 1 local or state issue identified and well detailed. Issue is relevant, current and based on actual need		
Issue Research 0–10 points	0 No issue(s) addressed	1 2 3 Issue either not addressed or pros and cons from each side poorly detailed or not factually based	4 5 6 Issue generally addressed. Pros and cons from each side loosely detailed or factually based	7 8 Issue addressed. Pros and cons from each side detailed and factually based	9 10 Issue clearly addressed. Pros and cons from each side well detailed and factually based	
Project Goals 0–3 points	0 No project goals addressed	Project goal either does not meets SMART goal criteria or points of support poorly detailed	Project goal meets SMART goal criteria. Points of support detailed	3 Project goal clearly meets SMART goal criteria. Points of support well detailed		
Elevator Pitch 0–4 points	0 No elevator pitch prepared	1 2 Pitch is lengthy or project's point of view and goals unclear	3 Pitch is concise. Project's point of view and goals mostly covered	4 Pitch is concise. Project's point of view and goals comprehensively covered		
Leave Behind 0–2 points	0 No leave behind developed	Leave behind is either poorly developed or exceeds size requirements (see specifications)	Leave behind clearly covers all material and meets size requirements (see specifications)			
Target Audience 0–3 points	0 Not identified	1 Target audience poorly identified or identification method poorly detailed	2 Target audience identified. 1 identification method detailed	3 Target audience clearly identified. 1 identification method well detailed		
Partnerships 0–2 points	No partner identified and no evidence of outreach	1 Either potential partner not identified or evidence of outreach not recorded	2 1 potential partner identified. Evidence of outreach recorded			
Methods of Action 0–5 points	O Action methods not included or summarized in portfolio	Action methods poorly detailed. Supporting evidence poorly summarized and included in portfolio (see specifications)	3 Action methods loosely detailed. Supporting evidence loosely summarized and included in portfolio (see specifications)	Action methods detailed. Supporting evidence summarized and included in portfolio (see specifications)	5 Action methods well detailed. Supporting evidence well summarized and included in portfolio (see specifications)	
Media Involvement 0–3 points	0 No media examples included	Less than 2 media examples detailing efforts and successes in gaining media attention around the issue included	2 2 media examples generally detailing efforts and successes in gaining media attention around the issue included	3 2 media examples detailing efforts and successes in gaining media attention around the issue included		
Results of Advocacy 0–5 points	No results information included	1 2 Information, target audience concerns and suggestions for future opposition poorly detailed	3 Information, target audience concerns and suggestions for future opposition loosely detailed	4 Information, target audience concerns and suggestions for future opposition detailed	5 Information, target audience concerns and suggestions for future opposition well detailed	
Works Cited/ Bibliography 0–3 points	0 Not included	Sources are incomplete, dated, unreliable and with many citation errors	Sources are complete, current and reliable, but have citation errors (see citation guide)	Sources are complete, current, reliable and in MLA/APA citation (see citation chart)		



LEVEL 1 RUBRIC (CONTINUED)

			טאוור (כטויווייט	(LD)		
Portfolio Appearance 0–3 points	0 Portfolio is disorganized and illegible	1 Portfolio is disorganized, illegible and contains few grammar or spelling errors	2 Portfolio is organized, neat, legible and professional, with correct grammar and spelling	3 Portfolio is effectively organized, neat, legible and professional with correct grammar and spelling		
ORAL PRESEN	ITATION					POINTS
Organization/ Delivery 0-10 points	Presentation is not complete or presented briefly and does not cover components of the project	1 2 3 The presentation covers some or all topic elements with limited information	4 5 6 Presentation gives complete information but does not explain the project well	7 8 Presentation covers information completely but does not flow well	9 10 Presentation covers all relevant information with a seamless and logical delivery	
Knowledge of Public Policy 0–5 points	0 Public policy knowledge is not evident	1 2 Public policy knowledge is limited	3 Evidence of Public policy knowledge, but not used effectively in the presentation	4 Public relations policy is evident and used in the presentation	5 Public policy knowledge is clearly evident and used effectively in the presentation	
Relationship of Family and Consumer Sciences Coursework/ Standards 0–3 points	No evidence of relationship between FCS coursework and project	Limited evidence of relationship between FCS coursework and project	Evidence of relationship between FCS coursework and project	3 Detailed evidence of relationship between FCS coursework and project		
Use of Portfolio and visuals During Presentation 0-5 points	O Portfolio not used during presentation	Portfolio used minimally during presentation OR was used to limited amount of speaking time	3 Portfolio incorporated throughout presentation	Portfolio used effectively throughout presentation	5 Presentation moves seamlessly between oral presentation and portfolio	
Voice-pitch, tempo, volume 0-3 points	0 Voice qualities not used effectively	1 Voice quality is adequate	2 Voice quality is good, but could improve	3 Voice quality is outstanding and pleasing		
Body Language 0–2 points	0 Uses inappropriate gestures, posture or mannerisms, avoids eye contact	Gestures, posture, mannerisms and eye contact is inconsistent	2 Gestures, posture, mannerisms, and eye contact are appropriate			
Grammar/Word Usage/ Pronunciation 0-3 points	0 Extensive (more than 5) grammatical and pronunciation errors	Some (3–5) grammatical and pronunciation errors	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 evaluators' questions	1 2 Unable to answer some questions and/or given with hesitation and/or inaccurate	3 4 Gave appropriate responses to evaluators' questions	5 Responses to questions were appropriate and given without hesitation		
Evaluator's Comm	nents—Include two things don	e well and two opportunities	for improvement:		TOTAL (92 Points Possible)	
					Evaluator #: Evaluator Initials:	_



LEVEL 2 RUBRIC

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

PORTFOLIO						DOINE
PORTFOLIO					ı	POINTS
FCCLA Planning Process Summary Page 0–10 points	O Planning Process Summary not provided	1 2 3 Planning Process steps are not clearly summarized or are inadequate	4 5 6 All Planning Process steps are summarized	7 8 Evidence that the Planning Process was utilized to plan project	9 10 The Planning Process is used to plan the project. Each step is fully explained. No more than 1 page or 2 slides	
Issue Type 0–3 points	No local, state or national issue identified or issue is not relevant, current or based on actual need	1 1 local, state or national issue identified but poorly detailed. Issue may not be relevant, current or based on actual need	2 1 local, state or national issue identified and detailed. Issue is relevant, current and based on actual need	3 1 local, state or national issue identified and well detailed. Issue is relevant, current and based on actual need		
Issue Research 0–10 points	0 No issue(s) addressed	1 2 3 Issue either not addressed or pros and cons from each side poorly detailed or not factually based	4 5 6 Issue generally addressed. Pros and cons from each side loosely detailed or factually based	7 8 Issue addressed. Pros and cons from each side detailed and factually based	9 10 Issue clearly addressed. Pros and cons from each side well detailed and factually based	
Project Goals 0–3 points	0 No project goals addressed	Project goal either does not meets SMART goal criteria or points of support poorly detailed	Project goal meets SMART goal criteria. Points of support detailed	3 Project goal clearly meets SMART goal criteria. Points of support well detailed		
Elevator Pitch 0–4 points	0 No elevator pitch prepared	Pitch is lengthy or project's point of view and goals unclear	3 Pitch is concise. Project's point of view and goals mostly covered	4 Pitch is concise. Project's point of view and goals comprehensively covered		
Leave Behind 0–2 points	0 No leave behind developed	Leave behind is either poorly developed or exceeds size requirements (see specifications)	Leave behind clearly covers all material and meets size requirements (see specifications)			
Target <i>Audience</i> 0–3 points	0 Not identified	Target audience poorly identified or less than 2 identification methods included	2 Target audience identified. 2 identification methods detailed	3 Target audience clearly identified. 2 identification methods well detailed		
Partnerships 0–2 points	No partner identified and no evidence of outreach	Less than 2 potential partners identified or evidence of outreach not recorded	2 2 potential partners identified. Evidence of outreach recorded			
Methods of Action 0–5 points	Action methods not included or summarized in portfolio	Action methods poorly detailed. Supporting evidence poorly summarized and included in portfolio (see specifications)	Action methods loosely detailed. Supporting evidence loosely summarized and included in portfolio (see specifications)	Action methods detailed. Supporting evidence summarized and included in portfolio (see specifications)	Action methods well detailed. Supporting evidence well summarized and included in portfolio (see specifications)	
Media Involvement 0–3 points	O No media examples included	Less than 3 media examples detailing efforts and successes in gaining media attention around the issue included	2 3 media examples generally detailing efforts and successes in gaining media attention around the issue included	3 3 media examples detailing efforts and successes in gaining media attention around the issue included		
Results of Advocacy 0–5 points	0 No results information included	1 2 Information, target audience concerns and suggestions for future opposition poorly detailed	3 Information, target audience concerns and suggestions for future opposition loosely detailed	4 Information, target audience concerns and suggestions for future opposition detailed	5 Information, target audience concerns and suggestions for future opposition well detailed	



LEVEL 2 RUBRIC (CONTINUED)

	0	1	2	3	
Works Cited/	Not included	Sources are incomplete,	Sources are complete,	Sources are complete,	
Bibliography		dated, unreliable and with	current and reliable, but	current, reliable and in	Ī
0–3 points		many citation errors	have citation errors (see	MLA/APA citation (see	Ī
			citation guide)	citation chart)	1
	0	1	2	3	1
Davidalia	Portfolio is disorganized	Portfolio is disorganized,	Portfolio is organized,	Portfolio is effectively	Ī
Portfolio	and illegible	illegible and contains few	neat, legible and	organized, neat, legible	
Appearance		grammar or spelling errors	professional, with correct	and professional with	Ī
0–3 points			grammar and spelling	correct grammar and	Ī
				spelling	

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

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



LEVELS 3 & 4 RUBRIC

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

PORTFOLIO						POINTS
FCCLA Planning Process Summary Page 0–10 points	Planning Process Summary not provided	1 2 3 Planning Process steps are not clearly summarized or are inadequate	4 5 6 All Planning Process steps are summarized	7 8 Evidence that the Planning Process was utilized to plan project	9 10 The Planning Process is used to plan the project. Each step is fully explained. No more than 1 page or 2 slides	
Issue Type 0–3 points	No local, state, national or global issue identified or issue is not relevant, current or based on actual need	1 1 local, state, national or global issue identified but poorly detailed. Issue may not be relevant, current or based on actual need	2 1 local, state, national or global issue identified and detailed. Issue is relevant, current and based on actual need	3 1 local, state, national or global issue identified and well detailed. Issue is relevant, current and based on actual need		
Issue Research 0–10 points	0 No issue(s) addressed	1 2 3 Issue either not addressed or pros and cons from each side poorly detailed or not factually based	4 5 6 Issue generally addressed. Pros and cons from each side loosely detailed or factually based	7 8 Issue addressed. Pros and cons from each side detailed and factually based	9 10 Issue clearly addressed. Pros and cons from each side well detailed and factually based	
Project Goals 0–3 points	0 No project goals addressed	Project goal either does not meets SMART goal criteria or points of support poorly detailed	Project goal meets SMART goal criteria. Points of support detailed	3 Project goal clearly meets SMART goal criteria. Points of support well detailed		
Elevator Pitch 0–4 points	0 No elevator pitch prepared	Pitch is lengthy or project's point of view and goals unclear	3 Pitch is concise. Project's point of view and goals mostly covered	4 Pitch is concise. Project's point of view and goals comprehensively covered		
Leave Behind 0–2 points	0 No leave behind developed	Leave behind is either poorly developed or exceeds size requirements (see specifications)	Leave behind clearly covers all material and meets size requirements (see specifications)			
Target Audience 0–3 points	0 Not identified	Target audience poorly identified or less than 3 identification methods included	2 Target audience identified. 3 identification methods detailed	3 Target audience clearly identified. 3 identification methods well detailed		
Partnerships 0–2 points	No partner identified and no evidence of outreach	Less than 3 potential partners identified or evidence of outreach not recorded	3 potential partners identified. Evidence of outreach recorded			
Methods of Action 0–5 points	Action methods not included or summarized in portfolio	Action methods poorly detailed. Supporting evidence poorly summarized and included in portfolio (see specifications)	3 Action methods loosely detailed. Supporting evidence loosely summarized and included in portfolio (see specifications)	Action methods detailed. Supporting evidence summarized and included in portfolio (see specifications)	5 Action methods well detailed. Supporting evidence well summarized and included in portfolio (see specifications)	
Media Involvement 0–3 points	0 No media examples included	Less than 4 media examples detailing efforts and successes in gaining media attention around the issue included	4 media examples generally detailing efforts and successes in gaining media attention around the issue included	3 4 media examples detailing efforts and successes in gaining media attention around the issue included		
Results of Advocacy 0–5 points	0 No results information included	1 2 Information, target audience concerns and suggestions for future opposition poorly detailed	3 Information, target audience concerns and suggestions for future opposition loosely detailed	4 Information, target audience concerns and suggestions for future opposition detailed	5 Information, target audience concerns and suggestions for future opposition well detailed	



LEVELS 3 & 4 RUBRIC (CONTINUED)

0	1	2	3		
Not included	Sources are incomplete,	Sources are complete,	Sources are complete,		
	dated, unreliable and with	current and reliable, but	current, reliable and in		
	many citation errors	have citation errors (see	MLA/APA citation (see		
		citation guide)	citation chart)		
0	1	2	3		
Portfolio is disorganized	Portfolio is disorganized,	Portfolio is organized,	Portfolio is effectively		
and illegible	illegible and contains few	neat, legible and	organized, neat, legible		
	grammar or spelling errors	professional, with correct	and professional with		
		grammar and spelling	correct grammar and		
			spelling		
	0 Portfolio is disorganized	dated, unreliable and with many citation errors O 1 Portfolio is disorganized and illegible illegible and contains few	dated, unreliable and with many citation errors (see citation guide) O T 2 Portfolio is disorganized and illegible and contains few grammar or spelling errors professional, with correct	dated, unreliable and with many citation errors o Portfolio is disorganized and illegible and illegible dated, unreliable and with many citation errors o 1 Portfolio is disorganized, illegible and contains few grammar or spelling errors dated, unreliable and with have citation errors (see citation guide) 1 2 3 Portfolio is organized, neat, legible and professional, with correct grammar and spelling O 1 2 3 Portfolio is effectively organized, neat, legible and professional with correct grammar and spelling	dated, unreliable and with many citation errors o Portfolio is disorganized and illegible and illegible and illegible dated, unreliable and with many citation errors citation errors (see citation chart) 2 Portfolio is disorganized, illegible and contains few grammar or spelling errors portfolio is disorganized, illegible and contains few grammar and spelling professional, with correct grammar and spelling current, reliable and in MLA/APA citation (see citation chart) 3 Portfolio is effectively organized, neat, legible and professional with correct grammar and spelling

ORAL PRESEN	ITATION					POINTS
Organization/ Delivery 0-10 points	Presentation is not complete or presented briefly and does not cover components of the project	1 2 3 The presentation covers some or all topic elements with limited information	4 5 6 Presentation gives complete information but does not explain the project well	7 8 Presentation covers information completely but does not flow well	9 10 Presentation covers all relevant information with a seamless and logical delivery	
Knowledge of Public Policy 0–5 points	0 Public policy knowledge is not evident	1 2 Public policy knowledge is limited	3 Evidence of Public policy knowledge, but not used effectively in the presentation	4 Public relations policy is evident and used in the presentation	5 Public policy knowledge is clearly evident and used effectively in the presentation	
Relationship of Family and Consumer Sciences Coursework/ Standards 0-3 points	0 No evidence of relationship between FCS coursework, standards and project. Neither National Program nor career pathway identified	Limited evidence of relationship between FCS coursework, standards and project. Either National Program or career pathway not identified	Evidence of relationship between FCS coursework, standards and project. National Program and career pathway identified	3 Detailed evidence of relationship between FCS coursework, standards and project. National Program and career pathway identified. All components explained well		
Use of Portfolio and visuals During Presentation 0–5 points	O Portfolio not used during presentation	Portfolio used minimally during presentation OR was used to limited amount of speaking time	3 Portfolio incorporated throughout presentation	4 Portfolio used effectively throughout presentation	Fresentation moves seamlessly between oral presentation and portfolio	
Voice-pitch, tempo, volume 0-3 points	0 Voice qualities not used effectively	1 Voice quality is adequate	2 Voice quality is good, but could improve	3 Voice quality is outstanding and pleasing		
Body Language 0–2 points	Uses inappropriate gestures, posture or mannerisms, avoids eye contact	Gestures, posture, mannerisms and eye contact is inconsistent	2 Gestures, posture, mannerisms, and eye contact are appropriate			
Grammar/Word Usage/ Pronunciation 0-3 points	0 Extensive (more than 5) grammatical and pronunciation errors	Some (3–5) grammatical and pronunciation errors	2 Few (1–2) grammatical and pronunciation errors	3 Presentation has no grammatical or pronunciation errors		
Responses to Evaluators' Questions 0-5 points	O Did not answer evaluators' questions	1 2 Unable to answer some questions and/or given with hesitation and/or inaccurate	Gave appropriate responses to evaluators' questions	5 Responses to questions were appropriate and given without hesitation		

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



RED Talks on Education

An individual event recognizing participant(s) who prepare and deliver a TED Talk-style presentation on an education related-topic based on the annual scenario.

ELIGIBILITY & GENERAL INFORMATION

- Review "Eligibility and General Rules for All Levels of Competition" on page 8 prior to event planning and preparation.
- 9. Chapters with multiple entries in this event must submit different projects for each entry. All projects must be developed and completed during a one—year span beginning July 1 and ending June 30 of the school year before the National Leadership Conference and must be the work of the participant(s) only.
- 10. National Leadership Conference participants are required to view the online orientation video and submit the STAR Events Online Orientation Form by the deadline. The video and form will be on the FCCLA Student Portal and can be found under Surveys Applications. Only one form per entry is required.
- 11. The use of copyrighted music, photographs, or graphics in the Red Talk may disqualify the entry. Music, photographs, text, trademarks, or names that are used in the project must be properly cited and documented. Only original items or items licensed for reuse are allowed. Most popular/commercial music is copyrighted and its use strictly limited. Participants are encouraged to use music with the appropriate license for reuse and publication on the Internet. Copyright laws must be followed.
- 12. Participants must follow state or district rules/guidelines for student privacy and use of photographs or student work when published online.
- 13. Registered conference attendees are permitted to view the Red Talks on Education presentation during the National Leadership Conference. The number of spectators is determined on a first—come first—served basis and will depend on venue capacity. Spectators are not permitted to interact with the presentation.
- 14. Participants who do not follow the event guidelines or the definition of the event, their project will not be considered for evaluation. However, the participant can still participate in the competition by giving an oral presentation and will only be evaluated based on that presentation.

CLICK HERE TO VIEW NATIONAL DEADLINES

CAREER PATHWAYS ALIGNMEN	Т		
Human Services	Hospitality & Tourism	Education & Training	Visual Arts & Design

EVENT LEVELS						
Level 1:	Level 2:	Level 3:	Level 4:			
Through Grade 8	Grades 9-10	Grades 11–12	Postsecondary			
*See page 7 for more information on event levels.						

GENERAL INFORMATION			
Number of Participants per	Prepare Ahead of Time	Equipment Provided for	Competition Dress Code
Entry	Trepare Aneda of Time	Competition	competition bress code
		Table – Yes	
1	Video, Oral Presentation and	Laptop & Internet Access – Yes	FCCLA Official Dress
1	Visuals	Electrical Access – Yes	FCCLA Official Dress
		Wi-Fi – Yes	

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

Visuals/props may include posters, charts, slides, presentation software, puppets, etc. Audio and audiovisual recordings are limited to 1–minute playing time during the presentation.



PRELIMINARY ROUND & NATIONAL LEADERSHIP CONFERENCE

PRELMINARY ROUND & NATIONAL LEADERSHIP CONFERENCE (NLC)					
Annual Educational Scenario	The State Department of Education is actively seeking creative methods to attract future teachers to the field of education. You have been invited to present at your State Capitol, where you will present a 10 minute presentation addressing the teaching shortage issue and present inventive solutions to tackle this escalating problem.				
Preliminary Round	Participants must prepare a 10-minute pre-recording of their TED Talk-style presentation based on the annual scenario. Participants must submit up to 10 minutes of <i>unedited video</i> footage. Video footage that does not meet the definition of an unedited video will be disqualified. Participants must also submit all necessary materials to the FCCLA Portal by the deadline specified on the FCCLA website.				
National Leadership Conference (NLC)	The top 15 entries per level will advance to the National Leadership Conference (NLC) and present their RED TALK, plus oral presentation to evaluators and spectators.				

RED TALKS ON EDUCATION

PROCEDURES & TIME REQUIREMENTS (PRELIMINARY ROUND) (DUE FEBRUARY 1)

TIME	LEVEL 1	LEVEL 2	LEVELS 3 & 4			
10 minutes	The total recording time	The total recording time must be 10 minutes in length at maximum.				
Projects must be posted on the	Projects must be posted on the school/chapter website or a public drive. Components include presentation recording, project					
identification page, project sum	identification page, project summary, and FCCLA Planning Process summary page. All required project components must be					
available in PDF format on the website. Other formats are not permitted and will not be evaluated, resulting in disqualification.						
Total Time: 10 Minutes						

ENTRY SUBMISSION (PRELIMINARY ROUND)

Preliminary Round entries must be submitted in the FCCLA Adviser Portal under Meetings & Events by the deadline posted on the FCCLA Website. An entry fee will be required. Projects must be ready for evaluation at that time and no changes may be made to projects until after the Top 15 are announced.

RED TALKS ON EDUCATION

PROCEDURES & TIME REQUIREMENTS (NATIONAL LEADERSHIP CONFERENCE)

- 4. Participants may bring their drive/website files on a USB drive as a backup. Participants are not allowed to bring in any additional equipment. Note cards may be used in the oral presentation.
- 5. To prepare for the National Leadership Conference (NLC) presentation, participants are encouraged to update their presentation based on preliminary Round evaluation feedback. Changes may be made after the top 15 are announced.

TIME	LEVEL 2	LEVELS 3 & 4				
	Participants will have 5 minutes to bring up their					
10 minutes	project components. Other persons may not assis	project components. Other persons may not assist.				
	Evaluators and Room Consultants will have 5 minu	utes to review				
	The oral presentation may be up to 10 minutes in	length. A 1-minute warning will be given at 9				
10 minutes	minutes. Participants will be stopped at 10 minute	es. If audio or audiovisual recordings are used,				
	they are limited to 1 minute playing time during t	he presentation.				
5 minutes	Following the presentation, evaluators will have 5	minutes to interview the participant. Spectators				
3 illiliutes	are not permitted to ask questions or engage.					
5 minutes	Evaluators will have up to 5 minutes to use the ru	bric to score and write comments for each				
Jillilutes	participant.					
	Total Time: 35 Minutes					



SPECIFICATIONS (PRELIMINARY ROUND)

DRIVE/WEBSITE CONTENT	
Project Components	Projects must be posted on a public drive or school/chapter website. Components include presentation recording, project identification page, project summary, and FCCLA Planning Process summary page. All required project components must be available in PDF format on a public cloud drive or website. Other formats are not permitted and will not be evaluated, resulting in disqualification.

SPECIFICATIONS		LEVEL 1	LEVEL 2	LEVELS 3 & 4	
1-8 ½" x 11" page	Project Identification Page	Must include participant's name(s), chapter name, school, city, state, event name, level, and project title. Page can be up to $1 - 8 \frac{1}{2}$ x 11 page, but cannot be larger. Must be posted on the website in PDF format.			
1-8½" x 11" page	FCCLA Planning Process Summary Page	Summarize how each step of the project; Must be posted	•		
1-8½" x 11" page	Evidence of Online Summary Form Submission	Complete the Online Project tab of the FCCLA Student Por website.	•		
1-8½" x 11" page	Works Cited/Bibliography	Use MLA or APA formatting vocurrent.	when citing sources. All sou	rces must be reliable and	

DRIVE/WEBSITE CONTENT	
Video Content	Participants record and submit up to 10 minutes of unedited video footage as part of an education based REDTalk. The total time of the video may not exceed 10 minutes. The unedited video must be posted online to the public drive or website and must be available for viewing online. Video footage that does not meet the definition of an <i>unedited video</i> will be disqualified.

SPECIFICATIONS	LEVEL 1	LEVEL 2	LEVELS 3 & 4		
Format	Produce an <i>unedited video</i> no long	ger than 10 minutes.			
Introduction	Use creative methods to capture a	udience attention.			
Organization/Delivery	Deliver oral presentation in an org project.	anized, sequential manner, conc	cisely and thoroughly summarize		
Knowledge of Subject Matter	Demonstrate knowledge of subject	t matter, research and impact of	f project on participant.		
Call to Action	Effectively inspire and motivate th topic, offering practical solutions a and change.	•			
Voice	Speak clearly with appropriate pite	ch, tempo and volume.			
Body Language/Clothing	Use appropriate body language in	cluding gestures, posture, manno	erisms, eye contact, and		
Choice	appropriate handling of notes or note cards if used.				
Grammar/Word Usage/	Use proper grammar, word usage and pronunciation.				
Pronunciation					



SPECIFICATIONS (NATIONAL LEADERSHIP CONFERENCE (NLC))

PRESENTATION FORMAT (NATIONAL LEADERSHIP CONFERENCE ONLY)					
Oral Presentation	Participants will deliver their TED Talk-style presentation based on the annual scenario to a live audience and evaluators. The presentation may be up to 10 minutes in length. A 1-minute warning will be given at 9 minutes. Participants will be stopped at 10 minutes.				

SPECIFICATIONS	LEVEL 2 LEVELS 3 & 4				
Introduction	Use creative methods to capture audience attention.				
Organization/Delivery	Deliver oral presentation in an organized, sequential manner; concisely and thoroughly summarize project.				
Knowledge of Subject Matter	Demonstrate knowledge of subject matter, research and impact of project on participant.				
Engaging	Presentation is engaging and keeps the audience captivated throughout the talk; leaving the audience wanting more at the end.				
Call to Action	Effectively inspire and motivate the audience to take specific actions that address the educational topic, offering practical solutions and clear steps for implementation, encouraging tangible impact and change.				
Voice	Speak clearly with appropriate pitch, tempo and volume.				
Body Language	Use appropriate body language including gestures, posture, mannerisms, eye contact and appropriate handling of notes or notecards if used.				
Grammar/Word Usage/ Pronunciation	Use proper grammar, word usage and pronunciation.				
Time	Presentation does not exceed 10 minutes.				
Responses to Evaluators' Questions	Provide clear and concise answers to evaluators' questions regarding project.				



ALL LEVELS RUBRIC (PRELIMINARY ROUND)

	ame:		Team #	: Station #:	Level:	
WEDSITE CO.	NITENIT (DROJECT COM					
Project Identification Page 0 or 1 point	NTENT (PROJECT COM 0 Project Identification Page is missing, is not completed, or includes incorrect information	PONENTS) 1 Project Identification Page is present, contains participants' names, chapter name, school, city, state, level, event name and project title				POINTS
FCCLA Planning Process Summary Page 0–10 points	O Planning Process Summary not provided	1 2 3 Planning Process steps are not clearly summarized or are inadequate	4 5 6 All Planning Process steps are summarized	7 8 Evidence that the Planning Process was utilized to plan project	9 10 The Planning Process is used to plan the project. Each step is fully explained. No more than 1 page	
Evidence of Online Project Summary Submission 0 or 1 point	0 Not included	1 Signed proof of submission from the online form is included				
Works Cited/ Bibliography 0-5 points	0 Not provided	1 2 Copyright is questionable and source list is incomplete or inconsistent	3 Copyright statements and permissions are included for most sources but in an inconsistent format	Copyright statements and permissions are included for all sources. Sources are complete, current, reliable and in MLA/APA citation (see citation guide)	Work is original, copyright statements with permissions granted are included for all sources. Sources are complete, current, reliable and in MLA/APA citation (see citation guide)	
DRIVE/MERS	SITE CONTENT (VIDEO	CONTENT)				POINTS
DRIVE/ WEBS	0	5				POINTS
Format 0 or 5 points	Video footage is edited or exceeds 10 minutes	Video footage is unedited and does not exceed 10 minutes				
Introduction 0–15 points	0 No introduction	1 2 3 4 5 Introduction ineffective	6 7 8 9 10 Introduction is original, catches interest	11 12 13 14 15 Introduction is highly original, catches interest		
Organization/ Delivery 0-15 points	Presentation is not complete or presented briefly and does not cover components of the project	1 2 3 4 The presentation covers some or all topic elements with limited information	5 6 7 8 Presentation gives complete information but does not explain the project well	9 10 11 12 Presentation covers information completely but does not flow well	13 14 15 Presentation covers all relevant information with a seamless and logical delivery	
Knowledge of Subject Matter 0–15 points	O Little or no evidence of subject matter knowledge	1 2 3 4 Minimal evidence of subject matter knowledge	5 6 7 8 Knowledge of subject matter is evident but not effectively used in presentation	9 10 11 12 Knowledge of subject matter is evident and shared at times in the presentation	13 14 15 Knowledge of subject matter is evident and incorporated throughout the presentation	
Engaging 0 -7 points	O Presenter was not engaging	1 2 Presenter was somewhat engaging	3 4 Presenter was engaging and left the audience wanting more.	5 6 7 Presenter was highly engaging and captivated the audience. Left the audience wanting more.		
Call to Action 0–15 points	0 No call to action	1 2 3 4 Presentation is vaguely motivational or action steps unclear	5 6 7 8 Presentation is generally motivational and provides action steps for audience to make change	9 10 11 12 Presentation is motivational and provides action steps for audience to make change	13 14 15 Presentation is highly motivational and clearly provides action steps for audience to make change	
Voice 0–3 points	Voice qualities not used effectively	1 Voice quality is adequate	Voice quality is good, but could improve	3 Voice quality is outstanding and pleasing		



ALL LEVELS RUBRIC (PRELIMINARY ROUND) (CONTINUED)

	0	1	2 3	4	5	
Dady Language	Uses inappropriate	Gestures, posture,	Gestures, posture,	Gestures, posture,	Gestures, posture,	
Body Language 0–5 points	gestures, posture or	mannerisms and eye	mannerisms, eye contact is	mannerisms, eye contact is	mannerisms, eye contact is	
o s points	mannerisms, avoids eye	contact is inconsistent	consistent	consistent and somewhat	consistent and enhances	
	contact			enhances presentation	presentation	
Grammar/	0	1	2	3		
Word Usage/	Extensive (more than 5)	Some (3–5) grammatical	Few (1–2) grammatical and	Presentation has no		
Pronunciation	grammatical and	and pronunciation errors	pronunciation errors	grammatical or		
0–3 points	pronunciation errors			pronunciation errors		
- 1 · 1 o						
Evaluator's Comm	nents-Include two things don	e well and two opportunities	for improvement:			
					TOTAL	
					(100 Points Possible)	
					Evaluator #:	
					Evaluator Initials:	_
					RC Initials:	



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

Chapter: ______ State: _____ Team #: ____ Station #: ____ Level: ____

Participant Name:

RATING ACHIEVED (circle one) Gold: 90–100

VERIFICATION OF FINAL SCORE & RATING (please initial)

	n at top is correct. If a student named is not pa cross the top and return with other forms. Do	·	does not						
2. At the conclusion of the p	presentation, verify evaluator scores and fill in lace this form in front of the completed rubric	information below. Calculate the final score							
3. At the end of competition	in the room, double check all scores, names, and team numbers to ensure accuracy. Sort results by								
team order and turn in to	the Lead Consultant.								
4. Check with the Lead Cons	sultant if there are any questions regarding the	e evaluation process.							
		·							
ROOM CONSULTANT CHECK			POINTS						
	Confirmed STAR Competition(s) schedul	e in the FCCLA Adviser Portal by deadline							
Confirm STAR Competition(s)	(National Leadership Conference Only)								
0 or 1 point	0	1							
	No	Yes							
Event Online Orientation Form	0	1							
	Online Orientation Form not completed in the	Online Orientation Form completed in the							
Event Online Orientation Form 0 or 1 point	Student Portal by deadline	Student Portal by deadline							
Punctuality	0	1							
0 or 1 point	Participant was late for presentation	Participant was on time for presentation							
Dress Code	0	1							
0 or 1 point	Event dress code was not followed	Event dress code was followed							
EVALUATORS' SCORES		ROOM CONSULTANT TOTAL							
Evaluator 1:	Initials:	(4 Points Possible)							
Evaluator 2:	Initials:	AVERAGE EVALUATOR SCORE							
Evaluator 3:	Initials:	(96 Points Possible)							
Total Score:	Divided by # of Evaluators	FINAL SCORE							

Silver: 70–89.99 **Bronze:** 1–69.99

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

(Average Evaluator Score plus Room Consultant Score)

= AVERAGE EVALUATOR SCORE —



ALL LEVELS RUBRIC (NATIONAL LEADERSHIP CONFERENCE)

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

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

ORAL PRESEN	TATION (NATIONAL L	EADERSHIP CONFEREN	ICE ONLY)			POINTS
Introduction 0–11 points	0 No introduction	1 2 3 Introduction ineffective	4 5 6 Introduction is original, catches interest	7 8 9 Introduction is highly original, catches interest	10 11 Introduction is highly original, catches interest	
Organization/ Delivery 0-12 points	Presentation is not complete or presented briefly and does not cover components of the project	1 2 3 The presentation covers some or all topic elements with limited information	4 5 6 Presentation gives complete information but does not explain the project well	7 8 9 Presentation covers information completely but does not flow well	10 11 12 Presentation covers all relevant information with a seamless and logical delivery	
Knowledge of Subject Matter 0–15 points	0 Little or no evidence of subject matter knowledge	1 2 3 4 Minimal evidence of subject matter knowledge	5 6 7 8 Knowledge of subject matter is evident but not effectively used in presentation	9 10 11 12 Knowledge of subject matter is evident and shared at times in the presentation	13 14 15 Knowledge of subject matter is evident and incorporated throughout the presentation	
Engaging 0 -7 points	0 Presenter was not engaging	1 2 Presenter was somewhat engaging	3 4 Presenter was engaging and left the audience wanting more.	5 6 7 Presenter was highly engaging and captivated the audience. Left the audience wanting more.		
Call to Action 0–10 points	0 No call to action	1 2 3 4 Presentation is vaguely motivational or action steps unclear	5 6 7 8 Presentation is generally motivational and provides action steps for audience to make change	9 10 11 12 Presentation is motivational and provides action steps for audience to make change	13 14 15 Presentation is highly motivational and clearly provides action steps for audience to make change	
Voice 0–3 points	0 Voice qualities not used effectively	1 Voice quality is adequate	2 Voice quality is good, but could improve	3 Voice quality is outstanding and pleasing		
Body Language 0–5 points	Uses inappropriate gestures, posture or mannerisms, avoids eye contact	Gestures, posture, mannerisms and eye contact is inconsistent	2 3 Gestures, posture, mannerisms, eye contact is consistent	Gestures, posture, mannerisms, eye contact is consistent and somewhat enhances presentation	5 Gestures, posture, mannerisms, eye contact is consistent and enhances presentation	



ALL LEVELS RUBRIC (NATIONAL LEADERSHIP CONFERENCE) (CONTINUED)

Grammar/

Grammar/						
Word Usage/	Extensive (more than 5)	Some (3–5) grammatical	Few (1–2) grammatical	Presentation has no		
Pronunciation	grammatical and	and pronunciation errors	and pronunciation errors	grammatical or		
0–3 points	pronunciation errors			pronunciation errors		
	0	5				
Time 0 or 5 points	Presentation exceeds 10	Presentation does not				
o or 5 points	minutes	exceed 10 minutes				
	0	1	2	3		
Responses to	Did not answer	Unable to answer some	Gave appropriate	Responses to questions		
Evaluators' Questions	evaluators' questions	questions and/or given	responses to evaluators'	were appropriate and		
0–3 points		with hesitation and/or	questions	given without hesitation		
·		inaccurate				
Fralestada Carre						
Evaluator's Comm	ients—inciliae two things aon					
	ients metade two timigs don	e well and two opportunities	for improvement:			
	ients meiaae two timigs aon	e weil and two opportunities	for improvement:		TOTAL	
	iento include two timigo don	e weil and two opportunities	for improvement:		TOTAL (96 Points Possible)	
	icino include tiro timigo don	e weii and two opportunities	tor improvement:		=	
		e weii and two opportunities	tor improvement:		(96 Points Possible)	_



REPURPOSE AND REDESIGN

An individual or *team event* that recognizes participants who apply recycling and redesign skills learned in Family and Consumer Sciences courses and create a *display* using a sample of their skills. Participants select a used fashion, home or another post—consumer item to repurpose into a new product. Participants will create a brand—new product, but may not simply embellish an old one. However, participants may use additional materials if needed to redesign and creatively embellish the new product. At the event site, participants set up their *displays* and present their projects to evaluators.

ELIGIBILITY & GENERAL INFORMATION

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

CLICK HERE TO VIEW NATIONAL DEADLINES

CAREER PATHWAYS ALIGNMENT					
Human Services	Hospitality & Tourism	Education & Training	Visual Arts & Design		

EVENT LEVELS			
Level 1:	Level 2:	Level 3:	Level 4:
Through Grade 8	Grades 9-10	Grades 11–12	Postsecondary
*See page 7 for more information	n on event levels.		

GENERAL INFORMATION						
Number of Participants per Entry	Prepare Ahead of Time	Equipment Provided for Competition	Competition Dress Code			
1–3	Display, Oral Presentation and Skill Selection Chart	Table–Yes Electrical Access–No Wall Space–No Supplies–No Wi-Fi – No	FCCLA Official Dress			

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



COMPETITION PROCEDURES & TIME REQUIREMENTS

TIME	LEVEL 1	LEVEL 2	LEVELS 3 & 4			
5 minutes	9 .	At the designated participation time, participants will have 5 minutes to set up their <i>display</i> and submit 3 copies of the completed Skill Selection Chart. Other persons may not assist.				
	Evaluators and room consultants v		-			
10 minutes		areas indicated by the participant.				
	The oral presentation may be up to	_				
5 minutes	minutes. Participants will be stopped at 5 minutes. If audio or audiovisual recordings are used, they are limited to a 1–minute playing time during the presentation.					
5 minutes	Following the presentation, evalua	tors will have 5 minutes to inte	rview participants.			
5 minutes	Evaluators will have up to 5 minutes to use the rubric to score and write comments for participants.					
	Total Time:	30 Minutes				

REPURPOSE AND REDESIGN

SPECIFICATIONS

PRESENTATION FORMAT	
	A <i>display</i> must be used to document and illustrate the work of one project, using <i>clearly defined</i> presentation surfaces.
Display	The display may be either freestanding or tabletop. Freestanding displays must not exceed a space 48" deep by 60" wide by 72" high, including audiovisual equipment. Tabletop displays must not exceed a space 30" deep by 48" wide by 48" high, including any audiovisual equipment. Participants using a tabletop display are allowed a standing mannequin in addition to their table space, however, all other information or props outside the display will be considered part of the display and subject to penalty (tablecloths, storage items, boxes below the table, etc.). Participants using a freestanding display must have all items within the dimensions of the freestanding space. Scrapbooks, flip charts, portfolios and photo albums are not allowed. Each display must include a project identification page and a Planning Process summary page. Displays may not have items on the back of the board.
	The <i>display</i> must contain the project product, material profile, cost itemization, time log and photo storyboard.
	The <i>display</i> may not contain a live <i>model</i> . Apparel products may not be <i>model</i> ed during the presentation by the participant. If needed, a <i>mannequin</i> may be used but is neither required nor provided.

SPECIFICATIONS	LEVEL 1	LEVEL 2	LEVELS 3 & 4		
Project Identification Page	Must include participant's name(s), chapter name, school, city, state, event name, level, and project				
Project identification Page	title. Page can be up to 1 - 8 ½" x 1	1" page, but cannot be larger.			
FCCLA Planning Process	1–8½" x 11" summary page of ho	ow each step of the <i>Planning Pr</i>	ocess was used to plan and		
Summary Page implement the project; use of the <i>Planning Process</i> may also be described in the oral pres					
Evidence of Online Summary	Complete the Online Project Sumn	nary Form located on the "Surve	eys Applications" tab of the FCCLA		
Form Submission	n Submission Student Portal and include signed proof of submission in the <i>display</i> .				
	The project product must be inclu	ded in the tabletop or freestand	ding <i>display</i> . Participants		
Project Product	should be aware that large or heavy items may incur significant shipping charges to National				
Project Product	Leadership Conference (NLC). A "C	" will be recorded on the Skill A	rea Rubric if the project product is		
	not included in the display.				



SPECIFICATIONS (CONTINUED)

Material Profile	Prepare and display a material profile on a one—sided paper no larger than 11" x 17". The material profile must contain a sample of each material used and detailed information about each material's content and type (construction, finishes, properties, performance, care, etc.). Identify repurposed materials and new materials. If participant(s) cannot sample material, they must provide a clear, close—up photo and a brief explanation of why the material is not sampled (size, unable to deconstruct, etc.).				
Cost Itemization	used to make the product includ	ost itemization on a one–sided 8 $\%$ ing quantities, unit costs and total	costs.		
Cost itelinization	All purchased supplies not to exc	ceed \$25	All purchased supplies not to exceed \$50		
Time Log	Prepare and display a detailed time log on a one–sided 8 ½" x 11" paper indicating total hours within specified time limits below.				
	8 hours	15 hours	25 hours		
	Prepare and display a photo storyboard on a one–sided paper no larger than 11" x 17" within specifications below.				
Photo Storyboard	A minimum of 3 photos	A minimum of 6 photos step by step	A minimum of 11 photos step by step with detailed explanation		
Marketing Plan	Develop a marketing plan with target market information, product name, product description, pricing options, promotional ideas and possible places of sale.				
Display Appearance	Display must be neat, legible, pro	ofessional, creative and correct gra	ammar and spelling.		

PRESENTATION FORMAT	
Oral Presentation	The oral presentation may be up to 5 minutes in length and is delivered to evaluators. The presentation is to describe efforts in detail. If audio or audiovisual recordings are used, they are limited to 1—minute playing time during the presentation.

SPECIFICATIONS	LEVEL 1	LEVEL 2	LEVELS 3 & 4				
Organization/Delivery	Deliver oral presentation in an organized, sequential manner; concisely and thoroughly summarize project.						
Knowledge of Recycling and Environmental Sustainability	Demonstrate knowledge of concepts related to the selected skill areas.						
Relationship of Family and Consumer Sciences Coursework/Standards	Describe the relationship of Family and Consumer Sciences coursework to selected project.	Describe the relationship of Family and Consumer Sciences coursework to selected project. Explain which FCCLA National Program(s) could be used during project implementation.	Describe the relationship of Family and Consumer Sciences coursework and standards to selected project. Explain which FCCLA National Program(s) could be used during project implementation. Identify career pathway connections.				
Use of <i>Display</i>	Use the <i>display</i> to support, illustrate and complement the project description during the presentation.						
Voice	Speak clearly with appropriate p	itch, tempo and volume.					
Body Language	Use appropriate body language i appropriate handling of display a	ncluding gestures, posture, manne and notes or notecards if used.	erisms, eye contact and				



SPECIFICATIONS (CONTINUED)

Grammar/Word	Use proper grammar, word usage and pronunciation.
Usage/Pronunciation	
Responses to Evaluators'	Provide clear and concise answers to evaluators' questions regarding project.
Questions	

PRESENTATION FORMAT	
Repurpose and Redesign	Participants are to coloct a project that chawcacas their required ing and redesigning skills
Skills	Participants are to select a project that showcases their repurposing and redesigning skills.

SPECIFICATIONS	LEVEL 1	LEVEL 2	LEVELS 3 & 4
Design	Design must exhibit effective for	m and function and provide oppo	ortunities for practical use
	and reuse, as applicable.		
Workmanship	Product must exhibit high qualit	y workmanship and must be mar	ketable.
Creativity	Design and product must reflect	creativity, imagination and innov	ation.
Selected Skill Area	Products will be evaluated on th	e 8 repurposing and redesign skil	Is selected by the participant.
	See Repurpose and Redesign Ski	lls Selection Chart.	



Resources

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

- FCCLA Planning Process
- Work Cited Citation Guide

National Leadership Conference Resources

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



STAR EVENTS POINT SUMMARY FORM

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

- 1. Make sure all information at top is correct. If a student named is not participating, cross their name(s) off. If a *team* does not show, write "No Show" across the top and return with other forms. Do NOT change *team* or station numbers.
- 2. Before student presentation, the room consultants must check participants' *display* using the criteria and standards listed below and fill in the boxes.
- 3. Confirm STAR Competition(s) is mandatory solely for participation at the National Leadership Conference. States have the authority to decide whether this requirement applies to picking up the registration packet and confirming the event/schedule accuracy OR attending a state-specific orientation.
- 4. At the conclusion of presentation, verify evaluator scores and fill in information below. Calculate the final score and ask for evaluators' verification. Place this form in front of the completed rubrics and staple all items related to the presentation together.
- 5. At the end of competition in the room, double check all scores, names and *team* numbers to ensure accuracy. Sort results by *team* order and turn in to the Lead Consultant.
- 6. Check with the Lead Consultant if there are any questions regarding the evaluation process.

ROOM CONSULTANT CHECK			POINTS
	Confirmed STAR Competition(s) schedule	e in the FCCLA Adviser Portal by deadline	I
Confirm STAR Competition(s)	(National Leadersh	ip Conference Only)	I
0 or 1 point	0	1	I
	No	Yes	ĺ
Event Online Orientation Form	0	1	I
0 or 1 point	Online Orientation Form not completed in the	Online Orientation Form completed in the	I
0 of 1 point	Student Portal by deadline	Student Portal by deadline	<u> </u>
Display Set-Up	0	1	I
0 or 1 point	Participants did not set up their display within	Participants set up display during allotted time	I
0 of 1 point	allotted time period	period	ĺ
	0	1	I
Display Dimensions	Display does not fit with the appropriate	Display fits with the appropriate	I
0 or 1 point	dimensions/objects not returned within	dimensions/objects returned within display	I
	display after presentation	after presentation	ĺ
Project Identification Page	0	1	I
0 or 1 point	Project ID page is missing or incomplete	Project ID page is present and completed	I
0 of 1 point	Project to page is missing of incomplete	correctly	ĺ
Project Summary Form	0	1	I
Submission Proof	Project Summary Form Submission missing	Project Summary Form Submission present	I
0 or 1 point	1 Toject Summary Form Submission missing	Troject Summary Form Submission present	<u> </u>
Punctuality	0	1	I
0 or 1 point	Participant was late for presentation	Participant was on time for presentation	<u> </u>
Dress Code	0	1	I
0 or 1 point	Event dress code was not followed	Event dress code was followed	<u></u>
EVALUATORS' SCORES		ROOM CONSULTANT TOTAL	I
Evaluator 1:	Initials:	(8 Points Possible)	
Evaluator 2:	Initials:	AVERAGE EVALUATOR SCORE	I
Evaluator 3:	Initials:	(92 Points Possible)	ĺ
Total Score:	Divided by # of Evaluators	FINAL SCORE	I
	= AVERAGE EVALUATOR SCORE	(Average Evaluator Score plus	I
	Rounded only to the nearest hundredth (i.e., 79.	99 not 80.00) Room Consultant Score)	I
RATING ACHIEVED (circle one)	Gold: 90–100 Silver: 70–89.99 Bron :	ze: 1–69.99	
VERIFICATION OF FINAL SCORE &	RATING (please initial)		
Evaluator 1: Evaluator	2: Evaluator 3: Adult Roo	m Consultant: Event Lead Consultar	nt:



LEVEL 1 RUBRIC

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

DISPLAY						POINT
FCCLA Planning Process Summary Page 0–10 points	O Planning Process Summary not provided	1 2 3 Planning Process steps are not clearly summarized or are inadequate	4 5 6 All Planning Process steps are summarized	7 8 Evidence that the Planning Process was utilized to plan project	9 10 The Planning Process is used to plan the project. Each step is fully explained. No more than 1 page	
Material Profile 0–3 points	0 Not included	Material Profile(s) poorly detailed or displayed on one–sided paper larger than 11" x 17"	Material Profile(s) for each material used detailed and displayed on one–sided paper no larger than 11" x 17"	Material Profile(s) for each material used well detailed and displayed on one— sided paper no larger than 11" x 17"		
Cost Itemization 0–3 points	0 Not included	1 Cost Itemization poorly detailed on one–sided 8 ½" x 11" paper or costs exceed \$25	2 Cost Itemization detailed on one–sided 8 ½" x 11" paper. Costs do not exceed \$25	3 Cost Itemization well detailed on one–sided 8 ½" x 11" paper. Costs do not exceed \$25		
Time Log 0–2 point	0 Not included	1 Time Log poorly detailed on one–sided 8 ½" x 11" paper or time exceeds 8 hours	Z Time Log well detailed on one–sided 8 ½" x 11" paper. Time does not exceed 8 hours			
Photo Storyboard 0–3 points	0 Not included	1 Photo story board has less than 3 photos and/or is displayed on one–sided paper larger than 11" x 17"	Photo story board with at least 3 photos detailed on one–sided paper no larger than 11" x 17"	3 Photo story board with at least 3 photos well detailed on one–sided paper no larger than 11" x 17"		
Marketing 0–3 points	0 Not included	1 Marketing Plan is poorly detailed or is missing required components (see specifications)	Marketing Plan is detailed including all required components (see specifications)	3 Marketing Plan is well detailed including all required components (see specifications)		
Display Appearance 0–5 points	0 No display present	1 2 Display has many errors and is not aesthetically pleasing	3 The display is neat, legible and professional, but has grammar and spelling errors and minimal appeal	4 Display is neat, legible, professional and creative with correct grammar and spelling	5 Display is neat, legible, professional and very creative with correct grammar and spelling	

ORAL PRESENTATION POIN						POINTS
Organization/ Delivery 0-10 points	Presentation is not complete or presented briefly and does not cover components of the project	1 2 3 The presentation covers some or all topic elements with limited information	4 5 6 Presentation gives complete information but does not explain the project well	7 8 Presentation covers information completely but does not flow well	9 10 Presentation covers all relevant information with a seamless and logical delivery	
Knowledge of Repurposing & Environmental Sustainability 0-3 points Relationship of Family and Consumer Sciences Coursework/ Standards	Repurposing & Environmental Sustainability knowledge is not evident O No evidence of relationship between FCS coursework and project	Repurposing & Environmental Sustainability knowledge is limited 1 Limited evidence of relationship between FCS coursework and project	Repurposing & Environmental Sustainability knowledge is evident and used in the presentation 2 Evidence of relationship between FCS coursework and project	Repurposing & Environmental Sustainability knowledge is clearly evident and used effectively in the presentation 3 Detailed evidence of relationship between FCS coursework and project		
Use of Display During Presentation 0–5 points	O Display not used during presentation	1 2 Display used minimally during presentation OR was used to limited amount of speaking time	3 Display incorporated throughout presentation	4 Display used effectively throughout presentation	5 Presentation moves seamlessly between oral presentation and display	



LEVEL 1 RUBRIC (CONTINUED)

Voice-pitch,	0	1	2	3	
tempo, volume	Voice qualities not used	Voice quality is adequate	Voice quality is good, but	Voice quality is	
0–3 points	effectively		could improve	outstanding and pleasing	
	0	1	2		
Body Language	Uses inappropriate	Gestures, posture,	Gestures, posture,		
0–2 points	gestures, posture or	mannerisms and eye	mannerisms, and eye		
0–2 points	mannerisms, avoids eye	contact is inconsistent	contact are appropriate		
	contact				
Grammar/Word	0	1	2	3	
Usage/	Extensive (more than 5)	Some (3–5) grammatical	Few (1–2) grammatical and	Presentation has no	
Pronunciation	grammatical and	and pronunciation errors	pronunciation errors	grammatical or	
0–3 points	pronunciation errors			pronunciation errors	
Doomonoodo	0	1	2	3	
Responses to Evaluators'	Did not answer evaluators'	Unable to answer some	Gave appropriate	Responses to questions	
Questions	questions	questions and/or given	responses to evaluators'	were appropriate and	
7		with hesitation and/or	questions	given without hesitation	
0–3 points		inaccurate			

REPURPOSE A	AND DESIGN SKILLS				POINTS
Effectiveness of	0	1	2		
Product	Both form and function	Satisfactory form or	Outstanding form and		
Construction	need improvement	function, but not both	function		
0–2 points					
Overall Quality of	0	1	2		
Workmanship	Low quality, not	Fair quality, somewhat	Very good quality,		
0–2 points	marketable	marketable	marketable		
Creativity,	0	1	2	3	
Imagination and	No evidence	Little evidence	Some evidence	Highly creative, innovative	
Innovation					
0–3 points					
Selected Skill	See separate Repurpose and	Redesign Skill Area Rubric for	criteria ratings. Transfer		
Areas	total points earned for 8 sele	ected skill areas to the "Points	" column at the right.		
0-24 points					

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



SKILL SELECTION CHART LEVEL 1

	SIGE SELECTION	CIDATE ELVEL I		
Participant Name:				
Chapter:	State:	Team #:	Station #:	Level:
INSTRUCTIONS : Each participant's proparticipant will turn in 3 copies of this are represented in a project, participarticipants check more than 8 skills, designated participation time, evaluar project product is not included in the	s page with the 8 skills represents must check the 8 that be the first 8 on the list only wiltors will be unable to comple	sented in the project c est reflect the quality a I be evaluated. If this t ete the Skill Area Rubri	hecked. In the event and difficulty of work form is not complete ic, resulting in "0" po	that more than 8 skills accomplished. If d and turned in at the
Include in your design a minimum of	8 repurposing and promotic	onal skills from those l	listed below:	SELECTED SKILL
Good choice of item for repurposing				
More than one repurposed item in one p	roduct			
Innovative use of repurposed item				
Conservation theme or slogan				
Design of an energy-saving product				
Design of a product that promotes enviro	nmentalism			
Sketch of accessory design				
Shaped seams, edges and/or corners				
Pocket(s)				
Gathers and/or ruffles				
Strap, tie or band				
Lining, facing and/or interfacing				
Application of trims				
Use of embellishments				
Embroidery, hand or machine				
Napped fabric or one–way print				
Sanding, Painting or Staining				
Gluing, stapling, sawing				
Application or use of decorative hardwar	P			

Application or use of construction hardware Wiring or fastening with various mediums



SKILL AREA RUBRIC LEVEL 1

Chapter: State INSTRUCTIONS: Circle the appropriate rating for each of right. Provide comments on the page to help participant	s understand their ra	and enter each r			
right. Provide comments on the page to help participant			-		
Verify points total and enter in the Selected Skill Area "Pis not included in the <i>display</i> , record a "0" for this Skill A		-	-	•	
EVALUATION CRITERIA					POINTS
Possible Points: 0–24	Not Done	Low Quality	Quality	High Quality	
Good choice of item for repurposing	0	1	2	3	
More than one repurposed item in one product	0	1	2	3	
nnovative use of repurposed item	0	1	2	3	
Conservation theme or slogan	0	1	2	3	
Design of an energy—saving product	0	1	2	3	
Design of a product that promotes environmentalism	0	1	2	3	
Sketch of accessory design	0	1	2	3	
Shaped seams, edges and/or corners	0	1	2	3	
Pocket(s)	0	1	2	3	
Gathers and/or ruffles	0	1	2	3	
Strap, tie or band	0	1	2	3	
ining, facing and/or interfacing	0	1	2	3	
Application of trims	0	1	2	3	
Jse of embellishments	0	1	2	3	
Embroidery, hand or machine	0	1	2	3	
Napped fabric or one-way print	0	1	2	3	
Sanding, Painting or Staining	0	1	2	3	
Gluing, stapling, sawing	0	1	2	3	
Application or use of decorative hardware	0	1	2	3	
Application or use of construction hardware	0	1	2	3	
Niring or fastening with various mediums	0	1	2	3	
valuator's Comments-Include two things done well and two opportunitie	es for improvement:				
				TOTAL (24 Points Possible)	
Evaluator #:					
				ator Initials:	



LEVEL 2 RUBRIC

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

DISPLAY						POINTS
FCCLA Planning Process Summary Page 0–10 points	0 Planning Process Summary not provided	1 2 3 Planning Process steps are not clearly summarized or are inadequate	4 5 6 All Planning Process steps are summarized	7 8 Evidence that the Planning Process was utilized to plan project	9 10 The Planning Process is used to plan the project. Each step is fully explained. No more than 1 page	
Material Profile 0–3 points	0 Not included	Material Profile(s) poorly detailed or displayed on one–sided paper larger than 11" x 17"	Material Profile(s) for each material used detailed and displayed on one–sided paper no larger than 11" x 17"	Material Profile(s) for each material used well detailed and displayed on one— sided paper no larger than 11" x 17"		
Cost Itemization 0–3 points	0 Not included	1 Cost Itemization poorly detailed on one–sided 8 ½" x 11" paper or costs exceed \$25	2 Cost Itemization detailed on one–sided 8 ½" x 11" paper. Costs do not exceed \$25	3 Cost Itemization well detailed on one–sided 8 ½" x 11" paper. Costs do not exceed \$25		
Time Log 0–2 point	0 Not included	1 Time Log poorly detailed on one–sided 8 ½" x 11" paper or time exceeds 15 hours	Z Time Log well detailed on one–sided 8 ½" x 11" paper. Time does not exceed 15 hours			
Photo Storyboard 0–3 points	0 Not included	1 Photo story board has less than 6 photos and/or is displayed on one–sided paper larger than 11" x 17"	Photo story board with at least 6 photos detailed on one–sided paper no larger than 11" x 17"	3 Photo story board with at least 6 photos well detailed on one–sided paper no larger than 11" x 17"		
Marketing 0–3 points	0 Not included	Marketing Plan is poorly detailed or is missing required components (see specifications)	Marketing Plan is detailed including all required components (see specifications)	Marketing Plan is well detailed including all required components (see specifications)		
Display Appearance 0–5 points	0 No display present	1 2 Display has many errors and is not aesthetically pleasing	3 The display is neat, legible and professional, but has grammar and spelling errors and minimal appeal	4 Display is neat, legible, professional and creative with correct grammar and spelling	5 Display is neat, legible, professional and very creative with correct grammar and spelling	

ORAL PRESEN	ITATION					POINTS
Organization/ Delivery 0-10 points	Presentation is not complete or presented briefly and does not cover components of the project	1 2 3 The presentation covers some or all topic elements with limited information	4 5 6 Presentation gives complete information but does not explain the project well	7 8 Presentation covers information completely but does not flow well	9 10 Presentation covers all relevant information with a seamless and logical delivery	
Knowledge of Repurposing & Environmental Sustainability 0-3 points	0 Repurposing & Environmental Sustainability knowledge is not evident	1 Repurposing & Environmental Sustainability knowledge is limited	2 Repurposing & Environmental Sustainability knowledge is evident and used in the presentation	3 Repurposing & Environmental Sustainability knowledge is clearly evident and used effectively in the presentation		
Relationship of Family and Consumer Sciences Coursework/ Standards 0-3 points	No evidence of relationship between FCS coursework and project. National Program not identified	Limited evidence of relationship between FCS coursework and project. National Program not identified	2 Evidence of relationship between FCS coursework and project. National Program identified	3 Detailed evidence of relationship between FCS coursework and project. National Program identified and both explained well		
Use of Display During Presentation 0–5 points	0 Display not used during presentation	1 2 Display used minimally during presentation OR was used to limited amount of speaking time	3 Display incorporated throughout presentation	4 Display used effectively throughout presentation	5 Presentation moves seamlessly between oral presentation and display	



LEVEL 2 RUBRIC (CONTINUED)

0–3 points effect Uses i	e qualities not used stively O inappropriate	Voice quality is adequate 1	Voice quality is good, but could improve	Voice quality is outstanding and pleasing	
Body Language Uses i	0	1	could improve	outstanding and pleasing	
Rody Language	•	1	1		
Rody Language	inannronriate		2		
	парргорпасс	Gestures, posture,	Gestures, posture,		
gestii	ures, posture or	mannerisms and eye	mannerisms, and eye		
0–2 points mann	nerisms, avoids eye	contact is inconsistent	contact are appropriate		
conta	act				
Grammar/Word	0	1	2	3	
Usage/ Exten	nsive (more than 5)	Some (3-5) grammatical	Few (1–2) grammatical and	Presentation has no	
Pronunciation gramm	nmatical and	and pronunciation errors	pronunciation errors	grammatical or	
0–3 points pronu	unciation errors			pronunciation errors	
Desmanasta	0	1	2	3	
Responses to Evaluators'	not answer evaluators'	Unable to answer some	Gave appropriate	Responses to questions	
quest	tions	questions and/or given	responses to evaluators'	were appropriate and	
Questions		with hesitation and/or	questions	given without hesitation	
0–3 points		inaccurate			

REPURPOSE A	AND DESIGN SKILLS				POINTS
Effectiveness of	0	1	2		
Product	Both form and function	Satisfactory form or	Outstanding form and		
Construction	need improvement	function, but not both	function		
0–2 points					
Overall Quality of	0	1	2		
Workmanship	Low quality, not	Fair quality, somewhat	Very good quality,		
0–2 points	marketable	marketable	marketable		
Creativity,	0	1	2	3	
Imagination and	No evidence	Little evidence	Some evidence	Highly creative, innovative	
Innovation					
0–3 points					
Selected Skill	See separate Repurpose and Redesign Skill Area Rubric for criteria ratings. Transfer				
Areas	total points earned for 8 selected skill areas to the "Points" column at the right.				
0–24 points					

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



SKILL SELECTION CHART LEVEL 2

	SKILL SELECTION	· CIDART ELVEL 2		
Participant Name:				
Chapter:	State:	Team #:	Station #:	Level:
INSTRUCTIONS : Each participant's proparticipant will turn in 3 copies of this are represented in a project, participal participants check more than 8 skills, designated participation time, evalual project product is not included in the	s page with the 8 skills represents must check the 8 that be the first 8 on the list only will tors will be unable to comple	sented in the project of est reflect the quality and the evaluated. If this eter the Skill Area Rubr	hecked. In the event and difficulty of work form is not complete ic, resulting in "0" po	that more than 8 skills accomplished. If d and turned in at the
Include in your design a minimum of	8 repurposing and promotic	onal skills from those	listed below:	SELECTED SKILL
Good choice of item for repurposing				
More than one repurposed item in one p	roduct			
Innovative use of repurposed item				
Conservation theme or slogan				
Design of an energy-saving product				
Design of a product that promotes enviro	nmentalism			
Sketch of accessory design				
Shaped seams, edges and/or corners				
Pocket(s)				
Gathers and/or ruffles				
Strap, tie or band				
Lining, facing and/or interfacing				
Application of trims				
Use of embellishments				
Embroidery, hand or machine				
Napped fabric or one—way print				
Sanding, Painting or Staining				
Gluing, stapling, sawing				
Application or use of decorative hardwar	e			

Application or use of construction hardware Wiring or fastening with various mediums



SKILL AREA RUBRIC LEVEL 2

Participant Name:				Ctation #			
Chapter:			n #:				
INSTRUCTIONS : Circle the appropriate rating for earight. Provide comments on the page to help part Verify points total and enter in the Selected Skill A is not included in the <i>display</i> , record a "0" for this	icipants unders Area "Points" co	stand their ra olumn on the	tings in terms of	f strength	s and a	reas for improv	ement.
EVALUATION CRITERIA							POINTS
Possible Points: 0–24		Not Done	Low Quality	Qual	ity	High Quality	
Good choice of item for repurposing		0	1	2		3	
More than one repurposed item in one product		0	1	2		3	
Innovative use of repurposed item		0	1	2		3	
Conservation theme or slogan		0	1	2		3	
Design of an energy–saving product		0	1	2		3	
Design of a product that promotes environmentalism		0	1	2		3	
Sketch of accessory design		0	1	2		3	
Shaped seams, edges and/or corners		0	1	2		3	
Pocket(s)		0	1	2		3	
Gathers and/or ruffles		0	1	2		3	
Strap, tie or band		0	1	2		3	
Lining, facing and/or interfacing		0	1	2		3	
Application of trims		0	1	2		3	
Use of embellishments		0	1	2		3	
Embroidery, hand or machine		0	1	2		3	
Napped fabric or one-way print		0	1	2		3	
Sanding, Painting or Staining		0	1	2		3	
Gluing, stapling, sawing		0	1	2		3	
Application or use of decorative hardware		0	1	2		3	
Application or use of construction hardware		0	1	2		3	
Wiring or fastening with various mediums		0	1	2		3	
Evaluator's Comments–Include two things done well and two op	portunities for impr	ovement:				TOTAL (24 Points Possible) or #:	
						or Initials:	
					RC Initia		



LEVELS 3 & 4 RUBRIC

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

DISPLAY						POINTS
FCCLA Planning Process Summary Page 0–10 points	O Planning Process Summary not provided	1 2 3 Planning Process steps are not clearly summarized or are inadequate	4 5 6 All Planning Process steps are summarized	7 8 Evidence that the Planning Process was utilized to plan project	9 10 The Planning Process is used to plan the project. Each step is fully explained. No more than 1 page	
Material Profile 0–3 points	0 Not included	Material Profile(s) poorly detailed or displayed on one–sided paper larger than 11" x 17"	Material Profile(s) for each material used detailed and displayed on one–sided paper no larger than 11" x 17"	Material Profile(s) for each material used well detailed and displayed on one— sided paper no larger than 11" x 17"		
Cost Itemization 0–3 points	0 Not included	1 Cost Itemization poorly detailed on one–sided 8 ½" x 11" paper or costs exceed \$50	2 Cost Itemization detailed on one–sided 8 ½" x 11" paper. Costs do not exceed \$50	3 Cost Itemization well detailed on one–sided 8 ½" x 11" paper. Costs do not exceed \$50		
Time Log 0–2 point	0 Not included	1 Time Log poorly detailed on one–sided 8 ½" x 11" paper or time exceeds 25 hours	Z Time Log well detailed on one–sided 8 ½" x 11" paper. Time does not exceed 25 hours			
Photo Storyboard 0–3 points	0 Not included	Photo story board has less than 11 photos and/or is displayed on one–sided paper larger than 11" x 17"	Photo story board with at least 11 photos detailed on one–sided paper no larger than 11" x 17"	3 Photo story board with at least 11 photos well detailed on one–sided paper no larger than 11" x 17"		
Marketing 0–3 points	0 Not included	Marketing Plan is poorly detailed or is missing required components (see specifications)	Marketing Plan is detailed including all required components (see specifications)	Marketing Plan is well detailed including all required components (see specifications)		
Display Appearance 0–5 points	0 No display present	1 2 Display has many errors and is not aesthetically pleasing	3 The display is neat, legible and professional, but has grammar and spelling errors and minimal appeal	4 Display is neat, legible, professional and creative with correct grammar and spelling	5 Display is neat, legible, professional and very creative with correct grammar and spelling	

ORAL PRESEN	ITATION					POINTS
Organization/ Delivery 0-10 points	Presentation is not complete or presented briefly and does not cover components of the project	1 2 3 The presentation covers some or all topic elements with limited information	4 5 6 Presentation gives complete information but does not explain the project well	7 8 Presentation covers information completely but does not flow well	9 10 Presentation covers all relevant information with a seamless and logical delivery	
Knowledge of Repurposing & Environmental Sustainability 0-3 points	0 Repurposing & Environmental Sustainability knowledge is not evident	1 Repurposing & Environmental Sustainability knowledge is limited	Repurposing & Environmental Sustainability knowledge is evident and used in the presentation	3 Repurposing & Environmental Sustainability knowledge is clearly evident and used effectively in the presentation		
Relationship of Family and Consumer Sciences Coursework/ Standards 0-3 points	O No evidence of relationship between FCS coursework, standards and project. Neither National Program nor career pathway identified	Limited evidence of relationship between FCS coursework, standards and project. Either National Program or career pathway not identified	2 Evidence of relationship between FCS coursework, standards and project. National Program and career pathway identified	3 Detailed evidence of relationship between FCS coursework, standards and project. National Program and career pathway identified. All components explained well		



LEVELS 3 & 4 RUBRIC (CONTINUED)

Presentation 0–5 points Voice-pitch, tempo, volume 0–3 points Voice qua effectivel Uses inap gestures, 0–2 points	tion durin was amou	ng presentation OR used to limited unt of speaking time 1 e quality is adequate	Display incorporated throughout presentation 2 Voice quality is good, but	Display used effectively throughout presentation	Presentation moves seamlessly between oral presentation and display	
Presentation 0–5 points Voice–pitch, tempo, volume 0–3 points Voice qua effectivel Uses inap gestures, 0–2 points	was of among among allities not used Voice	used to limited unt of speaking time 1 e quality is adequate	2	3	,	
0–5 points Voice–pitch, tempo, volume 0–3 points Voice qua effectivel Uses inap gestures,	amor o alities not used Voice	unt of speaking time 1 e quality is adequate	-	3	presentation and display	
Voice-pitch, tempo, volume 0-3 points	0 alities not used Voice	1 e quality is adequate	-	3		
tempo, volume 0–3 points Voice qua effectivel Uses inap gestures,	alities not used Voice		-	3		
Body Language 0-2 points Uses inap gestures,			Voice quality is good, but			
Body Language 0–2 points Uses inap gestures,	ly O		,	Voice quality is		
0–2 points gestures,	0		could improve	outstanding and pleasing		
0–2 points gestures,	•	1	2			
0–2 points gestures,	opropriate Gest	cures, posture,	Gestures, posture,			
0-2 points manneris	, posture or man	nerisms and eye	mannerisms, and eye			
IIIdilliciis	sms, avoids eye conta	act is inconsistent	contact are appropriate			
contact						
Grammar/Word	0	1	2	3		
Usage/ Extensive	e (more than 5) Some	e (3–5) grammatical	Few (1–2) grammatical and	Presentation has no		
Pronunciation grammati	tical and and and	pronunciation errors	pronunciation errors	grammatical or		
0–3 points pronuncia	ation errors			pronunciation errors		
Responses to	0	1	2	3		
Evaluators' Did not a	inswer evaluators' Unab	ble to answer some	Gave appropriate	Responses to questions		
Questions questions	s ques	stions and/or given	responses to evaluators'	were appropriate and		
0–3 points	with	hesitation and/or	questions	given without hesitation		
0-3 points	inacc	curate				

REPURPOSE /	AND DESIGN SKILLS				POINTS
Effectiveness of	0	1	2		
Product	Both form and function	Satisfactory form or	Outstanding form and		
Construction	need improvement	function, but not both	function		
0–2 points					
Overall Quality of	0	1	2		
Workmanship	Low quality, not	Fair quality, somewhat	Very good quality,		
0–2 points	marketable	marketable	marketable		
Creativity,	0	1	2	3	
Imagination and	No evidence	Little evidence	Some evidence	Highly creative, innovative	
Innovation					
0–3 points					
Selected Skill	See separate Repurpose and Redesign Skill Area Rubric for criteria ratings. Transfer				
Areas	total points earned for 8 sele	ected skill areas to the "Points	" column at the right.		
0-24 points					

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



SKILL SELECTION CHART LEVELS 3 & 4

	32 3222011011	5 LE V LES 5 &	•	
Participant Name:				
Chapter:	State:	Team #:	Station #:	Level:
participant will turn in 3 copies of this are represented in a project, participant participants check more than 8 skills, t designated participation time, evaluate project product is not included in the designated.	page with the 8 skills reprents that but the 8 that but but but but but but but but but bu	sented in the project of est reflect the quality Il be evaluated. If this ete the Skill Area Rubr	checked. In the event and difficulty of work form is not complete ic, resulting in "0" po	that more than 8 skills accomplished. If d and turned in at the
Include in your design a minimum of 8	repurposing and promotic	onal skills from those	listed below:	SELECTED SKILL
Good choice of item for repurposing				
More than one repurposed item in one pro	oduct			
Innovative use of repurposed item				
Conservation theme or slogan				
Design of an energy–saving product				
Design of a product that promotes environ	mentalism			
Sketch of accessory design				
Shaped seams, edges and/or corners				
Pocket(s)				
Gathers and/or ruffles				
Strap, tie or band				
Lining, facing and/or interfacing				
Application of trims				
Use of embellishments				
Embroidery, hand or machine				
Napped fabric or one-way print				
Sanding, Painting or Staining				
Gluing, stapling, sawing				
Application or use of decorative hardware				
Application or use of construction hardwa	re			

Wiring or fastening with various mediums



SKILL AREA RUBRIC LEVELS 3 & 4

Participant Name:	LA NOBNIC LLVL	L3 3 Q 4			
Chapter: State	e: Tea	m #:	Station #:	Level:	
INSTRUCTIONS : Circle the appropriate rating for each of right. Provide comments on the page to help participants Verify points total and enter in the Selected Skill Area "Po is not included in the <i>display</i> , record a "0" for this Skill Area.	s understand their ra pints" column on the	atings in terms o	f strengths ar	nd areas for improv	ement.
EVALUATION CRITERIA					POINTS
Possible Points: 0–24	Not Done	Low Quality	Quality	High Quality	
Good choice of item for repurposing	0	1	2	3	
More than one repurposed item in one product	0	1	2	3	
Innovative use of repurposed item	0	1	2	3	
Conservation theme or slogan	0	1	2	3	
Design of an energy–saving product	0	1	2	3	
Design of a product that promotes environmentalism	0	1	2	3	
Sketch of accessory design	0	1	2	3	
Shaped seams, edges and/or corners	0	1	2	3	
Pocket(s)	0	1	2	3	
Gathers and/or ruffles	0	1	2	3	
Strap, tie or band	0	1	2	3	
Lining, facing and/or interfacing	0	1	2	3	
Application of trims	0	1	2	3	
Use of embellishments	0	1	2	3	
Embroidery, hand or machine	0	1	2	3	
Napped fabric or one–way print	0	1	2	3	
Sanding, Painting or Staining	0	1	2	3	
Gluing, stapling, sawing	0	1	2	3	
Application or use of decorative hardware	0	1	2	3	
Application or use of construction hardware	0	1	2	3	
Wiring or fastening with various mediums	0	1	2	3	
Evaluator's Comments-Include two things done well and two opportunitie	s for improvement:		Eva	TOTAL (24 Points Possible) lluator #: lluator Initials:	



SAY YES TO FCS EDUCATION

An *individual event*, recognizes participants who demonstrate the knowledge and skills needed to explore and experience the career of being a Family and Consumer Sciences educator. Participants must prepare a *portfolio*, conduct classroom observations, plan and execute a lesson, develop an FCCLA integration plan and deliver an oral presentation.

ELIGIBILITY & GENERAL INFORMATION

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

CLICK HERE TO VIEW NATIONAL DEADLINES

CAREER PATHWAYS ALIGNMENT						
Human Services	Hospitality & Tourism	Education & Training	Visual Arts & Design			

EVENT LEVELS						
Level 1:	Level 2:	Level 3:	Level 4:			
Through Grade 8	Grades 9–10	Grades 11–12	Postsecondary			
*See page 7 for more information on event levels.						

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

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



COMPETITION PROCEDURES & TIME REQUIREMENTS

TIME	LEVEL 1	LEVEL 2	LEVELS 3 & 4			
Each entry will submit	a portfolio (hardcopy or electronic) to the ex	ent room consultant at the des	ignated participation time.			
5 minutes	Participant(s) will have 5 minutes	to set up for the event. Other pe	ersons may not assist.			
10 minutes		Room consultants and evaluators will have 10 minutes to preview the <i>portfolio</i> before the presentation begins, during participant set—up time. The participant must make the <i>electronic portfolio</i> accessible to evaluators.				
The oral presentation may be up to 10 minutes in length. A 1–minute warning will be given at 9 minutes. Participants will be stopped at 10 minutes. If audio or audiovisual recordings are used, they are limited to a 3 minute playing time during the presentation. <i>Presentation equipment</i> , with no audio, may be used during the entire presentation.						
5 minutes	Following the presentation, evalua	ators will have 5 minutes to inte	rview participants.			
5 minutes Evaluators will have 5 minutes to use the rubric to score and write comments for participants.						
	Total Time:	30 Minutes				

SAY YES TO FCS EDUCATION

SPECIFICATIONS

PORTFOLIO FORMAT (CH	OOSE ONE)
Hardcopy Portfolio	The portfolio is a collection of materials used to document and illustrate the work of the project. Materials must be contained in the official FCCLA STAR Events binder obtained from the FCCLA national emblematic supplier. A decorative and/or informative cover may be included. All materials, including the content divider pages, must fit within the cover, be one—sided and may not exceed 26 pages, as described below. Divider page tabs may extend up to 1" outside the cover. Once a hardcopy portfolio has been turned in to the evaluators, participants may not switch to an electronic portfolio.
Electronic Portfolio	An electronic portfolio may be either in PowerPoint, Prezi or other electronic format that can be viewed by the evaluators and room consultants prior to the oral presentation. The electronic portfolio and the hardware (method) to view it (i.e., equipment, files, projectors, screens, laptops) will be turned in to the room consultant at the designated participation time. Participants assume the responsibility of providing the technology used to show the evaluators the project. Once an electronic portfolio is turned in to the evaluators, participants may not switch to a hardcopy portfolio. Portfolio may not exceed 36 slides, as described below.

SPECIFICATIONS		LEVEL 1	LEVEL 2	LEVELS 3 & 4	
1-8 ½" x 11" page or 1 slide	Project Identification Page	Must include participant's name(s), chapter name, school, city, state, event name, level, and project title. Page can be up to 1 - 8 ½" x 11" page or 1 slide, but cannot be larger.			
1-8½" x 11" page or 1 slide	Table of Contents	List the parts of the <i>portfolio</i>	o in the order in which the p	arts appear.	
1-8 ½" x 11" page or 2 slides	FCCLA Planning Process Summary Page	Summarize how each step o the project; use of the <i>Plann</i> presentation.	_	·	
1-8 ½" x 11" page or 1 slide	Evidence of Online Summary Form Submission	Complete the <i>Online Project</i> tab of the FCCLA Student Po portfolio.	•	, ,,	
0–6 Content Divider/section pages or slides	Content Divider Pages or sections	Use 0 to 6 Content Divider/s may be tabbed, may contain decorations and/or page nu	n a title, a section name, <i>gra</i>	phic elements, thematic	



		Research 1	Research 2	Research 3	
		postsecondary	postsecondary	postsecondary	
		institution offering	institutions offering	institutions offering	
		Family and Consumer	Family and Consumer	Family and Consumer	
		Sciences Education	Sciences Education	Sciences Education	
		programs and complete	programs and complete	programs and complete	
	FCS Education Research	the Family and	the Family and	the Family and	
	Summary	Consumer Sciences	Consumer Sciences	Consumer Sciences	
		Education Research	Education Research	Education Research	
		Summary. The Research	Summary. The Research	Summary. The Research	
		Summary must not	Summary must not	Summary must not	
		exceed 2 - 8 ½" x 11"	exceed 2 - 8 ½" x 11"	exceed 2 - 8 ½" x 11"	
		pages or 3 slides.	pages or 3 slides.	pages or 3 slides.	
		Interview 1 current Family		Interview 2 current	
		Educator in person or virtu		Family and Consumer	
		and template provided. Th		Sciences Educators in	
		must not exceed 4 - 8 ½" x	11" pages or 6 slides.	person or virtually using	
				the questions and	
	FCS Educator Interview Summary			template provided. One	
				educator must not work	
Un to 16				at the participant's	
Up to 16 8 ½" x 11"				school. The Interview	
pages or 25 slides				Summary must not	
pages of 25 silues				exceed 4 - 8 ½" x 11"	
				pages or 6 slides.	
			om observations including 1	-	
	Classroom Observation	Sciences classroom and 1 other Career and Technical Education (Business,			
	Summary	Agriculture, etc.) classroom. Use the provided template to record observations			
	Julillary	and include a summary of each observation as indicated. The Classroom			
		Observation Summary must not exceed 4 - 8 ½" x 11" pages or 6 slides.			
		Identify 1 National	Identify 2 National	Identify 3 National	
		FCCLA Program to	FCCLA Programs to	FCCLA Programs to	
		integrate into the Family and Consumer Sciences	integrate into the Family and Consumer Sciences	integrate into the Family and Consumer Sciences	
		curriculum. Complete the information in the	curriculum. Complete the information in the	curriculum. Complete the information in the	
		provided template.	provided template.	provided template.	
	FCCLA Integration Plan	Activities must include	Activities must include	Activities must include	
		leadership development,	leadership development,	leadership development,	
		service and career	service and career	service and career	
		preparation. The FCCLA	preparation. The FCCLA	preparation. The FCCLA	
		Integration Plan must	Integration Plan must	Integration Plan must	
		not exceed 2 - 8 ½" x 11"	not exceed 2 - 8 ½" x 11"	not exceed 2 - 8 ½" x 11"	
		pages or 3 slides.	pages or 3 slides.	pages or 3 slides.	
		pages of 5 sildes.	puges of 5 sildes.	puges of 5 silues.	



Up to 16 8 ½" x 11" pages or 25 slides (continued)	FCS Lesson Plan Implementation, Documentation and Marketing	Prepare, implement and document 1 Family and Consumer Sciences <i>lesson plan</i> marketing Family and Consumer Sciences Education to middle or high school students. Use information obtained through FCS Education Research, Interviews and Observations to promote Family and Consumer Sciences Education career opportunities. Provide documentation of <i>lesson plan</i> implementation with follow up data and/or photographs. <i>Lesson Plan</i> must incorporate all listed components below: Planning, Organization, Activities, Assessment, Other <i>Resources</i> and Sources/Notes. Planning: Indicate the topic, grade level, timeframe, FCCLA National Program and Competitive Events integration, learning objectives, national Family and Consumer Sciences standards and <i>Career Readiness Practices</i> selection. Organization: List all materials needed and describe the instructional strategies used to implement the lesson. Activities: Choose up to three activities to implement the lesson. Describe each activity; include activity timeframe and materials needed. Assessment: Determine the assessment method(s) to evaluate the lesson and include ways to improve <i>content</i> and/or delivery. Other <i>Resources</i> : Develop <i>resources</i> needed to implement the lesson (handouts, etc.) and include them in <i>portfolio</i> as applicable. Sources and Notes: Include specific citations for materials used in lesson and any additional notes, as needed. The <i>lesson plan</i> must not exceed 3 - 8 ½" x 11" pages or 6 slides. Use MLA or APA formatting when citing sources. All sources must be <i>reliable</i> and
	Cited/Bibliography	current.
	c.cca, z.zegrupny	Portfolio must be neat, legible and professional and use correct grammar and
	Portfolio Appearance	spelling.

PRESENTATION FORMAT	
Oral Presentation	The oral presentation may be up to 10 minutes in length and is delivered to evaluators. The presentation must explain the specifics of the project. The presentation may not be prerecorded. If audio or <i>audiovisual equipment</i> is used, it is limited to a 5–minute playing time during the presentation. <i>Presentation equipment</i> , with no audio, may be used throughout the oral presentation. Participants may use any combination of <i>props</i> , materials, supplies and/or equipment to demonstrate how to carry out the project.

SPECIFICATIONS	LEVEL 1	LEVEL 2	LEVELS 3 & 4			
Organization/Delivery	Deliver an organized, sequential	oral presentation; concisely and the	noroughly summarize research.			
Knowledge of Subject	Demonstrate knowledge of skills	needed to explore and experience	e the career of being a Family and			
Matter	Consumer Sciences educator.					
Relationship to Family and Consumer Sciences Coursework and/or Related Careers	Describe the relationship of Family and Consumer Sciences coursework to selected career.	Describe the relationship of Family and Consumer Sciences coursework to selected career.	Describe the relationship of Family and Consumer Sciences coursework and standards to selected career. Identify career pathway.			
Use of Portfolio and Visuals	Use the portfolio and visuals to support, illustrate or complement presentation.					
Voice	Speak clearly with appropriate p	Speak clearly with appropriate pitch, tempo and volume.				



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



Resources

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

- FCCLA Planning Process
- Work Cited Citation Guide
- Classroom Observation Instructions
- FCCLA Chapter Integration Plan
- FCS Educator Interview Instructions
- Research Summary Instructions
- Say Yes to FCS Lesson Plan Template

National Leadership Conference Resources

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



STAR EVENTS POINT SUMMARY FORM

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

- Make sure all information at top is correct. If a student named is not participating, cross their name(s) off. If a team does not show, write "No Show" across the top and return with other forms. Do NOT change team or station numbers.
- 2. Before student presentation, the room consultants must check participants' portfolio using the criteria and standards listed below and fill in the boxes.
- 3. Confirm STAR Competition(s) is mandatory solely for participation at the National Leadership Conference. States have the authority to decide whether this requirement applies to picking up the registration packet and confirming the event/schedule accuracy OR attending a statespecific orientation.
- At the conclusion of presentation, verify evaluator scores and fill in information below. Calculate the final score and ask for evaluators' verification. Place this form in front of the completed rubrics and staple all items related to the presentation together.
- At the end of competition in the room, double check all scores, names and team numbers to ensure accuracy. Sort results by team order and turn in to the Lead Consultant.
- Check with the Lead Consultant if there are any questions regarding the evaluation process. 6.

ROOM CONSULTANT CHEC	K	POIN
		e in the FCCLA Adviser Portal by deadline
Confirm STAR Competition	· ·	nip Conference Only)
or 1 points	0	1
	No	Yes
5	. 0	1
Event <i>Online Orientation Forn</i>	Online Orientation Form not completed in the	Online Orientation Form completed in the
0 or 1 points	Student Portal by deadline	Student Portal by deadline
Hardcopy Portfolio	0	1
0 or 1 point	Binder is not the official FCCLA binder	Binder is the official FCCLA binder
OR	0	1
Electronic Portfolio	Electronic Portfolio not in viewable format to	Electronic Portfolio in viewable format to the
or 1 point	the evaluators	evaluators
	0	1 2 3
	Portfolio exceeds the page limit	At least 2 errors 1 error no errors
		Portfolio is completed correctly and does not
		exceed 36 single–sided pages or 47 slides,
Bortfolio Bagos		including:
Portfolio Pages 0–3 points		• 1 project ID page or slide
5–5 points		• 1 table of contents page or slide
		• 1 Planning Process summary page or 2 slides
		Project Summary Form submission proof
		Up to 6 Content Divider Pages or slides
		Up to 16 content pages or 25 content slides
Punctuality	0	1
0 or 1 point	Participant was late for presentation	Participant was on time for presentation
Dress Code	0	1
or 1 point	Event dress code was not followed	Event dress code was followed
EVALUATORS' SCORES		ROOM CONSULTANT TOTAL
Evaluator 1:	Initials:	(8 Points Possible)
Evaluator 2:	Initials:	AVERAGE EVALUATOR SCORE
Evaluator 3:	Initials:	(92 Points Possible)
Fotal Score:	Divided by # of Evaluators	FINAL SCORE
	= AVERAGE EVALUATOR SCORE	(Average Evaluator Score plus
	Rounded only to the nearest hundredth (i.e., 79	.99 not 80.00) Room Consultant Score)
RATING ACHIEVED (circle one)		Bronze: 1–69.99
VERIFICATION OF FINAL SCOR		
Evaluator 1: Evalu	ator 2: Evaluator 3: Adult Ro	om Consultant: Event Lead Consultant:



LEVEL 1 RUBRIC

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

Спарсет.		State.	ream #	Station #	Level	
PORTFOLIO						POINTS
FCCLA Planning Process Summary Page 0–5 points	0 Planning Process Summary not provided	Planning Process steps are not clearly summarized or are inadequate	3 All Planning Process steps are summarized	4 Evidence that the Planning Process was utilized to plan project	5 The Planning Process is used to plan the project. Each step is fully explained. No more than 1 page or 2 slides	
FCS Education Research Summary 0–5 points	0 Research Summary not included	Research Summary for 1 postsecondary institution offering FCS Education program poorly detailed. Does not meet page/slide requirements (see specifications)	3 Research Summary for 1 postsecondary institution offering FCS Education program loosely detailed. Meets page/slide requirements (see specifications)	4 Research Summary for 1 postsecondary institution offering FCS Education program detailed. Meets page/slide requirements (see specifications)	5 Research Summary for 1 postsecondary institution offering FCS Education program well detailed. Meets page/slide requirements (see specifications)	
FCS Educator Interview Summary 0–5 points	0 Interview Summary not included	I 2 Interview Summary for 1 FCS Educator poorly detailed. Does not meet page/slide requirements (see specifications)	3 Interview Summary for 1 FCS Educator loosely detailed. Meets page/slide requirements (see specifications)	Interview Summary for 1 FCS Educator detailed. Meets page/slide requirements (see specifications)	5 Interview Summary for 1 FCS Educator well detailed. Meets page/slide requirements (see specifications)	
Classroom Observation Summary 0–10 points	O Classroom Observation Summary not included	1 2 3 Classroom Observation Summary poorly detailed. Does not meet observation and/or page/slide requirements (see specifications)	4 5 6 Classroom Observation Summary loosely detailed. Meets observation and page/slide requirements (se specifications)	7 8 Classroom Observation Summary detailed. Meets observation and page/slide requirements (se specifications)	9 10 Classroom Observation Summary well detailed. Meets observation and page/slide requirements (se specifications)	
FCCLA Integration Plan 0–7 points	0 No FCCLA National Program identified	1 2 1 FCCLA National Program identified but poorly integrated into the FCS curriculum. Does not meet page/slide requirements (see specifications)	3 4 1 FCCLA National Program identified and loosely integrated into the FCS curriculum. Meets page/slide requirements (see specifications)	5 6 1 FCCLA National Program identified and integrated into the FCS curriculum. Meets page/slide requirements (see specifications)	7 1 FCCLA National Program clearly identified and well integrated into the FCS curriculum. Meets page/slide requirements (see specifications)	
FCS Lesson Plan Marketing: Planning 0-3 points	0 Not evident	Planning portion of Lesson Plan unclear or does not meet criteria. (See specifications)	Lesson Plan generally meets all Planning criteria. (See specifications)	3 Lesson Plan clearly meets all Planning criteria. (See specifications)		
FCS Lesson Plan Marketing: Organization 0-3 points	0 Not included	1 Materials and strategies for lesson implementation poorly detailed	2 Materials and strategies for lesson implementation generally detailed	3 Materials and strategies for lesson implementation well detailed		
FCS Lesson Plan Marketing: Activities 0-3 points	0 No activities prepared	1 Selected activities do not support lesson plan or are poorly detailed	2 1–3 activities selected support lesson plan and are detailed	3 1–3 activities selected clearly support lesson plan and are well detailed		
FCS Lesson Plan Marketing: Assessment 0-3 points	0 Not included	1 Assessment method(s) unclear or improvement plan poorly detailed	2 Assessment method(s) generally evident. Plan for improvement detailed	3 Assessment method(s) clearly evident. Plan for improvement well detailed		
FCS Lesson Plan Marketing: Other Resources 0–3 points	0 No resources developed	1 Resources for lesson plan poorly developed or not included in portfolio	Resources for lesson plan generally developed and included in portfolio	3 Resources for lesson plan well developed and included in portfolio		
FCS Lesson Plan Marketing: Sources, Notes & Documentation 0–3 points	0 Not included	Citation for specific lesson plan materials and notes poorly detailed	2 Citation for specific lesson plan materials and notes generally detailed	3 Citation for specific lesson plan materials and notes well detailed		



LEVEL 1 RUBRIC (CONTINUED)

	0	1	2	3	
Works Cited/	Not included	Sources are incomplete,	Sources are complete,	Sources are complete,	l
Bibliography		dated, unreliable and with	current and reliable, but	current, reliable and in	l
0–3 points		many citation errors	have citation errors (see	MLA/APA citation (see	
			citation guide)	citation chart)	<u> </u>
	0	1	2	3	
Portfolio	Portfolio is disorganized	Portfolio is disorganized,	Portfolio is organized,	Portfolio is effectively	l
•	and illegible	illegible and contains few	neat, legible and	organized, neat, legible	l
Appearance 0–3 points		grammar or spelling errors	professional, with correct	and professional with	
0-5 points			grammar and spelling	correct grammar and	I
				spelling	
			•		

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

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



LEVEL 2 RUBRIC

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

Спарсет.		State.	ream #	Station #	Level	
PORTFOLIO						POINTS
FCCLA Planning Process Summary Page 0–5 points	O Planning Process Summary not provided	Planning Process steps are not clearly summarized or are inadequate	3 All Planning Process steps are summarized	4 Evidence that the Planning Process was utilized to plan project	5 The Planning Process is used to plan the project. Each step is fully explained. No more than 1 page or 2 slides	
FCS Education Research Summary 0–5 points	0 Research Summary not included	Research Summary for 2 postsecondary institutions offering FCS Education program poorly detailed. Does not meet page/slide requirements (see specifications)	Research Summary for 2 postsecondary institutions offering FCS Education program loosely detailed. Meets page/slide requirements (see specifications)	4 Research Summary for 2 postsecondary institutions offering FCS Education program detailed. Meets page/slide requirements (see specifications)	5 Research Summary for 2 postsecondary institutions offering FCS Education program well detailed. Meets page/slide requirements (see specifications)	
FCS Educator Interview Summary 0–5 points	0 Interview Summary not included	I 2 Interview Summary for 1 FCS Educator poorly detailed. Does not meet page/slide requirements (see specifications)	3 Interview Summary for 1 FCS Educator loosely detailed. Meets page/slide requirements (see specifications)	Interview Summary for 1 FCS Educator detailed. Meets page/slide requirements (see specifications)	5 Interview Summary for 1 FCS Educator well detailed. Meets page/slide requirements (see specifications)	
Classroom Observation Summary 0–10 points	O Classroom Observation Summary not included	1 2 3 Classroom Observation Summary poorly detailed. Does not meet observation and/or page/slide requirements (see specifications)	4 5 6 Classroom Observation Summary loosely detailed. Meets observation and page/slide requirements (se specifications)	7 8 Classroom Observation Summary detailed. Meets observation and page/slide requirements (se specifications)	9 10 Classroom Observation Summary well detailed. Meets observation and page/slide requirements (se specifications)	
FCCLA Integration Plan 0–7 points	0 No FCCLA National Program identified	1 2 2 FCCLA National Programs identified but poorly integrated into the FCS curriculum. Does not meet page/slide requirements (see specifications)	3 4 2 FCCLA National Programs identified and loosely integrated into the FCS curriculum. Meets page/slide requirements (see specifications)	5 6 2 FCCLA National Programs identified and integrated into the FCS curriculum. Meets page/slide requirements (see specifications)	7 2 FCCLA National Programs clearly identified and well integrated into the FCS curriculum. Meets page/slide requirements (see specifications)	
FCS Lesson Plan Marketing: Planning 0-3 points	0 Not evident	Planning portion of Lesson Plan unclear or does not meet criteria. (See specifications)	Lesson Plan generally meets all Planning criteria. (See specifications)	3 Lesson Plan clearly meets all Planning criteria. (See specifications)		
FCS Lesson Plan Marketing: Organization 0-3 points	0 Not included	1 Materials and strategies for lesson implementation poorly detailed	2 Materials and strategies for lesson implementation generally detailed	3 Materials and strategies for lesson implementation well detailed		
FCS Lesson Plan Marketing: Activities 0-3 points	0 No activities prepared	1 Selected activities do not support lesson plan or are poorly detailed	2 1–3 activities selected support lesson plan and are detailed	3 1–3 activities selected clearly support lesson plan and are well detailed		
FCS Lesson Plan Marketing: Assessment 0-3 points	0 Not included	1 Assessment method(s) unclear or improvement plan poorly detailed	2 Assessment method(s) generally evident. Plan for improvement detailed	3 Assessment method(s) clearly evident. Plan for improvement well detailed		
FCS Lesson Plan Marketing: Other Resources 0–3 points	0 No resources developed	1 Resources for lesson plan poorly developed or not included in portfolio	Resources for lesson plan generally developed and included in portfolio	3 Resources for lesson plan well developed and included in portfolio		
FCS Lesson Plan Marketing: Sources, Notes & Documentation 0–3 points	0 Not included	Citation for specific lesson plan materials and notes poorly detailed	2 Citation for specific lesson plan materials and notes generally detailed	3 Citation for specific lesson plan materials and notes well detailed		



LEVEL 2 RUBRIC (CONTINUED)

	0	1	2	3	
Works Cited/	Not included	Sources are incomplete,	Sources are complete,	Sources are complete,	
Bibliography		dated, unreliable and with	current and reliable, but	current, reliable and in	
0–3 points		many citation errors	have citation errors (see	MLA/APA citation (see	
			citation guide)	citation chart)	
	0	1	2	3	
Portfolio	Portfolio is disorganized	Portfolio is disorganized,	Portfolio is organized,	Portfolio is effectively	
•	and illegible	illegible and contains few	neat, legible and	organized, neat, legible	
Appearance 0–3 points		grammar or spelling errors	professional, with correct	and professional with	
0-5 points			grammar and spelling	correct grammar and	
				spelling	

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

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



LEVELS 3 & 4 RUBRIC

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

PORTFOLIO						POINT
FCCLA Planning Process	0 Planning Process Summary not provided	1 2 Planning Process steps are	3 All Planning Process steps	4 Evidence that the Planning	5 The Planning Process is	
Summary Page 0–5 points	Summary not provided	not clearly summarized or are inadequate	are summarized	Process was utilized to plan project	used to plan the project. Each step is fully explained. No more than 1 page or 2 slides	
	0	1 2	3	4	5	
FCS Education Research Summary 0–5 points	Research Summary not included	Research Summary for 3 postsecondary institutions offering FCS Education program poorly detailed. Does not meet page/slide requirements (see specifications)	Research Summary for 3 postsecondary institutions offering FCS Education program loosely detailed. Meets page/slide requirements (see specifications)	Research Summary for 3 postsecondary institutions offering FCS Education program detailed. Meets page/slide requirements (see specifications)	Research Summary for 3 postsecondary institutions offering FCS Education program well detailed. Meets page/slide requirements (see specifications)	
FCS Educator Interview Summary 0–5 points	0 Interview Summary not included	Interview Summary for 2 FCS Educators poorly detailed. Does not meet educator or page/slide requirements (see specifications)	Interview Summary for 2 FCS Educators loosely detailed. Meets educator and page/slide requirements (see specifications)	Interview Summary for 2 FCS Educators detailed. Meets educator and page/slide requirements (see specifications)	5 Interview Summary for 2 FCS Educators well detailed. Meets educator and page/slide requirements (see specifications)	
Classroom Observation Summary 0–10 points	O Classroom Observation Summary not included	1 2 3 Classroom Observation Summary poorly detailed. Does not meet observation and/or page/slide requirements (see specifications)	4 5 6 Classroom Observation Summary loosely detailed. Meets observation and page/slide requirements (se specifications)	7 8 Classroom Observation Summary detailed. Meets observation and page/slide requirements (se specifications)	9 10 Classroom Observation Summary well detailed. Meets observation and page/slide requirements (se specifications)	
FCCLA Integration Plan 0–7 points	0 No FCCLA National Program identified	1 2 3 FCCLA National Programs identified but poorly integrated into the FCS curriculum. Does not meet page/slide requirements (see specifications)	3 4 3 FCCLA National Programs identified and loosely integrated into the FCS curriculum. Meets page/slide requirements (see specifications)	5 6 3 FCCLA National Programs identified and integrated into the FCS curriculum. Meets page/slide requirements (see specifications)	7 3 FCCLA National Programs clearly identified and well integrated into the FCS curriculum. Meets page/slide requirements (see specifications)	
FCS Lesson Plan Marketing: Planning 0-3 points	0 Not evident	1 Planning portion of Lesson Plan unclear or does not meet criteria. (See specifications)	Lesson Plan generally meets all Planning criteria. (See specifications)	3 Lesson Plan clearly meets all Planning criteria. (See specifications)		
FCS Lesson Plan Marketing: Organization 0–3 points	0 Not included	1 Materials and strategies for lesson implementation poorly detailed	2 Materials and strategies for lesson implementation generally detailed	3 Materials and strategies for lesson implementation well detailed		
FCS Lesson Plan Marketing: Activities 0-3 points	0 No activities prepared	1 Selected activities do not support lesson plan or are poorly detailed	2 1–3 activities selected support lesson plan and are detailed	3 1–3 activities selected clearly support lesson plan and are well detailed		
FCS Lesson Plan Marketing: Assessment 0-3 points	0 Not included	1 Assessment method(s) unclear or improvement plan poorly detailed	2 Assessment method(s) generally evident. Plan for improvement detailed	3 Assessment method(s) clearly evident. Plan for improvement well detailed		
FCS Lesson Plan Marketing: Other Resources 0-3 points	0 No resources developed	1 Resources for lesson plan poorly developed or not included in portfolio	Resources for lesson plan generally developed and included in portfolio	3 Resources for lesson plan well developed and included in portfolio		
FCS Lesson Plan Marketing: Sources, Notes & Documentation 0-3 points	0 Not included	1 Citation for specific lesson plan materials and notes poorly detailed	2 Citation for specific lesson plan materials and notes generally detailed	3 Citation for specific lesson plan materials and notes well detailed		



LEVELS 3 & 4 RUBRIC (CONTINUED)

		22 7 223 3 0	& 4 RUBRIC (CONTI	NOLD)		
Works Cited/ Bibliography 0–3 points	Not included	1 Sources are incomplete, dated, unreliable and with many citation errors	Sources are complete, current and reliable, but have citation errors (see citation guide)	3 Sources are complete, current, reliable and in MLA/APA citation (see citation chart)		
Portfolio Appearance 0–3 points	O Portfolio is disorganized and illegible	Portfolio is disorganized, illegible and contains few grammar or spelling errors	Portfolio is organized, neat, legible and professional, with correct grammar and spelling	3 Portfolio is effectively organized, neat, legible and professional with correct grammar and spelling		
ORAL PRESE	NTATION					POINTS
ORAL PRESEI		1 2 3	4 5 6	7 8	9 10	POINTS
Organization/ Delivery 0–10 points	Presentation is not complete or presented briefly and does not cover components of the project	The presentation covers some or all topic elements with limited 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	
Knowledge of Subject Matter 0-5 points	O Subject matter knowledge is not evident	1 2 Subject matter knowledge is limited	3 Evidence of subject matter knowledge, but not used effectively in the presentation	4 Subject matter knowledge is evident and used in the presentation	5 Subject matter knowledge is clearly evident and used effectively in the presentation	
Relationship of Family and Consumer Sciences Coursework/ Standards 0-3 points	O No evidence of relationship between FCS coursework, standards and selected career. Career pathway identified	Limited evidence of relationship between FCS coursework, standards and selected career. Career pathway not identified	Evidence of relationship between FCS coursework, standards and selected career. Career pathway identified	3 Detailed evidence of relationship between FCS coursework, standards and selected career. Career pathway identified. All components explained well		
Use of <i>Portfolio</i> During Presentation 0-5 points	O Portfolio not used during presentation	Portfolio used minimally during presentation OR was used to limited amount of speaking time	3 Portfolio incorporated throughout presentation	Portfolio used effectively throughout presentation	5 Presentation moves seamlessly between oral presentation and portfolio	
Voice-pitch, tempo, volume 0-3 points	0 Voice qualities not used effectively	1 Voice quality is adequate	Voice quality is good, but could improve	3 Voice quality is outstanding and pleasing		
Body Language 0–2 points	Uses inappropriate gestures, posture or mannerisms, avoids eye contact	1 Gestures, posture, mannerisms and eye contact is inconsistent	Gestures, posture, mannerisms, and eye contact are appropriate			
Grammar/Word Usage/ Pronunciation	0 Extensive (more than 5) grammatical and	Some (3–5) grammatical and pronunciation errors	2 Few (1–2) grammatical and pronunciation errors	3 Presentation has no grammatical or pronunciation errors		
0–3 points	pronunciation errors					
	pronunciation errors 0 Did not answer evaluators' questions	1 2 Unable to answer some questions and/or given with hesitation and/or inaccurate	3 4 Gave appropriate responses to evaluators' questions	5 Responses to questions were appropriate and given without hesitation		
0–3 points Responses to Evaluators' Questions 0–5 points	0 Did not answer evaluators'	Unable to answer some questions and/or given with hesitation and/or inaccurate	Gave appropriate responses to evaluators' questions	Responses to questions were appropriate and		
0–3 points Responses to Evaluators' Questions 0–5 points	0 Did not answer evaluators' questions	Unable to answer some questions and/or given with hesitation and/or inaccurate	Gave appropriate responses to evaluators' questions	Responses to questions were appropriate and	TOTAL (92 Points Possible)	
0–3 points Responses to Evaluators' Questions 0–5 points	0 Did not answer evaluators' questions	Unable to answer some questions and/or given with hesitation and/or inaccurate	Gave appropriate responses to evaluators' questions	Responses to questions were appropriate and		



SPORTS NUTRITION

An individual or *team event*, recognizes participants who use Family and Consumer Sciences skills to plan and develop an Individualized nutritional plan to meet the needs of a competitive student athlete in a specific sport. In advance, participants will prepare a sample nutrition and hydration plan based upon nutritional and energy needs of the student athlete. The participants must prepare a *file folder*, *visuals*, an oral presentation and demonstrate a method to be used by the athlete to assist with nutrition management.

ELIGIBILITY & GENERAL INFORMATION

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

CLICK HERE TO VIEW NATIONAL DEADLINES

CAREER PATHWAYS ALIGNMENT			
Human Services	Hospitality & Tourism	Education & Training	Visual Arts & Design

EVENT LEVELS			
Level 1:	Level 2:	Level 3:	Level 4:
Through Grade 8	Grades 9–10	Grades 11–12	Postsecondary
	•		
*See page 7 for more information	on on event levels.		

GENERAL INFORMATION			
Number of Participants per Entry	Prepare Ahead of Time	Equipment Provided for Competition	Competition Dress Code
1–3	File Folder, Oral Presentation and Visuals	Table—Yes Electrical Access—No Wall Space—No Supplies—No Wi-Fi — No	FCCLA Official Dress

PRESENTATIO	ON ELEMENTS A	ALLOWED						
Audio	Easel(s)	File Folder	Flip Chart(s)	Portfolio	Props/ Pointers	Skits	Presentation Equipment	Visuals



COMPETITION PROCEDURES & TIME REQUIREMENTS

TIME	LEVEL 1	LEVEL 2	LEVELS 3 & 4	
Each entry will submit a <i>file folder</i> with required documents to the event room consultant at the designated participation time.				
	Participant(s) will have 5 minutes to	o set up for the event. Other pe	rsons may not assist.	
5 minutes	Room consultants and evaluators will have 5 minutes to preview the <i>file folder</i> before the presentation begins.			
15 minutes	The oral presentation may be up to minutes. Participants will be stoppe participant(s), in the role of studen the student–athlete, the nutritiona a two–way dialogue, as in a conver Students take on the role of the stuused, they are limited to 3–minute equipment, with no audio, may be	ed at 15 minutes. The oral prese t nutritionist/dietitian, to prese Il plan and management tool. The sation or interview, rather than udent nutritionist/dietitian. If au s of playing time during the pres	entation is a time for the nt to the evaluators, in the role of ne presentation is intended to be a one—way presentation. udio or audiovisual recordings are sentation. Presentation	
5 minutes	Following the presentation, evaluation	tors will have 5 minutes to inter	view participants.	
5 minutes Evaluators will have up to 5 minutes to use the rubric to score and write comments for participants. File folders will be returned to participants at the end of scoring.				
	Total Time: 3	30 Minutes		

SPORTS NUTRITION

SPECIFICATIONS

PRESENTATION FORMAT	
	Participants will submit one letter–size <i>file folder</i> containing three identical sets, with each set
File Folder	stapled separately, of the items listed below to the event room consultant at the designated
riie roiuei	participation time. The <i>file folder</i> must be labeled (typed or handwritten) in the top left corner with
	name of event, event level, participant's name(s) and state.

SPECIFICATIONS		LEVEL 1	LEVEL 2	LEVELS 3 & 4	
1-8 ½" x 11" page	Project Identification Page	Must include participant's na level, and project title. Page be larger.			
1-8 ½" x 11" page	FCCLA Planning Process Summary Page	Summarize how each step of the <i>Planning Process</i> was used to plan and implement the project; use of the <i>Planning Process</i> may also be described in the oral presentation.			
1–8 ½" x 11" page	page Summary Form Submission Complete the Online Project Summary Form located on the "Surveys Applicat tab of the FCCLA Student Portal and include signed proof of submission in the folder.				
1–2 8 ½" x 11" pages	Sport and Training Summary Pages	Summarize specific physical competitions and general nu competing in this sport.	_	· · · · · · · · · · · · · · · · · · ·	
1-8 ½" x 11" page	Student Athlete Demo <i>graphic</i> Page	Provide description of stude activity level. Include specific dietary restrictions, physical	health concerns (food pre		
1-8½" x 11" page	Student Athlete Daily Schedule Page	Outline the typical daily sche training schedule, sleep and etc.). must not reflect a com	other responsibilities (work	e, to include school schedule, k, volunteering, tutoring,	
1-8½" x 11" page	Works Cited/ Bibliography	Use MLA or APA formatting when citing sources. All sources must be <i>reliable</i> and current.			



PRESENTATION FORMAT	
Nutritional Plan and Management Tool	The participant will develop a nutrition plan with specific, measurable, attainable, realistic and timely goals; provide a nutritional evaluation and present a management tool to be used by the student athlete.

SPECIFICATIONS	LEVEL 1	LEVEL 2	LEVELS 3 & 4	
Nutrition Plan Goals	Identify at least 3 nutrition, hydr	ation and performance goals.		
Nutrition and Hydration Plan	Develop a 3–day nutritional plan and 1 competition day. The plan food items and quantities for me calculation of energy intake (calculation of energy intake) may have a negative impact on process.	eals and snacks, timing and ories in) and estimated energy clans must avoid substances that	Develop a 5–day nutritional plan. Include 3 pre–competition days, 1 competition day and 1 recovery day. The plan must detail hydration, specific food items and quantities for meals and snacks, timing and calculation of energy intake (calories in) and estimated energy output (calories out). Nutrition plans must avoid substances that may have a negative impact on performance.	
Nutritional Evaluation	Use a nutrient analysis program of the participant's choice to analyze each day of the nutritional plan.	Use a nutrient analysis program of the participant's choice to analyze each day of the nutritional plan. Compare the nutritional analysis and the DRIs and RDAs for the student athlete. Make sure the analysis meets the needs of the student—athlete. Provide a rationale for any discrepancies.		
Management Tool	Manage and monitor the student athlete's nutrition plan and goals using a management tool of their choice (mobile applications, website tracking, paper–pencil, stickers, etc.). The management tool must meet the needs of the student athlete and be realistic given the student's daily schedule. The management tool can be commercially available or designed by the participant.			

PRESENTATION FORMAT	
Oral Presentation	The oral presentation may be up to 15 minutes in length and is a time for the participant(s), in the role of student nutritionist/dietitian, to present to the evaluators, in the role of the student athlete, the nutritional plan and management tool. The presentation is intended to be a two—way dialogue, as in a conversation or interview, rather than a one—way presentation. The nutrition plan will be explained and the suggested management tool will be demonstrated during the presentation. If audio or visual recordings are used, it is limited to a 3—minute playing time during the presentation. Following the presentation, evaluators and participants will step out of character as nutritionist/ dietitian and student athletes for a 5 minute follow—up interview as evaluators and participant(s).

SPECIFICATIONS	LEVEL 1	LEVEL 2	LEVELS 3 & 4			
Organization/Delivery	Deliver oral presentation in an organized, sequential manner; concisely and thoroughly					
Organization/ Delivery	summarize research.					
Knowledge of Sports	Demonstrate thorough knowledge of sports nutrition related to the participant's chosen project.					
Nutrition						



Relationship of Family and Consumer Sciences Coursework/Standards	Describe the relationship of Family and Consumer Sciences coursework to project.	Describe the relationship of Family and Consumer Sciences coursework to selected project. Explain which FCCLA National Program(s) could be used during project implementation.	Describe the relationship of Family and Consumer Sciences coursework and standards to project. Explain which FCCLA National Program(s) could be used during project implementation. Identify			
Use of Visuals during	The visuals presented the nutrition	career pathway. The <i>visuals</i> presented the nutritional plan in a clear, concise and visually appealing way.				
Presentation	The visuals presented the native	onal plan in a cical, concise and vis	duny appearing way.			
Voice	Speak clearly with appropriate pi	tch, tempo and volume.				
Body Language	Use appropriate body language in appropriate handling of visuals a	ncluding gestures, posture, manne nd notes or notecards if used.	erisms, eye contact and			
Grammar/Word	Use proper grammar, word usage	e and pronunciation.	_			
Usage/Pronunciation						
Responses to Evaluators' Questions	Provide clear and concise answers to evaluators' questions regarding project.					



Resources

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

- FCCLA Planning Process
- Work Cited Citation Guide

National Leadership Conference Resources

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



STAR EVENTS POINT SUMMARY FORM

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

- 1. Make sure all information at top is correct. If a student named is not participating, cross their name(s) off. If a *team* does not show, write "No Show" across the top and return with other forms. Do NOT change *team* or station numbers.
- 2. Before student presentation, the room consultants must check participants' *file folder* using the criteria and standards listed below and fill in the boxes.
- 3. Confirm STAR Competition(s) is mandatory solely for participation at the National Leadership Conference. States have the authority to decide whether this requirement applies to picking up the registration packet and confirming the event/schedule accuracy OR attending a state-specific orientation.
- 4. At the conclusion of presentation, verify evaluator scores and fill in information below. Calculate the final score and ask for evaluators' verification. Place this form in front of the completed rubrics and staple all items related to the presentation together.
- 5. At the end of competition in the room, double check all scores, names and *team* numbers to ensure accuracy. Sort results by *team* order and turn in to the Lead Consultant.
- 6. Check with the Lead Consultant if there are any questions regarding the evaluation process.

ROOM CONSULTANT CHECK					POINTS
	Confirmed STAR Compe	etition(s) schedule	e in the FCCLA A	dviser Portal by deadline	
Confirm STAR Competition(s)		lational Leadershi			
0 or 1 point	0			1	
·	No			Yes	
	0			1	
Event Online Orientation Form	Online Orientation Form not co	ompleted in the	Online Orienta	ation Form completed in the	
0 or 1 point	Student Portal by deadline		Student Portal	l by deadline	
	0	1 2	2 3	4	
	No File Folder presented	File Folder eith	er presented	File Folder is presented with	
		with incorrect l	abeling and	correct labeling and	
		insufficient ma	terials for	evaluators material	
		evaluators (less	s than 3 copies	• 1 Project ID page or slide	
		of contents) or	content is	• 1 Planning Process	
		incomplete		Summary page	
File Folder				Project Summary Form	
0–4 points				Submission Proof	
				• 1–2 Sport and Training	
				Summary page(s)	
				• 1 Student Athlete	
				Demographic page	
				• 1 Student Athlete Daily	
				Schedule page	
				• 1 Works Cited/Bibliography	
Punctuality	0			1	
or 1 point	Participant was late for present	tation	Participant wa	s on time for presentation	
Oress Code	0			1	
or 1 point	Event dress code was not follow	wed	Event dress co	de was followed	
EVALUATORS' SCORES				ROOM CONSULTANT TOTAL	
Evaluator 1:	Initials:			(8 Points Possible)	
Evaluator 2:	Initials:			AVERAGE EVALUATOR SCORE	
Evaluator 3:	Initials:			(92 Points Possible)	
Total Score:	Divided by # of Evaluators			FINAL SCORE	
	= AVERAGE EVALUATOR SCOR	E		(Average Evaluator Score plus	
	Rounded only to the nearest hu	ındredth (i.e., 79.	99 not 80.00)	Room Consultant Score)	
RATING ACHIEVED (circle one)	Gold: 90–100 Silver: 7	0–89.99 Bron z	ze: 1–69.99		
VERIFICATION OF FINAL SCORE 8	RATING (please initial)				
Evaluator 1: Evaluato	r 2: Evaluator 3:	Adult Roo	m Consultant:	Event Lead Consultar	nt:



LEVEL 1 RUBRIC

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

FILE FOLDER						POINTS
FCCLA	0	1 2 3	4 5 6	7 8	9 10	
Planning	Planning Process	Planning Process steps are	All Planning Process steps	Evidence that the Planning	The Planning Process is	
Process	Summary not provided	not clearly summarized or	are summarized	Process was utilized to	used to plan the project.	
Summary Page		are inadequate		plan project	Each step is fully explained.	
0–10 points					No more than 1 page	
	0	1 2	3 4	5 6	7 8	
Sport & Training	Not included	Sport & Training Summary	Sport & Training Summary	Sport & Training Summary	Sport & Training Summary	
Summary Pages		pages poorly summarized.	pages loosely summarized.	pages summarized.	pages well summarized.	
0-8 points		Missing most information	Includes most details (see	Includes all details (see	Includes all details (see	
		(see specifications)	specifications)	specifications)	specifications)	
Student Athlete	0	1	2	3		
Demo <i>graphic</i>	Not included	Demographic information	Demographic information	Demographic information		
Page		poorly detailed and	detailed. Includes most	well detailed. Includes all		
0–3 points		missing most information	information (see	information (see		
0–3 points		(see specifications)	specifications)	specifications)		
Student Athlete	0	1	2	3		
Daily Schedule	Not included	Daily schedule poorly	Daily schedule detailed.	Daily schedule well		
Page		detailed and missing most	Includes most information	detailed. Includes all		
0–3 points		information (see	(see specifications)	information (see		
0–3 points		specifications)		specifications)		
	0	1	2	3		
Works Cited/	Not included	Sources are incomplete,	Sources are complete,	Sources are complete,		
Bibliography		dated, unreliable and with	current and reliable, but	current, reliable and in		
0–3 points		many citation errors	have citation errors (see	MLA/APA citation (see		
			citation guide)	citation chart)		

NUTRITION A	NUTRITION AND HYDRATION PLAN						
	0	1 2	3	4	5		
Nutrition Plan	Not included	Less than 3 goals for	At least 3 goals for	At least 3 goals for	At least 3 goals for		
Goals		nutrition, hydration and	nutrition, hydration and	nutrition, hydration and	nutrition, hydration and		
0–5 points		performance detailed.	performance loosely	performance detailed.	performance well detailed.		
			detailed.				
	0	1 2 3 4	5 6 7 8	9 10 11 12	13 14 15		
Nutrition and	Not included	Nutrition and Hydration	Nutrition and Hydration	Nutrition and Hydration	Nutrition and Hydration		
Hydration Plan		Plan for 3 days is poorly	Plan for 3 days is loosely	Plan for 3 days is detailed	Plan for 3 days is well		
0-15 points		detailed or meets limited	detailed and meets most	and meets all criteria (see	detailed and meets all		
		criteria (see specifications)	criteria (see specifications)	specifications)	criteria (see specifications)		
Nutritional	0	1 2 3	4 5 6	7 8	9 10		
Evaluation	Not included	Daily nutrient analysis	Daily nutrient analysis	Daily nutrient analysis	Daily nutrient analysis well		
0-10 points		poorly detailed	loosely detailed	detailed	detailed		
	0	1	2	3			
Management	Not included	Selected management tool	Selected management tool	Selected management tool			
Tool		is unrealistic or does not	is realistic and generally	is realistic and clearly fits			
0-3 points		meet the student athlete's	fits the student athlete's	the student athlete's			
		needs	needs	needs			

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



LEVEL 1 RUBRIC (CONTINUED)

Relationship of	0	1	2	3		
Family and	No evidence of relationship	Limited evidence of	Relationship between FCS	Relationship between FCS		
Consumer	between FCS coursework and	relationship between FCS	coursework and project is	coursework and project is		
Sciences	project	coursework and project	evident and shared at times	evident and explained well		
Coursework and	p. 5,555					
Standards						
0-3 points						
Use of Visuals	0	1	2	3		
during	Visuals are not used during	Limited use during	Used effectively	Significantly enhances the		
Presentation	presentation	presentation	throughout the	presentation		
0-3 points	•		presentation			
Voice-pitch,	0	1	2	3		
tempo, volume	Voice qualities not used	Voice quality is adequate	Voice quality is good, but	Voice quality is		
0–3 points	effectively	, , , , , , , , , , , , , , , , , , , ,	could improve	outstanding and pleasing		
о о рошно	0	1	2	a the same processing		
	Uses inappropriate	Gestures, posture,	Gestures, posture,			
Body Language	gestures, posture or	mannerisms and eye	mannerisms, and eye			
0–2 points	mannerisms, avoids eye	contact is inconsistent	contact are appropriate			
	contact					
Grammar/Word	0	1	2	3		
Usage/	Extensive (more than 5)	Some (3–5) grammatical	Few (1–2) grammatical and	Presentation has no		
Pronunciation	grammatical and	and pronunciation errors	pronunciation errors	grammatical or		
0–3 points	pronunciation errors			pronunciation errors		
	0	1	2	3		
Responses to	Did not answer evaluators'	Unable to answer some	Gave appropriate	Responses to questions		
Evaluators'	questions	questions and/or given	responses to evaluators'	were appropriate and		
Questions	questions	with hesitation and/or	questions	given without hesitation		
0–3 points		inaccurate	questions	given without nesitation		
		accarace	1	<u>l</u>		
Evaluator's Comm	nents-Include two things don	e well and two opportunities	for improvement:			
	_				TOTAL	
					TOTAL	
					(92 Points Possible)	
					Evaluator #:	

Evaluator Initials: ______

RC Initials: _____



LEVEL 2 RUBRIC

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

FILE FOLDER						POINTS
FCCLA	0	1 2 3	4 5 6	7 8	9 10	
Planning	Planning Process	Planning Process steps are	All Planning Process steps	Evidence that the Planning	The Planning Process is	
Process	Summary not provided	not clearly summarized or	are summarized	Process was utilized to	used to plan the project.	
Summary Page		are inadequate		plan project	Each step is fully explained.	
0-10 points					No more than 1 page	
	0	1 2	3 4	5 6	7 8	
Sport & Training	Not included	Sport & Training Summary	Sport & Training Summary	Sport & Training Summary	Sport & Training Summary	
Summary Pages		pages poorly summarized.	pages loosely summarized.	pages summarized.	pages well summarized.	
0-8 points		Missing most information	Includes most details (see	Includes all details (see	Includes all details (see	
		(see specifications)	specifications)	specifications)	specifications)	
Student Athlete	0	1	2	3		
Demo <i>graphic</i>	Not included	Demographic information	Demographic information	Demographic information		
Page		poorly detailed and	detailed. Includes most	well detailed. Includes all		
0–3 points		missing most information	information (see	information (see		
0–3 points		(see specifications)	specifications)	specifications)		
Student Athlete	0	1	2	3		
Daily Schedule	Not included	Daily schedule poorly	Daily schedule detailed.	Daily schedule well		
Page		detailed and missing most	Includes most information	detailed. Includes all		
0–3 points		information (see	(see specifications)	information (see		
0–3 points		specifications)		specifications)		
	0	1	2	3		
Works Cited/	Not included	Sources are incomplete,	Sources are complete,	Sources are complete,		
Bibliography		dated, unreliable and with	current and reliable, but	current, reliable and in		
0–3 points		many citation errors	have citation errors (see	MLA/APA citation (see		
			citation guide)	citation chart)		

NUTRITION AND HYDRATION PLAN							
	0 1 2		3	3 4			
Nutrition Plan	Not included	Less than 3 goals for	At least 3 goals for	At least 3 goals for	At least 3 goals for		
Goals		nutrition, hydration and	nutrition, hydration and	nutrition, hydration and	nutrition, hydration and		
0–5 points		performance detailed.	performance loosely	performance detailed.	performance well detailed.		
			detailed.				
	0	1 2 3 4	5 6 7 8	9 10 11 12	13 14 15		
Nutrition and	Not included	Nutrition and Hydration	Nutrition and Hydration	Nutrition and Hydration	Nutrition and Hydration		
Hydration Plan		Plan for 3 days is poorly	Plan for 3 days is loosely	Plan for 3 days is detailed	Plan for 3 days is well		
0-15 points		detailed or meets limited	detailed and meets most	and meets all criteria (see	detailed and meets all		
		criteria (see specifications)	criteria (see specifications)	specifications)	criteria (see specifications)		
	0	1 2 3	4 5 6	7 8	9 10		
Nutritional	Not included	Daily nutrient analysis	Daily nutrient analysis	Daily nutrient analysis	Daily nutrient analysis well		
Evaluation		poorly detailed.	loosely detailed.	detailed. Comparison to	detailed. Comparison to		
0–10 points		Comparison to DRIs and	Comparison to DRIs and	DRIs and RDAs evident.	DRIs and RDAs clearly		
0-10 points		RDAs unclear. Discrepancy	RDAs evident. Discrepancy	Discrepancy rational	evident. Discrepancy		
		rational not included	rational included but vague	included	rational included		
	0	1	2	3			
Management	Not included	Selected management tool	Selected management tool	Selected management tool			
Tool		is unrealistic or does not	is realistic and generally	is realistic and clearly fits			
0–3 points		meet the student athlete's	fits the student athlete's	the student athlete's			
		needs	needs	needs			

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



LEVEL 2 RUBRIC (CONTINUED)

Variable of the second	0	1 2	3	4	5	
Knowledge of	Little or no evidence of	Minimal evidence of	Knowledge of sports nutrition	Knowledge of sports nutrition	Knowledge of sports nutrition	
Sports Nutrition k	knowledge	knowledge	is evident but not effectively	is evident and shared at times	is evident and incorporated	
0–5 points	· ·		used in presentation	in the presentation	throughout the presentation	
Relationship of	0	1	2	3		
Family and	No evidence of relationship	Limited evidence of	Relationship between FCS	Relationship between FCS		
Consumer b	between FCS coursework and	relationship between FCS	coursework and project is	coursework and project is		
Sciences p	project. National program not	coursework and project.	evident and shared at times.	evident, National Program		
Coursework and io	dentified	National Program not	National Program identified	identified and both explained		
Standards		identified	· ·	well		
0–3 points						
Use of Visuals	0	1	2	3		
during	Visuals are not used during	Limited use during	Used effectively	Significantly enhances the		
Presentation p	presentation	presentation	throughout the	presentation		
0–3 points			presentation			
Voice-pitch,	0	1	2	3		
tempo, volume	Voice qualities not used	Voice quality is adequate	Voice quality is good, but	Voice quality is		
0–3 points e	effectively		could improve	outstanding and pleasing		
	0	1	2			
Body Language	Uses inappropriate	Gestures, posture,	Gestures, posture,			
0–2 points	gestures, posture or	mannerisms and eye	mannerisms, and eye			
n 2 points	mannerisms, avoids eye	contact is inconsistent	contact are appropriate			
	contact					
Grammar/Word	0	1	2	3		
.	Extensive (more than 5)	Some (3–5) grammatical	Few (1–2) grammatical and	Presentation has no		
	grammatical and	and pronunciation errors	pronunciation errors	grammatical or		
0–3 points p	pronunciation errors			pronunciation errors		
Responses to	0	1	2	3		
Evaluators'	Did not answer evaluators'	Unable to answer some	Gave appropriate	Responses to questions		[
Questions	questions	questions and/or given	responses to evaluators'	were appropriate and		[
0–3 points		with hesitation and/or	questions	given without hesitation		
poto		inaccurate				

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



LEVELS 3 & 4 RUBRIC

Chapter:		State:	: Team #	: Station #	: Level:	
FILE FOLDER						POINTS
FCCLA Planning Process Summary Page 0–10 points	0 Planning Process Summary not provided	1 2 3 Planning Process steps are not clearly summarized or are inadequate	4 5 6 All Planning Process steps are summarized	7 8 Evidence that the Planning Process was utilized to plan project	9 10 The Planning Process is used to plan the project. Each step is fully explained. No more than 1 page	
Sport & Training Summary Pages 0–8 points	0 Not included	1 2 Sport & Training Summary pages poorly summarized. Missing most information (see specifications)	3 4 Sport & Training Summary pages loosely summarized. Includes most details (see specifications)	5 6 Sport & Training Summary pages summarized. Includes all details (see specifications)	7 8 Sport & Training Summary pages well summarized. Includes all details (see specifications)	
Student Athlete Demographic Page 0-3 points	0 Not included	Demographic information poorly detailed and missing most information (see specifications)	Demographic information detailed. Includes most information (see specifications)	3 Demographic information well detailed. Includes all information (see specifications)		
Student Athlete Daily Schedule Page 0-3 points	0 Not included	Daily schedule poorly detailed and missing most information (see specifications)	2 Daily schedule detailed. Includes most information (see specifications)	3 Daily schedule well detailed. Includes all information (see specifications)		
Works Cited/ Bibliography 0–3 points	0 Not included	Sources are incomplete, dated, unreliable and with many citation errors	Sources are complete, current and reliable, but have citation errors (see citation guide)	3 Sources are complete, current, reliable and in MLA/APA citation (see citation chart)		
NUTRITION A	ND HYDRATION PLAN					POINTS
Nutrition Plan Goals 0–5 points	0 Not included	1 2 Less than 3 goals for nutrition, hydration and performance detailed.	3 At least 3 goals for nutrition, hydration and performance loosely detailed.	4 At least 3 goals for nutrition, hydration and performance detailed.	5 At least 3 goals for nutrition, hydration and performance well detailed.	
Nutrition and Hydration Plan 0–15 points	0 Not included	1 2 3 4 Nutrition and Hydration Plan for 5 days is poorly detailed or meets limited criteria (see specifications)	5 6 7 8 Nutrition and Hydration Plan for 5 days is loosely detailed and meets most criteria (see specifications)	9 10 11 12 Nutrition and Hydration Plan for 5 days is detailed and meets all criteria (see specifications)	13 14 15 Nutrition and Hydration Plan for 5 days is well detailed and meets all criteria (see specifications)	
Nutritional Evaluation 0–10 points	0 Not included	1 2 3 Daily nutrient analysis poorly detailed. Comparison to DRIs and RDAs unclear. Discrepancy rational not included	4 5 6 Daily nutrient analysis loosely detailed. Comparison to DRIs and RDAs evident. Discrepancy rational included but vague	7 8 Daily nutrient analysis detailed. Comparison to DRIs and RDAs evident. Discrepancy rational included	9 10 Daily nutrient analysis well detailed. Comparison to DRIs and RDAs clearly evident. Discrepancy rational included	
Management Tool 0–3 points	0 Not included	Selected management tool is unrealistic or does not meet the student athlete's needs	Selected management tool is realistic and generally fits the student athlete's needs	Selected management tool is realistic and clearly fits the student athlete's needs		
ORAL PRESEN	ITATION					POINTS
Organization/ Delivery 0–10 points	Presentation is not complete or presented briefly and does not cover components of the project	1 2 3 The presentation covers some or all topic elements with limited information	4 5 6 Presentation gives complete information but does not explain the project well	7 8 Presentation covers information completely but does not flow well	9 10 Presentation covers all relevant information with a seamless and logical delivery	



LEVELS 3 & 4 RUBRIC (CONTINUED)

	0	1 2	3	4	E	
Knowledge of	Little or no evidence of	Minimal evidence of	Knowledge of sports nutrition	Knowledge of sports nutrition	Knowledge of sports nutrition	
Sports Nutrition			• '	is evident and shared at times	is evident and incorporated	
0–5 points	knowledge	knowledge	is evident but not effectively		· ·	
			used in presentation	in the presentation	throughout the presentation	
Relationship of	0	1	2	3		
-	No evidence of relationship	Limited evidence of	Evidence of relationship	Detailed evidence of		
	between FCS coursework,	relationship between FCS	between FCS coursework,	relationship between FCS		
	standards and project. Neither	coursework, standards and	standards and project. National	coursework, standards and		
	National Program nor career	project. Either National	Program and career pathway	project. National Program and		
	pathway identified	Program or career pathway not	identified	career pathway identified. All		
0–3 points		identified		components explained well		
Use of Visuals	0	1	2	3		
during	Visuals are not used during	Limited use during	Used effectively	Significantly enhances the		
Presentation	presentation	presentation	throughout the	presentation		
0–3 points			presentation			
Voice-pitch,	0	1	2	3		
tempo, volume	Voice qualities not used	Voice quality is adequate	Voice quality is good, but	Voice quality is		
0–3 points	effectively		could improve	outstanding and pleasing		
	0	1	2			
Body Language	Uses inappropriate	Gestures, posture,	Gestures, posture,			
0–2 points	gestures, posture or	mannerisms and eye	mannerisms, and eye			
0–2 points	mannerisms, avoids eye	contact is inconsistent	contact are appropriate			
	contact					
Grammar/Word	0	1	2	3		
Usage/	Extensive (more than 5)	Some (3–5) grammatical	Few (1–2) grammatical and	Presentation has no		
Pronunciation	grammatical and	and pronunciation errors	pronunciation errors	grammatical or		
0–3 points	pronunciation errors			pronunciation errors		
Responses to	0	1	2	3		
Evaluators'	Did not answer evaluators'	Unable to answer some	Gave appropriate	Responses to questions		
Questions	questions	questions and/or given	responses to evaluators'	were appropriate and		
0–3 points		with hesitation and/or	questions	given without hesitation		
0-5 points		inaccurate				

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



SUSTAINABILITY CHALLENGE

An individual or *team event*, recognizes participants who address sustainability concerns that adversely impact human health and well—being and who actively empower others to get involved. Participants will research one of the five annual topics, investigate areas where they can make a difference, develop and carry out a project for their home, school or *community* and educate others in their school or *community*. Participants must prepare a *portfolio* and an oral presentation.

ELIGIBILITY & GENERAL INFORMATION

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

CLICK HERE TO VIEW NATIONAL DEADLINES

CAREER PATHWAYS ALIGNMENT							
Human Services	Hospitality & Tourism	Education & Training	Visual Arts & Design				

EVENT LEVELS						
Level 1:	Level 2:	Level 3:	Level 4:			
Through Grade 8	Grades 9–10	Grades 11–12	Postsecondary			
*See page 7 for more information on event levels.						

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

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



ANNUAL TOPICS

ANNUAL THEME	
Competition Topics	 The Impact of Fast Fashion on the Environment and Society: Exploring Sustainable Alternatives in the Fashion Industry Investigating the key principles and best practices for creating sustainable communities that promote long—term viability, resilience and livability Reducing consumer plastic packaging Sustainable Food Sustainable transportation and reducing carbon emissions from transportation

SUSTAINABILITY CHALLENGE

COMPETITION PROCEDURES & TIME REQUIREMENTS

SPECIFICATIONS	LEVEL 1	LEVEL 2	LEVELS 3 & 4	
Each entry will submit a portfolio (hardcopy or electronic) to the event room consultant at the designated participation time.				
5 minutes	Participant(s) will have 5 minutes to set up for the event. Other persons may not assist.			
10 minutes	Room consultants and evaluators will have 10 minutes to preview the <i>portfolio</i> during participant set—up time. The participant must make the <i>electronic portfolio</i> accessible to evaluators.			
10 minutes	The oral presentation may be up to 10 minutes in length. A one–minute warning will be given at 9 minutes. Participant(s) will be stopped at 10 minutes. If audio or audiovisual recordings are used, they are limited to 3–minutes playing time during the presentation. <i>Presentation equipment</i> , with no audio, may be used during the entire presentation.			
5 minutes	Following the presentation, evaluators will have 5 minutes to interview the participant(s).			
5 minutes	Evaluators will have 5 minutes to use the rubric to score and write comments for participant(s).			
Total Time: 30 Minutes				

SUSTAINABILITY CHALLENGE

SPECIFICATIONS

PORTFOLIO FORMAT (CHOOSE ONE)				
Hardcopy Portfolio	The portfolio is a collection of materials used to document and illustrate the work of the project. Materials must be contained in the official FCCLA STAR Events binder obtained from the FCCLA national emblematic supplier. A decorative and/or online informative cover may be included. All materials, including the content divider pages, must fit within the cover, be one–sided and may not exceed 48 pages, as described below. Divider page tabs may extend up to 1" outside the cover. Once a hardcopy portfolio has been turned in to evaluators, participants may not switch to an electronic portfolio.			
Electronic Portfolio	An electronic portfolio may be either in PowerPoint, Prezi or other electronic formats that can be viewed by the evaluators and room consultants prior to the oral presentation. The electronic portfolio and the hardware (method) to view it (i.e., equipment, files, projectors, screens, laptops) will be turned in to the room consultant at the designated participation time. Participants assume the responsibility of providing the technology used to show the evaluators the project. Once an electronic portfolio is turned in to the evaluators; participants may not switch to a hardcopy portfolio. Portfolio may not exceed 59 slides, as described below.			

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



SPECIFICATIONS		LEVEL 1	LEVEL 2	LEVELS 3 & 4
1–8 ½" x 11" page or 2 slides	FCCLA Planning Process Summary Page	Summarize how each step of the <i>Planning Process</i> was used to plan and implement the project; use of the <i>Planning Process</i> may also be described in the oral presentation.		
1-8½" x 11" page or 1 slide	Evidence of Online Summary Form Submission	Complete the <i>Online Project Summary Form</i> located on the "Surveys Applications" tab of the FCCLA Student Portal and include signed proof of submission in the <i>portfolio</i> .		
0-10 Content Divider/section pages or slides	Content Divider Pages or sections	Use 0 to 10 <i>Content</i> Divider/section pages or slides. <i>Content</i> Divider/section pages may be tabbed, may contain a title, a section name, <i>graphic</i> elements, thematic decorations and/or page numbers. They must not include any other <i>content</i> .		
	Evidence of Research	Document 3 sources of background research, current data and additional relevant information and how they support the project's key concern.	Document 4 sources of background research, current data and additional relevant information and how they support the project's key concern.	Document 5 sources of background research, current data and additional relevant information and how they support the project's key concern.
	Knowledge of the Relationship of Sustainability Concern to Participants' Home, School and/or Community	Indicate the selected competition project topic. Provide documentation for the sustainability concern's current and potential impacts on the participants' homes, schools and <i>community</i> . Identify actions individuals or groups can take to combat, stop or reverse the identified concern.		
Up to 34 8 ½" x 11" pages or 44 slides	Creativity and Project Replication	Design a creative project that engages the school in addressing the sustainability concern.	Design a creative project that engages the school and community in addressing the sustainability concern.	Design a creative project that engages the school and community in addressing the sustainability concern. Include instructions for project replication in another school or community.
	Overall	The project must address the chosen sustainability concern without causing		
	Sustainability Responsibility of Project	additional harm to the environment. (i.e., if your project focuses on energy consumption, it must address energy consumption but not waste or misuse other <i>resources</i> .		
	Project Evaluation	Conduct an evaluation of project's effectiveness and ability to reach others.		
	Evidence of Educational Presentations	Document 1 educational presentation prior to competition. Include date, location and proof of presentation such as photos, news clippings and/or thank—you notes.	Document 2 educational presentation prior to competition. Include date, location and proof of presentation such as photos, news clippings and/or thank—you notes.	Document 3 educational presentation prior to competition. Include date, location and proof of presentation such as photos, news clippings and/or thank—you notes.



	Educational Presentation Reach	Identify and describe the school audience reached through the educational presentation. Include reasoning for selecting the targeted audience and the benefits of educating them on the sustainability concern.	Identify and describe the school audiences reached through the 2 educational presentations. Include reasoning for selecting the targeted audiences and the benefits of educating them on the sustainability concern.	Identify and describe the school audiences reached through the 3 educational presentations. Include reasoning for selecting the targeted audiences and the benefits of educating them on the sustainability concern.
Up to 34 8 ½" x 11" pages or 44 slides (continued)	Effectiveness of Educational Presentations	Document the educational presentation's effectiveness through the development of an evaluation sheet.	Document the educational presentation's effectiveness through the development of an evaluation sheet. Include evidence of changes in audience members' activity, opinions, knowledge level, etc.	Document the educational presentation's effectiveness through the development of an evaluation sheet. Include evidence of changes in audience members' activity, opinions, knowledge level, etc. Propose adjustments for future presentations based on the data collected.
	Works Cited/ <i>Bibliography</i>	Use MLA or APA formatting when citing sources. All sources must be <i>reliable</i> and current.		
	Portfolio	Portfolio must be neat, legible and professional and use correct grammar and		
	Appearance	spelling.		

PRESENTATION FORMAT	
Oral Presentation	The oral presentation may be up to 10 minutes in length and is delivered to evaluators. The presentation must explain the specifics of the project. The presentation may not be prerecorded. If audio or <i>audiovisual equipment</i> is used, it is limited to 3–minutes playing time during the presentation. <i>Presentation equipment</i> , with no audio, may be used throughout the oral presentation. Participants may use any combination of <i>props</i> , materials, supplies and/or equipment
	to demonstrate how to carry out the project.

SPECIFICATIONS	LEVEL 1	LEVEL 2	LEVELS 3 & 4		
Organization/Delivery	Deliver an organized, sequential oral presentation; concisely and thoroughly summarize research.				
Knowledge of Sustainability	Demonstrate knowledge of sustainability concern's current data and trends.				
Concern					
Relationship to Family and Consumer Sciences Coursework and/or Related Careers	Describe the relationship of Family and Consumer Sciences coursework to project.	Describe the relationship of Family and Consumer Sciences coursework to project. Explain which FCCLA National Program(s) could be used during project implementation.	Describe the relationship of Family and Consumer Sciences coursework and standards to project. Explain which FCCLA National Program(s) could be used during project implementation. Identify career pathway.		
Use of Portfolio and Visuals	Use the <i>portfolio</i> and <i>visuals</i> to support, illustrate or complement presentation.				
Voice	Speak clearly with appropriate pitch, tempo and volume.				



SPECIFICATIONS (CONTINUED)

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



Resources

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

- FCCLA Planning Process
- Work Cited Citation Guide

National Leadership Conference Resources

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



STAR EVENTS POINT SUMMARY FORM

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

- Make sure all information at top is correct. If a student named is not participating, cross their name(s) off. If a team does not show, write "No Show" across the top and return with other forms. Do NOT change team or station numbers.
- 2. Before student presentation, the room consultants must check participants' portfolio using the criteria and standards listed below and fill in the boxes.
- 3. Confirm STAR Competition(s) is mandatory solely for participation at the National Leadership Conference. States have the authority to decide whether this requirement applies to picking up the registration packet and confirming the event/schedule accuracy OR attending a statespecific orientation.
- At the conclusion of presentation, verify evaluator scores and fill in information below. Calculate the final score and ask for evaluators' verification. Place this form in front of the completed rubrics and staple all items related to the presentation together.
- At the end of competition in the room, double check all scores, names and team numbers to ensure accuracy. Sort results by team order and turn in to the Lead Consultant.
- Check with the Lead Consultant if there are any questions regarding the evaluation process. 6.

ROOM CONSULTANT CHECK	<	POII	NT!
		le in the FCCLA Adviser Portal by deadline	
Confirm STAR Competition(s)		nip Conference Only)	
or 1 points	0	1	
	No	Yes	
Frank Online Orientation Fran	0	1	
Event <i>Online Orientation Form</i>	Online Orientation Form not completed in the	Online Orientation Form completed in the	
0 or 1 points	Student Portal by deadline	Student Portal by deadline	
Hardcopy Portfolio	0	1	
0 or 1 point	Binder is not the official FCCLA binder	Binder is the official FCCLA binder	
OR	0	1	
Electronic Portfolio	Electronic Portfolio not in viewable format to	Electronic Portfolio in viewable format to the	
0 or 1 point	the evaluators	evaluators	
	0	1 2 3	
	Portfolio exceeds the page limit	At least 2 errors 1 error no errors	
		Portfolio is completed correctly and does not	
		exceed 36 single–sided pages or 47 slides,	
Doutfalia Dagas		including:	
Portfolio Pages 0–3 points		• 1 project ID page or slide	
0–3 points		• 1 table of contents page or slide	
		• 1 Planning Process summary page or 2 slides	
		Project Summary Form submission proof	
		Up to 10 Content Divider Pages or slides	
		Up to 34 content pages or 44 content slides	
Punctuality	0	1	
0 or 1 point	Participant was late for presentation	Participant was on time for presentation	
Dress Code	0	1	
0 or 1 point	Event dress code was not followed	Event dress code was followed	
EVALUATORS' SCORES		ROOM CONSULTANT TOTAL	
Evaluator 1:	Initials:	(8 Points Possible)	
Evaluator 2:	Initials:	AVERAGE EVALUATOR SCORE	
Evaluator 3:	Initials:	(92 Points Possible)	
Total Score:	Divided by # of Evaluators	FINAL SCORE	
	= AVERAGE EVALUATOR SCORE	(Average Evaluator Score plus	
	Rounded only to the nearest hundredth (i.e., 79	.99 not 80.00) Room Consultant Score)	
RATING ACHIEVED (circle one)		Bronze: 1–69.99	
VERIFICATION OF FINAL SCORI			
Evaluator 1: Evalua	ntor 2: Evaluator 3: Adult Ro	om Consultant: Event Lead Consultant:	



LEVEL 1 RUBRIC

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

PORTFOLIO						POINTS
FCCLA Planning Process Summary Page 0–10 points	O Planning Process Summary not provided	1 2 3 Planning Process steps are not clearly summarized or are inadequate	4 5 6 All Planning Process steps are summarized	7 8 Evidence that the Planning Process was utilized to plan project	9 10 The Planning Process is used to plan the project. Each step is fully explained. No more than 1 page or 2 slides	
Evidence of Research 0–5 points	0 No sources included	1 2 Less than 3 sources included or relation to project's concern is unclear	3 3 current, relevant sources included generally support project's concern	4 3 current, relevant sources included support project's concern	5 3 current, relevant sources included clearly support project's concern	
Knowledge of the Relationship of Sustainability Concern to Participants' Homes, Schools, Community 0–8 points	Not sustainability concern, impacts or action steps identified.	1 2 3 Project's sustainability concern unclear or documentation of potential impacts and action steps poorly detailed	4 5 Project's sustainability concern stated. Documentation of potential impacts and action steps loosely detailed	Project's sustainability concern stated. Documentation of potential impacts and action steps detailed	Project's sustainability concern clearly stated. Documentation of potential impacts and action steps well detailed	
Creativity and Project Replication 0-8 points	0 No school engagement	1 2 Project lacks creativity. School engagement in addressing concern unclear	3 4 Project is creative and generally engages school in addressing concern	5 6 Project is creative and engages school in addressing concern	7 8 Project is highly creative and clearly engages school in addressing concern	
Overall Sustainability Responsibility of Project 0-4 points	Project is sustainability irresponsible or causes additional harm	1 Project is generally sustainability responsible and causes limited additional harm	Project is generally sustainability responsible and causes no additional harm	3 Project is sustainability responsible and causes no additional harm	4 Project is highly sustainability responsible and causes no additional harm	
Project Evaluation 0–3 points	O No evaluation conducted on project's effectiveness or reach	1 Evaluation of project's effectiveness and reach on poorly detailed	2 Evaluation of project's effectiveness and reach generally detailed	3 Evaluation of project's effectiveness and reach well detailed		
Evidence of Educational Presentations 0–2 points	No educational presentation conducted prior to competition	1 Presented 1 educational presentation prior to competition. Proof of presentation not included	Presented 1 educational presentation prior to competition. Proof of presentation included			
Scope of Educational Presentations 0–5 points	Q Audience information not included	School audience reached not identified or selection reasoning and educational benefits poorly detailed	3 School audience reached generally identified. Selection reasoning and educational benefits loosely detailed	School audience reached identified. Selection reasoning and educational benefits detailed	School audience reached clearly identified. Selection reasoning and educational benefits well detailed	
Effectiveness of Educational Presentations 0–5 points	0 No evaluation included	Evaluation sheet documenting the educational presentation's effectiveness poorly detailed	3 Evaluation sheet documenting the educational presentation's effectiveness loosely detailed	Evaluation sheet documenting the educational presentation's effectiveness detailed	5 Evaluation sheet documenting the educational presentation's effectiveness well detailed	
Works Cited/ Bibliography 0–3 points	0 Not included	Sources are incomplete, dated, unreliable and with many citation errors	Sources are complete, current and reliable, but have citation errors (see citation guide)	3 Sources are complete, current, reliable and in MLA/APA citation (see citation chart)		
Portfolio Appearance 0–3 points	O Portfolio is disorganized and illegible	Portfolio is disorganized, illegible and contains few grammar or spelling errors	Portfolio is organized, neat, legible and professional, with correct grammar and spelling	Portfolio is effectively organized, neat, legible and professional with correct grammar and spelling		



LEVEL 1 RUBRIC (CONTINUED)

ORAL PRESEN	NTATION					POINT
Organization/ Delivery Delivery	Presentation is not complete or presented briefly and does not cover components of the project	1 2 3 The presentation covers some or all topic elements with limited information	4 5 6 Presentation gives complete information but does not explain the project well	7 8 Presentation covers information completely but does not flow well	9 10 Presentation covers all relevant information with a seamless and logical delivery	
Knowledge of Sustainability Concern 0–5 points	O Knowledge of sustainability concern is not evident	1 2 Knowledge of sustainability concern is limited	3 Knowledge of sustainability concern is evident, but not used effectively in the presentation	Knowledge of sustainability concern is evident and used in the presentation	5 Knowledge of sustainability concern is clearly evident and used effectively in the presentation	
Relationship of Family and Consumer Sciences Coursework/ Standards 0–3 points	No evidence of relationship between FCS coursework and project	Limited evidence of relationship between FCS coursework and project	Evidence of relationship between FCS coursework and project	3 Detailed evidence of relationship between FCS coursework and project		
Use of Portfolio and visuals During Presentation 0–5 points	O Portfolio not used during presentation	1 2 Portfolio used minimally during presentation OR was used to limited amount of speaking time	3 Portfolio incorporated throughout presentation	4 Portfolio used effectively throughout presentation	5 Presentation moves seamlessly between oral presentation and portfolio	
Voice-pitch, tempo, volume 0-3 points	0 Voice qualities not used effectively	1 Voice quality is adequate	2 Voice quality is good, but could improve	3 Voice quality is outstanding and pleasing		
Body Language 0–2 points	Uses inappropriate gestures, posture or mannerisms, avoids eye contact	1 Gestures, posture, mannerisms and eye contact is inconsistent	Gestures, posture, mannerisms, and eye contact are appropriate			
Grammar/Word Usage/ Pronunciation 0–3 points	© Extensive (more than 5) grammatical and pronunciation errors	1 Some (3–5) grammatical and pronunciation errors	2 Few (1–2) grammatical and pronunciation errors	3 Presentation has no grammatical or pronunciation errors		
Responses to Evaluators' Questions 0-5 points	O Did not answer evaluators' questions	1 2 Unable to answer some questions and/or given with hesitation and/or inaccurate	3 4 Gave appropriate responses to evaluators' questions	5 Responses to questions were appropriate and given without hesitation		
Evaluator's Comn	nents–Include two things don	e well and two opportunities	for improvement:		TOTAL (92 Points Possible)	
					Evaluator #: Evaluator Initials: RC Initials:	



LEVEL 2 RUBRIC

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

PORTFOLIO						POINTS
FCCLA Planning Process Summary Page 0–10 points	0 Planning Process Summary not provided	1 2 3 Planning Process steps are not clearly summarized or are inadequate	4 5 6 All Planning Process steps are summarized	7 8 Evidence that the Planning Process was utilized to plan project	9 10 The Planning Process is used to plan the project. Each step is fully explained. No more than 1 page or 2 slides	
Evidence of Research 0-5 points	0 No sources included	1 2 Less than 4 sources included or relation to project's concern is unclear	3 4 current, relevant sources included generally support project's concern	4 4 current, relevant sources included support project's concern	5 4 current, relevant sources included clearly support project's concern	
Knowledge of the Relationship of Sustainability Concern to Participants' Homes, Schools, Community 0–8 points	Not sustainability concern, impacts or action steps identified.	Project's sustainability concern unclear or documentation of potential impacts and action steps poorly detailed	Project's sustainability concern stated. Documentation of potential impacts and action steps loosely detailed	Project's sustainability concern stated. Documentation of potential impacts and action steps detailed	Project's sustainability concern clearly stated. Documentation of potential impacts and action steps well detailed	
Creativity and Project Replication 0–8 points	0 No school or community engagement	1 2 Project lacks creativity. School and community engagement in addressing concern unclear	3 4 Project is creative and generally engages school and community in addressing concern	5 6 Project is creative and engages school and community in addressing concern	7 8 Project is highly creative and clearly engages school and community in addressing concern	
Overall Sustainability Responsibility of Project 0-4 points	Project is sustainability irresponsible or causes additional harm	1 Project is generally sustainability responsible and causes limited additional harm	Project is generally sustainability responsible and causes no additional harm	3 Project is sustainability responsible and causes no additional harm	4 Project is highly sustainability responsible and causes no additional harm	
Project Evaluation 0–3 points	No evaluation conducted on project's effectiveness or reach. No adjustments included	Evaluation of project's effectiveness, reach and adjustment list poorly detailed	2 Evaluation of project's effectiveness, reach and adjustment list generally detailed. Proposed list of adjustments included	3 Evaluation of project's effectiveness, reach and adjustment list well detailed		
Evidence of Educational Presentations 0–2 points	No educational presentations conducted prior to competition	Less than 2 educational presentations conducted prior to competition. Proof of presentations not included	Presented 2 educational presentations prior to competition. Proof of presentations included			
Scope of Educational Presentations 0–5 points	O Audiences information not included	1 2 School audiences reached not identified or selection reasoning and educational benefits poorly detailed	3 School audiences reached generally identified. Selection reasoning and educational benefits loosely detailed	4 School audiences reached identified. Selection reasoning and educational benefits detailed	5 School audiences reached clearly identified. Selection reasoning and educational benefits well detailed	
Effectiveness of Educational Presentations 0–5 points	0 No evaluation included	1 2 Evaluation sheet documenting the 2 educational presentation's effectiveness poorly detailed	3 Evaluation sheet documenting the 2 educational presentation's effectiveness loosely detailed	4 Evaluation sheet documenting the 2 educational presentation's effectiveness detailed	5 Evaluation sheet documenting the 2 educational presentation's effectiveness well detailed	



LEVEL 2 RUBRIC (CONTINUED)

Works Cited/ Bibliography 0–3 points	0 Not included	1 Sources are incomplete, dated, unreliable and with many citation errors	Sources are complete, current and reliable, but have citation errors (see citation guide)	3 Sources are complete, current, reliable and in MLA/APA citation (see citation chart)		
Portfolio Appearance 0–3 points	0 Portfolio is disorganized and illegible	1 Portfolio is disorganized, illegible and contains few grammar or spelling errors	Portfolio is organized, neat, legible and professional, with correct grammar and spelling	3 Portfolio is effectively organized, neat, legible and professional with correct grammar and spelling		
ORAL PRESEN	ITATION					POINTS
ORAL PRESEN	0 0	1 2 3	4 5 6	7 8	9 10	POINTS
Organization/ Delivery 0–10 points	Presentation is not complete or presented briefly and does not cover components of the project	The presentation covers some or all topic elements with limited 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	
Knowledge of Sustainability Concern 0–5 points	0 Knowledge of sustainability concern is not evident	1 2 Knowledge of sustainability concern is limited	3 Knowledge of sustainability concern is evident, but not used effectively in the presentation	4 Knowledge of sustainability concern is evident and used in the presentation	5 Knowledge of sustainability concern is clearly evident and used effectively in the presentation	
Relationship of Family and Consumer Sciences Coursework/ Standards 0-3 points	No evidence of relationship between FCS coursework and project. National Program not identified	Limited evidence of relationship between FCS coursework and project. National Program not identified	2 Evidence of relationship between FCS coursework and project. National Program identified	3 Detailed evidence of relationship between FCS coursework and project. National Program identified and both explained well		
Use of Portfolio and visuals During Presentation 0-5 points	O Portfolio not used during presentation	Portfolio used minimally during presentation OR was used to limited amount of speaking time	3 Portfolio incorporated throughout presentation	Portfolio used effectively throughout presentation	5 Presentation moves seamlessly between oral presentation and portfolio	
Voice-pitch, tempo, volume 0-3 points	0 Voice qualities not used effectively	1 Voice quality is adequate	2 Voice quality is good, but could improve	3 Voice quality is outstanding and pleasing		
Body Language 0–2 points	Uses inappropriate gestures, posture or mannerisms, avoids eye contact	Gestures, posture, mannerisms and eye contact is inconsistent	Gestures, posture, mannerisms, and eye contact are appropriate			
Grammar/Word Usage/ Pronunciation 0-3 points	0 Extensive (more than 5) grammatical and pronunciation errors	Some (3–5) grammatical and pronunciation errors	Few (1–2) grammatical and pronunciation errors	3 Presentation has no grammatical or pronunciation errors		
Responses to Evaluators' Questions 0–5 points	0 Did not answer evaluators' questions	1 2 Unable to answer some questions and/or given with hesitation and/or inaccurate	3 4 Gave appropriate responses to evaluators' questions	Responses to questions were appropriate and given without hesitation		
Evaluator's Comm	nents—Include two things don	e well and two opportunities	for improvement:		TOTAL (92 Points Possible)	
					Evaluator #:	
					Evaluator Initials:	_
					RC Initials:	



LEVELS 3 & 4 RUBRIC

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

PORTFOLIO						POINTS
FCCLA Planning Process Summary Page 0–10 points	0 Planning Process Summary not provided	1 2 3 Planning Process steps are not clearly summarized or are inadequate	4 5 6 All Planning Process steps are summarized	7 8 Evidence that the Planning Process was utilized to plan project	9 10 The Planning Process is used to plan the project. Each step is fully explained. No more than 1 page or 2 slides	
Evidence of Research 0-5 points	0 No sources included	1 2 Less than 5 sources included or relation to project's concern is unclear	3 5 current, relevant sources included generally support project's concern	4 5 current, relevant sources included support project's concern	5 5 current, relevant sources included clearly support project's concern	
Knowledge of the Relationship of Sustainability Concern to Participants' Homes, Schools, Community 0–8 points	Not sustainability concern, impacts or action steps identified.	Project's sustainability concern unclear or documentation of potential impacts and action steps poorly detailed	4 5 Project's sustainability concern stated. Documentation of potential impacts and action steps loosely detailed	Project's sustainability concern stated. Documentation of potential impacts and action steps detailed	Project's sustainability concern clearly stated. Documentation of potential impacts and action steps well detailed	
Creativity and Project Replication 0–8 points	0 No school or community engagement	1 2 Project lacks creativity. School and community engagement in addressing concern unclear	3 4 Project is creative and generally engages school and community in addressing concern	5 6 Project is creative and engages school and community in addressing concern	7 8 Project is highly creative and clearly engages school and community in addressing concern	
Overall Sustainability Responsibility of Project 0-4 points	Project is sustainability irresponsible or causes additional harm	1 Project is generally sustainability responsible and causes limited additional harm	Project is generally sustainability responsible and causes no additional harm	3 Project is sustainability responsible and causes no additional harm	4 Project is highly sustainability responsible and causes no additional harm	
Project Evaluation 0–3 points	No evaluation conducted on project's effectiveness or reach. No adjustments included	Evaluation of project's effectiveness, reach and adjustment list poorly detailed	2 Evaluation of project's effectiveness, reach and adjustment list generally detailed. Proposed list of adjustments included	3 Evaluation of project's effectiveness, reach and adjustment list well detailed		
Evidence of Educational Presentations 0–2 points	No educational presentations conducted prior to competition	Less than 3 educational presentations conducted prior to competition. Proof of presentations not included	Presented 3 educational presentations prior to competition. Proof of presentations included			
Scope of Educational Presentations 0–5 points	O Audiences information not included	1 2 School audiences reached not identified or selection reasoning and educational benefits poorly detailed	3 School audiences reached generally identified. Selection reasoning and educational benefits loosely detailed	4 School audiences reached identified. Selection reasoning and educational benefits detailed	5 School audiences reached clearly identified. Selection reasoning and educational benefits well detailed	
Effectiveness of Educational Presentations 0–5 points	0 No evaluation included	1 2 Evaluation sheet documenting the 3 educational presentation's effectiveness poorly detailed	3 Evaluation sheet documenting the 3 educational presentation's effectiveness loosely detailed	4 Evaluation sheet documenting the 3 educational presentation's effectiveness detailed	5 Evaluation sheet documenting the 3 educational presentation's effectiveness well detailed	



LEVELS 3 & 4 RUBRIC (CONTINUED)

Works Cited/ Bibliography 0–3 points	0 Not included	1 Sources are incomplete, dated, unreliable and with many citation errors	2 Sources are complete, current and reliable, but have citation errors (see citation guide)	3 Sources are complete, current, reliable and in MLA/APA citation (see citation chart)		
Portfolio Appearance 0–3 points	0 Portfolio is disorganized and illegible	Portfolio is disorganized, illegible and contains few grammar or spelling errors	Portfolio is organized, neat, legible and professional, with correct grammar and spelling	3 Portfolio is effectively organized, neat, legible and professional with correct grammar and spelling		
ODAL DRESEA	ITATION.					DOINTS
ORAL PRESEN						POINTS
Organization/ Delivery 0–10 points	Presentation is not complete or presented briefly and does not cover components of the project	1 2 3 The presentation covers some or all topic elements with limited information	4 5 6 Presentation gives complete information but does not explain the project well	7 8 Presentation covers information completely but does not flow well	9 10 Presentation covers all relevant information with a seamless and logical delivery	
Knowledge of Sustainability Concern 0–5 points	0 Knowledge of sustainability concern is not evident	1 2 Knowledge of sustainability concern is limited	3 Knowledge of sustainability concern is evident, but not used effectively in the presentation	4 Knowledge of sustainability concern is evident and used in the presentation	5 Knowledge of sustainability concern is clearly evident and used effectively in the presentation	
Relationship of Family and Consumer Sciences Coursework/ Standards 0–3 points	O No evidence of relationship between FCS coursework, standards and project. Neither National Program nor career pathway identified	Limited evidence of relationship between FCS coursework, standards and project. Either National Program or career pathway not identified	2 Evidence of relationship between FCS coursework, standards and project. National Program and career pathway identified	3 Detailed evidence of relationship between FCS coursework, standards and project. National Program and career pathway identified. All components explained well		
Use of Portfolio	0	1 2	3	4	5	
and visuals During Presentation 0-5 points	Portfolio not used during presentation	Portfolio used minimally during presentation OR was used to limited amount of speaking time	Portfolio incorporated throughout presentation	Portfolio used effectively throughout presentation	Presentation moves seamlessly between oral presentation and portfolio	
Voice-pitch, tempo, volume 0-3 points	0 Voice qualities not used effectively	1 Voice quality is adequate	2 Voice quality is good, but could improve	3 Voice quality is outstanding and pleasing		
Body Language 0–2 points	Uses inappropriate gestures, posture or mannerisms, avoids eye contact	Gestures, posture, mannerisms and eye contact is inconsistent	Gestures, posture, mannerisms, and eye contact are appropriate			
Grammar/Word Usage/ Pronunciation 0-3 points	0 Extensive (more than 5) grammatical and pronunciation errors	1 Some (3–5) grammatical and pronunciation errors	2 Few (1–2) grammatical and pronunciation errors	3 Presentation has no grammatical or pronunciation errors		
Responses to Evaluators' Questions 0–5 points	0 Did not answer evaluators' questions	1 2 Unable to answer some questions and/or given with hesitation and/or inaccurate	3 4 Gave appropriate responses to evaluators' questions	5 Responses to questions were appropriate and given without hesitation		
Evaluator's Comm	nents-Include two things don	e well and two opportunities	for improvement:			
		- PF	•		TOTAL (92 Points Possible)	
					Evaluator #:	
					Evaluator Initials:	_

RC Initials: ___



TEACH OR TRAIN

An *individual event*, recognizes participants who demonstrate their ability to explore and experience the career of teaching or training. Participants must prepare a *portfolio* of the teaching/training career, prepare and execute a complete lesson/workshop plan and an oral presentation. Levels 2 and 3 & 4 participants will also complete a shadowing experience of a "best practices" educator.

ELIGIBILITY & GENERAL INFORMATION

- 1. Review "Eligibility and General Rules for All Levels of Competition" on page 11 prior to event planning and preparation.
- 2. The project developed for the Teach or Train event does not have to relate to a Family and Consumer Sciences curriculum area.
- 3. Participants are encouraged to bring fully charged devices such as laptops, tablets, etc., to use for audiovisual or *electronic portfolio* presentation at competitions.
- 4. Chapters with multiple entries in this event must submit different projects for each entry. All projects must be developed and completed during a one—year span beginning July 1 and ending June 30 of the school year before the National Leadership Conference (NLC) and must be the work of the participant(s) only.
- 5. National Leadership Conference (NLC) participants are required to view the online orientation video and submit the STAR Events *Online Orientation Form* by the deadline. The video and form will be on the FCCLA Student Portal and can be found under Surveys Applications. Only one form per entry is required. **Contact your State Adviser for orientation procedures for competitions held prior to the National Leadership Conference (NLC).**
- 6. Participants who do not follow the event guidelines or the definition of the event, their project will not be considered for evaluation. However, the participant can still participate in the competition by giving an oral presentation and will only be evaluated based on that presentation.

CLICK HERE TO VIEW NATIONAL DEADLINES

CAREER PATHWAYS ALIGNMEN	Т		
Human Services	Hospitality & Tourism	Education & Training	Visual Arts & Design

EVENT LEVELS			
Level 1:	Level 2:	Level 3:	Level 4:
Through Grade 8	Grades 9–10	Grades 11–12	Postsecondary
*See page 7 for more information	n on event levels.		

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

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



COMPETITION PROCEDURES & TIME REQUIREMENTS

SPECIFICATIONS	LEVEL 1	LEVEL 2	LEVELS 3 & 4					
Each participant will subr	Each participant will submit a portfolio (hardcopy or electronic) to the event room consultant at the designated participation time							
and inform evaluators of	their chosen career area.							
5 minutes	Participant(s) will have 5 minutes to set up f	or the event. Other persons	s may not assist.					
	Room consultants and evaluators will have 1	.0 minutes to preview the p	oortfolio (hardcopy or					
10 minutes	electronic) during the participants set up tin	electronic) during the participants set up time. The participant must make the <i>electronic portfolio</i>						
	accessible to evaluators.	accessible to evaluators.						
	The presentation may be up to 10 minutes i	n length. A 1–minute warni	ng will be given at 9					
10 minutes	minutes. The participant will be stopped at 3	minutes. The participant will be stopped at 10 minutes. If audio or audiovisual recordings are used,						
10 illillutes	they are limited to a 3 minute playing time of	uring the presentation. Pre	esentation equipment, with					
	no audio, may be used during the entire presentation.							
5 minutes	Following the presentation, evaluators will have 5 minutes to interview participant(s).							
5 minutes	Evaluators will have up to 5 minutes to use the rubric to score and write comments for participants.							
	Total Time: 30 Minute	es .						

TEACH OR TRAIN

SPECIFICATIONS

PORTFOLIO FORMAT (CHOOSE	ONE)
Hardcopy Portfolio	The <i>portfolio</i> is a collection of materials used to document and illustrate the work of the project. Materials must be contained in the official <u>FCCLA STAR Events binder</u> obtained from the FCCLA national emblematic supplier. A decorative and/or informative cover may be included. All materials, including the <i>content divider pages</i> , must fit within the cover, be one—sided and may not exceed 44 pages, as described below. Divider page tabs may extend up to 1" outside the cover. Once a <i>hardcopy portfolio</i> has been turned in to evaluators, participants may not switch to an <i>electronic portfolio</i> .
Electronic Portfolio	An electronic portfolio may be either in PowerPoint, Prezi or other electronic format that can be viewed by the evaluators and room consultants prior to the oral presentation. The electronic portfolio and the hardware (method) to view it (i.e., equipment, files, projectors, screens, laptops) will be turned in to the room consultant at the designated participation time. Participants assume the responsibility of providing the technology used to show the evaluators the project. Once an electronic portfolio is turned in to the evaluators, participants may not switch to a hardcopy portfolio. Portfolio may not exceed 57 slides, as described below.

SPECIFICATIONS		LEVEL 1	LEVEL 2	LEVELS 3 & 4
1-8 ½" x 11" page or 1 slide	Project Identification Page	Must include participant's name(s), chapter name, school, city, state, event name level, and project title. Page can be up to 1 - 8 ½" x 11" page or 1 slide, but canno be larger.		
1-8 ½" x 11" page or 1 slide	Table of Contents	List the parts of the <i>portfolio</i> in the order in which the parts appear.		
1–8 ½" x 11" page or 2 slides	FCCLA Planning Process Summary Page	Summarize how each step of the project; use of the <i>Plann</i> presentation.	_	•
1-8 ½" x 11" page or 1 slide	Evidence of Online Summary Form Submission	Complete the <i>Online Project</i> tab of the FCCLA Student Po portfolio.	•	
0-7 Content Divider/section pages or slides	Content Divider Pages or sections	Use 0 to 7 Content Divider/s may be tabbed, may contain decorations and/or page nur	a title, a section name, gra	phic elements, thematic



SPECIFICATIONS (CONTINUED)

SPECIFICATIONS	LEVEL 1	LEVEL 2	LEVELS 3 & 4
Lesson/Workshop	Create 1 lesson or workshop plan	Create 2 related lesson or workshop plans. The second lesson/workshop must build upon the presented information and skills learned in the first lesson/workshop.	Create 3 related lesson or workshop plans. The second and third lessons/workshops must build upon the presented information and skills learned in the first lesson/workshop.

SPECIFICATIONS		LEVEL 1 LEVEL 2 LEVELS 3 & 4
SI-ESITICATIONS	Career Exploration Summary	Pages or slides that provide detailed research including job description; duties and responsibilities; qualifications; entry–level position and advancement opportunities; and job outlook. Refer to the Career Exploration and Self–Assessment Summary Page instruction sheet.
	Self-Assessment Document	Pages or slides that include examining personal interests, values, aptitudes, skills, personality traits and learning styles. Refer to the Career Exploration and Self–Assessment Summary Page instruction sheet.
	Lesson/Workshop Plan: Planning	Indicate the topic, grade level, timeframe, learning objectives and state/national standards.
	Lesson/Workshop Plan: Organization	List all materials needed and describe the instructional strategies used to implement the lesson.
	Lesson/Workshop Plan: Activities	Choose up to 3 activities to implement the lesson. Describe each activity; include activity timeframe and materials needed.
Up to 34 8 ½" x 11"	Lesson/Workshop Plan: Assessment	Determine the assessment method(s) to evaluate the lesson and include ways to improve <i>content</i> and/or delivery.
pages or 44 slides	Lesson/Workshop Plan: Other Resources	Develop <i>resources</i> needed to implement the lesson (handouts, etc.) and include them in <i>portfolio</i> as applicable.
	Lesson/Workshop Plan: Sources and Notes	Include specific citations for materials used in lesson and any additional notes, as needed.
	Evidence of Prior Presentation	Pages or slides that show photos, written evidence, comments, evaluations, thank you notes, etc. indicate the lesson or workshop was presented and the outcomes, including improvement methods. Minimum of one presentation required.
	Evidence of Technology Used	Explain and provide evidence of how <i>technology</i> enhanced the lesson or workshop planning and execution.
	Works Cited/ <i>Bibliography</i>	Use MLA or APA formatting when citing sources. All sources must be <i>reliable</i> and current.
	Portfolio Appearance	Portfolio must be neat, legible and professional and use correct grammar and spelling.



SPECIFICATIONS (CONTINUED)

SHADOWING EXPERIENCE	LEVEL 1	LEVEL 2	LEVELS 3 & 4
Best Practices Educator Shadowing		who is competent and professionally excellent in select in–person or virtual experiences	. tion of the shadowing experience. ed to, written summaries of ry, agency and organization ob shadowing; and photographs

PRESENTATION FORMAT	
Oral Presentation	The oral presentation may be up to 10 minutes in length and is delivered to evaluators. The presentation must explain the specifics of the project. The presentation may not be prerecorded. If audio or <i>audiovisual equipment</i> is used, it is limited to 3–minutes playing time during the presentation. <i>Presentation equipment</i> , with no audio, may be used throughout the oral presentation. Participants may use any combination of <i>props</i> , materials, supplies and/or equipment to demonstrate how to carry out the project.

SPECIFICATIONS	LEVEL 1	LEVEL 2	LEVELS 3 & 4		
Organization/Delivery	Deliver an organized, sequential oral presentation; concisely and thoroughly summarize research.				
Knowledge of Teaching or	Demonstrate thorough research	and knowledge of teaching or trai	ning.		
Training					
	Describe the relationship of	Describe the relationship of	Describe the relationship of		
Relationship to Family and Consumer Sciences Coursework and/or Related Careers	Family and Consumer Sciences coursework to project.	Family and Consumer Sciences coursework to project. Explain which FCCLA National Program(s) could be used during project implementation.	Family and Consumer Sciences coursework and standards to project. Explain which FCCLA National Program(s) could be used during project implementation. Identify career pathway.		
Use of Portfolio and Visuals	Use the <i>portfolio</i> and <i>visuals</i> to support, illustrate or complement presentation.				
Voice	Speak clearly with appropriate p	•••••			
Body Language	Use appropriate body language including gestures, posture, mannerisms, eye contact and appropriate handling of notes or note cards if used.				
Grammar/Word Usage/ Pronunciation	Use proper grammar, word usage and pronunciation.				
Responses to Evaluators' Questions	Provide clear and concise answe	Provide clear and concise answers to evaluators' questions regarding project.			



Resources

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

- FCCLA Planning Process
- Work Cited Citation Guide
- Career Exploration and Self-Assessment Summary Page Instructions
- Shadowing Reflection Summary Instructions
- Teach or Train Lesson Plan Template

National Leadership Conference Resources

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



STAR EVENTS POINT SUMMARY FORM

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

- Make sure all information at top is correct. If a student named is not participating, cross their name(s) off. If a team does not show, write "No Show" across the top and return with other forms. Do NOT change team or station numbers.
- 2. Before student presentation, the room consultants must check participants' portfolio using the criteria and standards listed below and fill in the boxes.
- 3. Confirm STAR Competition(s) is mandatory solely for participation at the National Leadership Conference. States have the authority to decide whether this requirement applies to picking up the registration packet and confirming the event/schedule accuracy OR attending a statespecific orientation.
- At the conclusion of presentation, verify evaluator scores and fill in information below. Calculate the final score and ask for evaluators' verification. Place this form in front of the completed rubrics and staple all items related to the presentation together.
- At the end of competition in the room, double check all scores, names and team numbers to ensure accuracy. Sort results by team order and turn in to the Lead Consultant.
- Check with the Lead Consultant if there are any questions regarding the evaluation process. 6.

ROOM CONSULTANT CHECK			POINTS
		e in the FCCLA Adviser Portal by deadline	
Confirm STAR Competition(s)		ip Conference Only)	
or 1 points	0	1	
	No	Yes	
Front Online Orientation Form	0	1	
Event Online Orientation Form	Online Orientation Form not completed in the	Online Orientation Form completed in the	
or 1 points	Student Portal by deadline	Student Portal by deadline	
Hardcopy Portfolio	0	1	
or 1 point	Binder is not the official FCCLA binder	Binder is the official FCCLA binder	
OR	0	1	
Electronic Portfolio	Electronic Portfolio not in viewable format to	Electronic Portfolio in viewable format to the	
or 1 point	the evaluators	evaluators	
	0	1 2 3	
	Portfolio exceeds the page limit	At least 2 errors 1 error no errors	
		Portfolio is completed correctly and does not	
		exceed 44 single–sided pages or 57 slides,	
Portfolio Pages		including:	
0–3 points		• 1 project ID page or slide	
5–3 points		1 table of contents page or slide	
		• 1 Planning Process summary page or 2 slides	
		Project Summary Form submission proof	
		Up to 7 Content Divider Pages or slides	
		Up to 34 content pages or 46 content slides	
Punctuality	0	1	
or 1 point	Participant was late for presentation	Participant was on time for presentation	
Oress Code	0	1	
or 1 point	Event dress code was not followed	Event dress code was followed	
EVALUATORS' SCORES		ROOM CONSULTANT TOTAL	
Evaluator 1:	Initials:	(8 Points Possible)	
Evaluator 2:	Initials:	AVERAGE EVALUATOR SCORE	
Evaluator 3:	Initials:	(92 Points Possible)	
Total Score:	Divided by # of Evaluators	FINAL SCORE	
	= AVERAGE EVALUATOR SCORE	(Average Evaluator Score plus	
	Rounded only to the nearest hundredth (i.e., 79.	99 not 80.00) Room Consultant Score)	
RATING ACHIEVED (circle one)	Gold: 90–100 Silver: 70–89.99 B	Fronze: 1–69.99	
ERIFICATION OF FINAL SCORE	& RATING (please initial)		
Evaluator 1: Evaluat	or 2: Evaluator 3: Adult Roc	om Consultant: Event Lead Consultant: _	



LEVEL 1 RUBRIC

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

Chapter:		State.	ream #	: Station #	: Levei:	
PORTFOLIO						POINT
FCCLA Planning Process Summary Page 0–10 points	0 Planning Process Summary not provided	1 2 3 Planning Process steps are not clearly summarized or are inadequate	4 5 6 All Planning Process steps are summarized	7 8 Evidence that the Planning Process was utilized to plan project	9 10 The Planning Process is used to plan the project. Each step is fully explained. No more than 1 page or 2 slides	
Career Exploration 0–5 points	No evidence of career research	1 2 Career research poorly detailed using the Career Exploration and Self— Assessment Summary Page instruction sheet. (See specifications)	3 Career research loosely detailed using the Career Exploration and Self– Assessment Summary Page instruction sheet. (See specifications)	4 Career research detailed using the Career Exploration and Self— Assessment Summary Page instruction sheet. (See specifications)	5 Career research well detailed using the Career Exploration and Self– Assessment Summary Page instruction sheet. (See specifications)	
Self–Assessment 0–5 points	O No evidence of self– assessment	1 2 Self-assessment poorly detailed using the Career Exploration and Self- Assessment Summary Page instruction sheet. (See specifications)	3 Self-assessment loosely detailed using the Career Exploration and Self- Assessment Summary Page instruction sheet. (See specifications)	4 Self-assessment detailed using the Career Exploration and Self-Assessment Summary Page instruction sheet. (See specifications)	5 Self-assessment well detailed using the Career Exploration and Self- Assessment Summary Page instruction sheet. (See specifications)	
Lesson/Workshop Plan: Planning 0-6 points	0 Not evident	1 2 Planning portion of Lesson Plan unclear or does not meet criteria. (See specifications)	3 4 Lesson Plan generally meets all Planning criteria. (See specifications)	5 Lesson Plan meets all Planning criteria. (See specifications)	6 Lesson Plan clearly meets all Planning criteria. (See specifications)	
Lesson/Workshop Plan: Organization 0-5 points	0 Not included	1 2 Materials and strategies for lesson implementation poorly detailed	3 Materials and strategies for lesson implementation generally detailed	4 Materials and strategies for lesson implementation detailed	5 Materials and strategies for lesson implementation well detailed	
Lesson/Workshop Plan: Activities 0–7 points	0 No activities included	Activity plans are missing logistical and resource information. The activity is not creative or interesting and does not relate well to lesson/workshop	3 4 Activity plans include adequate logistical and resource information. Activity is interesting	5 6 Activity plans include excellent logistical and resource information. The activity(s) is interesting and beneficial to most audience members	7 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: Assessment 0-5 points	0 Not included	1 2 Assessment method(s) unclear or improvement plan poorly detailed	3 Assessment method(s) generally evident. Plan for improvement loosely detailed	4 Assessment method(s) evident. Plan for improvement detailed	5 Assessment method(s) clearly evident. Plan for improvement well detailed	
Lesson/Workshop Plan: Other Resources 0–5 points	0 No resources developed	1 2 Resources for lesson plan poorly developed or not included	3 Resources for lesson plan generally developed and included	4 Resources for lesson plan developed and included	5 Resources for lesson plan well developed and included	
Evidence of Prior Presentation 0–5 points	No documented evidence of prior presentation	Evidence of prior presentation documented. Outcomes and improvement methods poorly detailed	3 Evidence of prior presentation documented. Outcomes and improvement methods loosely detailed	Evidence of prior presentation documented. Outcomes and improvement methods detailed	5 Evidence of prior presentation well documented. Outcomes and improvement methods well detailed	
Evidence of Technology Used 0–3 points	0 Role of technology not evident	1 Role of technology included 1	2 Role of technology included 2	3 Role of technology well detailed 3		
Works Cited/ Bibliography 0–3 points	Not included	Sources are incomplete, dated, unreliable and with many citation errors	Sources are complete, current and reliable, but have citation errors (see citation guide)	Sources are complete, current, reliable and in MLA/APA citation (see citation chart)		



LEVEL 1 RUBRIC (CONTINUED)

			. NOBNIC (CONTINC	ונטן		
Portfolio Appearance 0–3 points	O Portfolio is disorganized and illegible	1 Portfolio is disorganized, illegible and contains few grammar or spelling errors	Portfolio is organized, neat, legible and professional, with correct grammar and spelling	Portfolio is effectively organized, neat, legible and professional with correct grammar and spelling		
ORAL PRESEN	NTATION					POINTS
Organization/ Delivery 0-10 points	Presentation is not complete or presented briefly and does not cover components of the project	1 2 3 The presentation covers some or all topic elements with limited information	4 5 6 Presentation gives complete information but does not explain the project well	7 8 Presentation covers information completely but does not flow well	9 10 Presentation covers all relevant information with a seamless and logical delivery	
Knowledge of Teaching or Training 0-3 points	0 Knowledge of teaching or training is not evident	1 Knowledge of teaching or training is limited	Z Knowledge of teaching or training is evident and used in the presentation	S Knowledge of teaching or training is clearly evident and used effectively in the presentation		
Relationship of Family and Consumer Sciences Coursework/ Standards 0-3 points	No evidence of relationship between FCS coursework and project	Limited evidence of relationship between FCS coursework and project	Evidence of relationship between FCS coursework and project	3 Detailed evidence of relationship between FCS coursework and project		
Use of Portfolio and visuals During Presentation 0-3 points	O Portfolio not used during presentation	Portfolio used minimally during presentation OR was used to limited amount of speaking time	Portfolio incorporated throughout presentation	3 Presentation moves seamlessly between oral presentation and portfolio		
Voice-pitch, tempo, volume 0-3 points	O Voice qualities not used effectively	1 Voice quality is adequate	2 Voice quality is good, but could improve	3 Voice quality is outstanding and pleasing		
Body Language 0–2 points	Uses inappropriate gestures, posture or mannerisms, avoids eye contact	Gestures, posture, mannerisms and eye contact is inconsistent	Gestures, posture, mannerisms, and eye contact are appropriate			
Grammar/Word Usage/ Pronunciation 0-3 points	© Extensive (more than 5) grammatical and pronunciation errors	Some (3–5) grammatical and pronunciation errors	Few (1–2) grammatical and pronunciation errors	3 Presentation has no grammatical or pronunciation errors		
Responses to Evaluators' Questions 0-3 points	0 Did not answer evaluators' questions	Unable to answer some questions and/or given with hesitation and/or inaccurate	Gave appropriate responses to evaluators' questions	Responses to questions were appropriate and given without hesitation		
Evaluator's Comn	nents—Include two things don	e well and two opportunities	for improvement:		TOTAL (92 Points Possible)	
					Evaluator #:	
					Evaluator Initials:	

RC Initials: _



LEVEL 2 RUBRIC

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

PORTFOLIO						POINTS
FCCLA	0	1 2 3	4 5 6	7 8	9 10	
Planning Process	Planning Process	Planning Process steps are	All Planning Process steps	Evidence that the Planning	The Planning Process is	
Summary Page	Summary not provided	not clearly summarized or	are summarized	Process was utilized to	used to plan the project.	
0–10 points		are inadequate		plan project	Each step is fully	
					explained. No more than 1	
					page or 2 slides	
	0	1 2	3	4	5	
	No evidence of career	Career research poorly	Career research loosely	Career research detailed	Career research well	
Career	research	detailed using the Career	detailed using the Career	using the Career	detailed using the Career	
Exploration		Exploration and Self–	Exploration and Self–	Exploration and Self-	Exploration and Self–	
0–5 points		Assessment Summary Page	Assessment Summary Page	Assessment Summary Page	Assessment Summary Page	
		instruction sheet. (See	instruction sheet. (See	instruction sheet. (See	instruction sheet. (See	
		specifications)	specifications)	specifications)	specifications)	
	0	1 2	3	4	5	
	No evidence of self–	Self–assessment poorly	Self–assessment loosely	Self–assessment detailed	Self–assessment well	
Self-Assessment	assessment	detailed using the Career	detailed using the Career	using the Career	detailed using the Career	
0–5 points		Exploration and Self–	Exploration and Self–	Exploration and Self–	Exploration and Self–	
		Assessment Summary Page	Assessment Summary Page	Assessment Summary Page	Assessment Summary Page	
		instruction sheet. (See	instruction sheet. (See	instruction sheet. (See	instruction sheet. (See	
Lesson/Workshop	0	specifications) 1 2	specifications)	specifications)	specifications)	
Plan: Planning	Not evident	Planning portion of Lesson	Lesson Plans generally meets	Lesson Plans meets all Planning	Lesson Plans clearly meets all	
0–5 points	Notevident	Plans unclear or does not meet	all Planning criteria. (See	criteria. (See specifications)	Planning criteria. (See	
o 5 points		criteria. (See specifications)	specifications)	criteria. (See specifications)	specifications)	
Lesson/Workshop	0	1 2	3	4	specifications)	
Plan: Organization	Not included	Materials and strategies for	Materials and strategies for	Materials and strategies for	Materials and strategies for	
0–5 points	Not meraded	lessons implementation poorly	lessons implementation	lessons implementation	lessons implementation well	
o s points		detailed	generally detailed	detailed	detailed	
Lesson/Workshop	0	1 2	3	A	5	
	No activities included	= =	1	T	_	
Plan: Activities	•	Activity plans are missing	Activity plans include adequate	Activity plans include excellent	Activity plans include logistical	
	•	Activity plans are missing logistical and resource	Activity plans include adequate logistical and resource	Activity plans include excellent logistical and resource	Activity plans include logistical information and an extensive	
Plan: Activities	•	Activity plans are missing logistical and resource information. The activity is not	Activity plans include adequate logistical and resource information. Activity is	Activity plans include excellent logistical and resource information. The activity(s) is	Activity plans include logistical	
Plan: Activities	· ·	Activity plans are missing logistical and resource	Activity plans include adequate logistical and resource	Activity plans include excellent logistical and resource	Activity plans include logistical information and an extensive list of resources. Activity(s) is	
Plan: Activities	· ·	Activity plans are missing logistical and resource information. The activity is not creative or interesting and	Activity plans include adequate logistical and resource information. Activity is	Activity plans include excellent logistical and resource information. The activity(s) is interesting and beneficial to	Activity plans include logistical information and an extensive list of resources. Activity(s) is creative, interesting and	
Plan: Activities	· ·	Activity plans are missing logistical and resource information. The activity is not creative or interesting and does not relate well to	Activity plans include adequate logistical and resource information. Activity is	Activity plans include excellent logistical and resource information. The activity(s) is interesting and beneficial to	Activity plans include logistical information and an extensive list of resources. Activity(s) is creative, interesting and enhances the quality of the	
Plan: Activities	· ·	Activity plans are missing logistical and resource information. The activity is not creative or interesting and does not relate well to	Activity plans include adequate logistical and resource information. Activity is	Activity plans include excellent logistical and resource information. The activity(s) is interesting and beneficial to	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	
Plan: Activities 0–5 points	No activities 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 adequate logistical and resource information. Activity is interesting	Activity plans include excellent logistical and resource information. The activity(s) is interesting and beneficial to	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	
Plan: Activities 0–5 points	No activities 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 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	
Plan: Activities 0-5 points Lesson/Workshop Plan: Assessment 0-5 points	No activities included	Activity plans are missing logistical and resource information. The activity is not creative or interesting and does not relate well to lesson/workshop 1 2 Assessment method(s) unclear or improvement plan poorly detailed	Activity plans include adequate logistical and resource information. Activity is interesting 3 Assessment method(s)	Activity plans include excellent logistical and resource information. The activity(s) is interesting and beneficial to most audience members 4 Assessment method(s) evident.	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 5 Assessment method(s) clearly evident. Plan for improvement well detailed	
Plan: Activities 0–5 points Lesson/Workshop Plan: Assessment	No activities included O Not included 0	Activity plans are missing logistical and resource information. The activity is not creative or interesting and does not relate well to lesson/workshop 1 2 Assessment method(s) unclear or improvement plan poorly	Activity plans include adequate logistical and resource information. Activity is interesting 3 Assessment method(s) generally evident. Plan for	Activity plans include excellent logistical and resource information. The activity(s) is interesting and beneficial to most audience members 4 Assessment method(s) evident.	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 5 Assessment method(s) clearly evident. Plan for improvement	
Plan: Activities 0-5 points Lesson/Workshop Plan: Assessment 0-5 points Lesson/Workshop Plan: Other	No activities included O Not included	Activity plans are missing logistical and resource information. The activity is not creative or interesting and does not relate well to lesson/workshop 1 2 Assessment method(s) unclear or improvement plan poorly detailed	Activity plans include adequate logistical and resource information. Activity is interesting 3 Assessment method(s) generally evident. Plan for improvement loosely detailed	Activity plans include excellent logistical and resource information. The activity(s) is interesting and beneficial to most audience members 4 Assessment method(s) evident.	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 5 Assessment method(s) clearly evident. Plan for improvement well detailed	
Plan: Activities 0-5 points Lesson/Workshop Plan: Assessment 0-5 points Lesson/Workshop Plan: Other Resources	No activities included O Not included 0	Activity plans are missing logistical and resource information. The activity is not creative or interesting and does not relate well to lesson/workshop 1 2 Assessment method(s) unclear or improvement plan poorly detailed 1 2 Resources for lesson plans poorly developed or not	Activity plans include adequate logistical and resource information. Activity is interesting 3 Assessment method(s) generally evident. Plan for improvement loosely detailed 3 Resources for lesson plans generally developed and	Activity plans include excellent logistical and resource information. The activity(s) is interesting and beneficial to most audience members 4 Assessment method(s) evident. Plan for improvement detailed	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 5 Assessment method(s) clearly evident. Plan for improvement well detailed	
Plan: Activities 0-5 points Lesson/Workshop Plan: Assessment 0-5 points Lesson/Workshop Plan: Other	No activities included O Not included O No resources developed	Activity plans are missing logistical and resource information. The activity is not creative or interesting and does not relate well to lesson/workshop 1 2 Assessment method(s) unclear or improvement plan poorly detailed 1 2 Resources for lesson plans	Activity plans include adequate logistical and resource information. Activity is interesting 3 Assessment method(s) generally evident. Plan for improvement loosely detailed 3 Resources for lesson plans generally developed and included	Activity plans include excellent logistical and resource information. The activity(s) is interesting and beneficial to most audience members 4 Assessment method(s) evident. Plan for improvement detailed 4 Resources for lesson plans developed and included	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 5 Assessment method(s) clearly evident. Plan for improvement well detailed 5 Resources for lesson plans well developed and included	
Plan: Activities 0-5 points Lesson/Workshop Plan: Assessment 0-5 points Lesson/Workshop Plan: Other Resources	No activities included O Not included O No resources developed O	Activity plans are missing logistical and resource information. The activity is not creative or interesting and does not relate well to lesson/workshop 1 2 Assessment method(s) unclear or improvement plan poorly detailed 1 2 Resources for lesson plans poorly developed or not	Activity plans include adequate logistical and resource information. Activity is interesting 3 Assessment method(s) generally evident. Plan for improvement loosely detailed 3 Resources for lesson plans generally developed and included 2	Activity plans include excellent logistical and resource information. The activity(s) is interesting and beneficial to most audience members 4 Assessment method(s) evident. Plan for improvement detailed 4 Resources for lesson plans developed and included	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 5 Assessment method(s) clearly evident. Plan for improvement well detailed 5 Resources for lesson plans well developed and included	
Plan: Activities 0–5 points Lesson/Workshop Plan: Assessment 0–5 points Lesson/Workshop Plan: Other Resources 0–5 points	No activities included O Not included O No resources developed O No documented evidence	Activity plans are missing logistical and resource information. The activity is not creative or interesting and does not relate well to lesson/workshop 1 2 Assessment method(s) unclear or improvement plan poorly detailed 1 2 Resources for lesson plans poorly developed or not included 1 Evidence of prior	Activity plans include adequate logistical and resource information. Activity is interesting 3 Assessment method(s) generally evident. Plan for improvement loosely detailed 3 Resources for lesson plans generally developed and included 2 Evidence of prior	Activity plans include excellent logistical and resource information. The activity(s) is interesting and beneficial to most audience members 4 Assessment method(s) evident. Plan for improvement detailed 4 Resources for lesson plans developed and included 3 Evidence of prior	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 5 Assessment method(s) clearly evident. Plan for improvement well detailed 5 Resources for lesson plans well developed and included 4 Evidence of prior	
Plan: Activities 0–5 points Lesson/Workshop Plan: Assessment 0–5 points Lesson/Workshop Plan: Other Resources 0–5 points Evidence of Prior	No activities included O Not included O No resources developed O	Activity plans are missing logistical and resource information. The activity is not creative or interesting and does not relate well to lesson/workshop 1 2 Assessment method(s) unclear or improvement plan poorly detailed 1 2 Resources for lesson plans poorly developed or not included 1 Evidence of prior presentations	Activity plans include adequate logistical and resource information. Activity is interesting 3 Assessment method(s) generally evident. Plan for improvement loosely detailed 3 Resources for lesson plans generally developed and included 2 Evidence of prior presentations	Activity plans include excellent logistical and resource information. The activity(s) is interesting and beneficial to most audience members 4 Assessment method(s) evident. Plan for improvement detailed 4 Resources for lesson plans developed and included 3 Evidence of prior presentations	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 5 Assessment method(s) clearly evident. Plan for improvement well detailed 5 Resources for lesson plans well developed and included 4 Evidence of prior presentations well	
Plan: Activities 0–5 points Lesson/Workshop Plan: Assessment 0–5 points Lesson/Workshop Plan: Other Resources 0–5 points Evidence of Prior Presentation	No activities included O Not included O No resources developed O No documented evidence	Activity plans are missing logistical and resource information. The activity is not creative or interesting and does not relate well to lesson/workshop 1 2 Assessment method(s) unclear or improvement plan poorly detailed 1 2 Resources for lesson plans poorly developed or not included 1 Evidence of prior presentations documented. Outcomes	Activity plans include adequate logistical and resource information. Activity is interesting 3 Assessment method(s) generally evident. Plan for improvement loosely detailed 3 Resources for lesson plans generally developed and included 2 Evidence of prior presentations documented. Outcomes	Activity plans include excellent logistical and resource information. The activity(s) is interesting and beneficial to most audience members 4 Assessment method(s) evident. Plan for improvement detailed 4 Resources for lesson plans developed and included 3 Evidence of prior presentations documented. Outcomes	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 5 Assessment method(s) clearly evident. Plan for improvement well detailed 5 Resources for lesson plans well developed and included 4 Evidence of prior presentations well documented. Outcomes	
Plan: Activities 0–5 points Lesson/Workshop Plan: Assessment 0–5 points Lesson/Workshop Plan: Other Resources 0–5 points Evidence of Prior	No activities included O Not included O No resources developed O No documented evidence	Activity plans are missing logistical and resource information. The activity is not creative or interesting and does not relate well to lesson/workshop 1 2 Assessment method(s) unclear or improvement plan poorly detailed 1 2 Resources for lesson plans poorly developed or not included 1 Evidence of prior presentations documented. Outcomes and improvement	Activity plans include adequate logistical and resource information. Activity is interesting 3 Assessment method(s) generally evident. Plan for improvement loosely detailed 3 Resources for lesson plans generally developed and included 2 Evidence of prior presentations documented. Outcomes and improvement	Activity plans include excellent logistical and resource information. The activity(s) is interesting and beneficial to most audience members 4 Assessment method(s) evident. Plan for improvement detailed 4 Resources for lesson plans developed and included 3 Evidence of prior presentations documented. Outcomes and improvement	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 5 Assessment method(s) clearly evident. Plan for improvement well detailed 5 Resources for lesson plans well developed and included 4 Evidence of prior presentations well documented. Outcomes and improvement methods	
Plan: Activities 0–5 points Lesson/Workshop Plan: Assessment 0–5 points Lesson/Workshop Plan: Other Resources 0–5 points Evidence of Prior Presentation 0–4 points	No activities included O Not included O No resources developed O No documented evidence of prior presentations	Activity plans are missing logistical and resource information. The activity is not creative or interesting and does not relate well to lesson/workshop 1 2 Assessment method(s) unclear or improvement plan poorly detailed 1 2 Resources for lesson plans poorly developed or not included 1 Evidence of prior presentations documented. Outcomes	Activity plans include adequate logistical and resource information. Activity is interesting 3 Assessment method(s) generally evident. Plan for improvement loosely detailed 3 Resources for lesson plans generally developed and included 2 Evidence of prior presentations documented. Outcomes	Activity plans include excellent logistical and resource information. The activity(s) is interesting and beneficial to most audience members 4 Assessment method(s) evident. Plan for improvement detailed 4 Resources for lesson plans developed and included 3 Evidence of prior presentations documented. Outcomes	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 5 Assessment method(s) clearly evident. Plan for improvement well detailed 5 Resources for lesson plans well developed and included 4 Evidence of prior presentations well documented. Outcomes	
Plan: Activities 0–5 points Lesson/Workshop Plan: Assessment 0–5 points Lesson/Workshop Plan: Other Resources 0–5 points Evidence of Prior Presentation 0–4 points Evidence of	No activities included O Not included O No resources developed O No documented evidence of prior presentations O	Activity plans are missing logistical and resource information. The activity is not creative or interesting and does not relate well to lesson/workshop 1 2 Assessment method(s) unclear or improvement plan poorly detailed 1 2 Resources for lesson plans poorly developed or not included 1 Evidence of prior presentations documented. Outcomes and improvement methods poorly detailed	Activity plans include adequate logistical and resource information. Activity is interesting 3 Assessment method(s) generally evident. Plan for improvement loosely detailed 3 Resources for lesson plans generally developed and included 2 Evidence of prior presentations documented. Outcomes and improvement methods loosely detailed 2	Activity plans include excellent logistical and resource information. The activity(s) is interesting and beneficial to most audience members 4 Assessment method(s) evident. Plan for improvement detailed 4 Resources for lesson plans developed and included 3 Evidence of prior presentations documented. Outcomes and improvement methods detailed 3 House of prior presentations documented. Outcomes and improvement methods detailed	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 5 Assessment method(s) clearly evident. Plan for improvement well detailed 5 Resources for lesson plans well developed and included 4 Evidence of prior presentations well documented. Outcomes and improvement methods	
Plan: Activities 0–5 points Lesson/Workshop Plan: Assessment 0–5 points Lesson/Workshop Plan: Other Resources 0–5 points Evidence of Prior Presentation 0–4 points Evidence of Technology Used	No activities included O Not included O No resources developed O No documented evidence of prior presentations O Role of technology not	Activity plans are missing logistical and resource information. The activity is not creative or interesting and does not relate well to lesson/workshop 1 2 Assessment method(s) unclear or improvement plan poorly detailed 1 2 Resources for lesson plans poorly developed or not included 1 Evidence of prior presentations documented. Outcomes and improvement methods poorly detailed 1 Role of technology poorly	Activity plans include adequate logistical and resource information. Activity is interesting 3 Assessment method(s) generally evident. Plan for improvement loosely detailed 3 Resources for lesson plans generally developed and included 2 Evidence of prior presentations documented. Outcomes and improvement methods loosely detailed 2 Role of technology	Activity plans include excellent logistical and resource information. The activity(s) is interesting and beneficial to most audience members 4 Assessment method(s) evident. Plan for improvement detailed 4 Resources for lesson plans developed and included 3 Evidence of prior presentations documented. Outcomes and improvement methods detailed 3 Role of technology well	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 5 Assessment method(s) clearly evident. Plan for improvement well detailed 5 Resources for lesson plans well developed and included 4 Evidence of prior presentations well documented. Outcomes and improvement methods	
Plan: Activities 0–5 points Lesson/Workshop Plan: Assessment 0–5 points Lesson/Workshop Plan: Other Resources 0–5 points Evidence of Prior Presentation 0–4 points Evidence of	No activities included O Not included O No resources developed O No documented evidence of prior presentations O Role of technology not evident	Activity plans are missing logistical and resource information. The activity is not creative or interesting and does not relate well to lesson/workshop 1 2 Assessment method(s) unclear or improvement plan poorly detailed 1 2 Resources for lesson plans poorly developed or not included 1 Evidence of prior presentations documented. Outcomes and improvement methods poorly detailed 1 Role of technology poorly detailed	Activity plans include adequate logistical and resource information. Activity is interesting 3 Assessment method(s) generally evident. Plan for improvement loosely detailed 3 Resources for lesson plans generally developed and included 2 Evidence of prior presentations documented. Outcomes and improvement methods loosely detailed 2 Role of technology included	Activity plans include excellent logistical and resource information. The activity(s) is interesting and beneficial to most audience members 4 Assessment method(s) evident. Plan for improvement detailed 4 Resources for lesson plans developed and included 3 Evidence of prior presentations documented. Outcomes and improvement methods detailed 3 Role of technology well detailed	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 5 Assessment method(s) clearly evident. Plan for improvement well detailed 5 Resources for lesson plans well developed and included 4 Evidence of prior presentations well documented. Outcomes and improvement methods	
Plan: Activities 0–5 points Lesson/Workshop Plan: Assessment 0–5 points Lesson/Workshop Plan: Other Resources 0–5 points Evidence of Prior Presentation 0–4 points Evidence of Technology Used 0–3 points	No activities included O Not included O No resources developed O No documented evidence of prior presentations O Role of technology not evident O	Activity plans are missing logistical and resource information. The activity is not creative or interesting and does not relate well to lesson/workshop 1 2 Assessment method(s) unclear or improvement plan poorly detailed 1 2 Resources for lesson plans poorly developed or not included 1 Evidence of prior presentations documented. Outcomes and improvement methods poorly detailed 1 Role of technology poorly detailed 1 Role of technology poorly detailed	Activity plans include adequate logistical and resource information. Activity is interesting 3 Assessment method(s) generally evident. Plan for improvement loosely detailed 3 Resources for lesson plans generally developed and included 2 Evidence of prior presentations documented. Outcomes and improvement methods loosely detailed 2 Role of technology included 2	Activity plans include excellent logistical and resource information. The activity(s) is interesting and beneficial to most audience members 4 Assessment method(s) evident. Plan for improvement detailed 4 Resources for lesson plans developed and included 3 Evidence of prior presentations documented. Outcomes and improvement methods detailed 3 Role of technology well detailed 3	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 5 Assessment method(s) clearly evident. Plan for improvement well detailed 5 Resources for lesson plans well developed and included 4 Evidence of prior presentations well documented. Outcomes and improvement methods	
Plan: Activities 0–5 points Lesson/Workshop Plan: Assessment 0–5 points Lesson/Workshop Plan: Other Resources 0–5 points Evidence of Prior Presentation 0–4 points Evidence of Technology Used 0–3 points Works Cited/	No activities included O Not included O No resources developed O No documented evidence of prior presentations O Role of technology not evident	Activity plans are missing logistical and resource information. The activity is not creative or interesting and does not relate well to lesson/workshop 1 2 Assessment method(s) unclear or improvement plan poorly detailed 1 2 Resources for lesson plans poorly developed or not included 1 Evidence of prior presentations documented. Outcomes and improvement methods poorly detailed 1 Role of technology poorly detailed 1 Sources are incomplete,	Activity plans include adequate logistical and resource information. Activity is interesting 3 Assessment method(s) generally evident. Plan for improvement loosely detailed 3 Resources for lesson plans generally developed and included 2 Evidence of prior presentations documented. Outcomes and improvement methods loosely detailed 2 Role of technology included 2 Sources are complete,	Activity plans include excellent logistical and resource information. The activity(s) is interesting and beneficial to most audience members 4 Assessment method(s) evident. Plan for improvement detailed 4 Resources for lesson plans developed and included 3 Evidence of prior presentations documented. Outcomes and improvement methods detailed 3 Role of technology well detailed 3 Sources are complete,	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 5 Assessment method(s) clearly evident. Plan for improvement well detailed 5 Resources for lesson plans well developed and included 4 Evidence of prior presentations well documented. Outcomes and improvement methods	
Plan: Activities 0–5 points Lesson/Workshop Plan: Assessment 0–5 points Lesson/Workshop Plan: Other Resources 0–5 points Evidence of Prior Presentation 0–4 points Evidence of Technology Used 0–3 points Works Cited/ Bibliography	No activities included O Not included O No resources developed O No documented evidence of prior presentations O Role of technology not evident O	Activity plans are missing logistical and resource information. The activity is not creative or interesting and does not relate well to lesson/workshop 1 2 Assessment method(s) unclear or improvement plan poorly detailed 1 2 Resources for lesson plans poorly developed or not included 1 Evidence of prior presentations documented. Outcomes and improvement methods poorly detailed 1 Role of technology poorly detailed 1 Sources are incomplete, dated, unreliable and with	Activity plans include adequate logistical and resource information. Activity is interesting 3 Assessment method(s) generally evident. Plan for improvement loosely detailed 3 Resources for lesson plans generally developed and included 2 Evidence of prior presentations documented. Outcomes and improvement methods loosely detailed 2 Role of technology included 2 Sources are complete, current and reliable, but	Activity plans include excellent logistical and resource information. The activity(s) is interesting and beneficial to most audience members 4 Assessment method(s) evident. Plan for improvement detailed 4 Resources for lesson plans developed and included 3 Evidence of prior presentations documented. Outcomes and improvement methods detailed 3 Role of technology well detailed 3 Sources are complete, current, reliable and in	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 5 Assessment method(s) clearly evident. Plan for improvement well detailed 5 Resources for lesson plans well developed and included 4 Evidence of prior presentations well documented. Outcomes and improvement methods	
Plan: Activities 0–5 points Lesson/Workshop Plan: Assessment 0–5 points Lesson/Workshop Plan: Other Resources 0–5 points Evidence of Prior Presentation 0–4 points Evidence of Technology Used 0–3 points Works Cited/	No activities included O Not included O No resources developed O No documented evidence of prior presentations O Role of technology not evident O	Activity plans are missing logistical and resource information. The activity is not creative or interesting and does not relate well to lesson/workshop 1 2 Assessment method(s) unclear or improvement plan poorly detailed 1 2 Resources for lesson plans poorly developed or not included 1 Evidence of prior presentations documented. Outcomes and improvement methods poorly detailed 1 Role of technology poorly detailed 1 Sources are incomplete,	Activity plans include adequate logistical and resource information. Activity is interesting 3 Assessment method(s) generally evident. Plan for improvement loosely detailed 3 Resources for lesson plans generally developed and included 2 Evidence of prior presentations documented. Outcomes and improvement methods loosely detailed 2 Role of technology included 2 Sources are complete,	Activity plans include excellent logistical and resource information. The activity(s) is interesting and beneficial to most audience members 4 Assessment method(s) evident. Plan for improvement detailed 4 Resources for lesson plans developed and included 3 Evidence of prior presentations documented. Outcomes and improvement methods detailed 3 Role of technology well detailed 3 Sources are complete,	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 5 Assessment method(s) clearly evident. Plan for improvement well detailed 5 Resources for lesson plans well developed and included 4 Evidence of prior presentations well documented. Outcomes and improvement methods	



LEVEL 2 RUBRIC (CONTINUED)

Portfolio is organized,

Portfolio is effectively

1

Portfolio is disorganized,

Portfolio is disorganized

Portfolio

Appearance 0-3 points	and illegible	illegible and contains few grammar or spelling errors	neat, legible and professional, with correct grammar and spelling	organized, neat, legible and professional with correct grammar and spelling		
SHADOWING	EXPERIENCE					POINTS
Best Practices Educator Shadowing 0–4 points	0 No documented shadowing experience	1 Shadowing experience with a best practices educator poorly documented. Effect of experience on future career plans unclear	Shadowing experience with a best practices educator loosely documented. Effect of experience on future career plans generally evident	3 Shadowing experience with a best practices educator documented. Effect of experience on future career plans evident	4 Shadowing experience with a best practices educator documented extensively. Effect of experience on future career plans clearly evident	
ORAL PRESEN	ITATION					POINTS
Organization/ Delivery 0-10 points	Presentation is not complete or presented briefly and does not cover components of the project	1 2 3 The presentation covers some or all topic elements with limited information	4 5 6 Presentation gives complete information but does not explain the project well	7 8 Presentation covers information completely but does not flow well	9 10 Presentation covers all relevant information with a seamless and logical delivery	
Knowledge of Teaching or Training 0-3 points	0 Knowledge of teaching or training is not evident	1 Knowledge of teaching or training is limited	Xnowledge of teaching or training is evident and used in the presentation	3 Knowledge of teaching or training is clearly evident and used effectively in the presentation		
Relationship of Family and Consumer Sciences Coursework/ Standards 0-3 points	No evidence of relationship between FCS coursework and project. National Program not identified	Limited evidence of relationship between FCS coursework and project. National Program not identified	2 Evidence of relationship between FCS coursework and project. National Program identified	3 Detailed evidence of relationship between FCS coursework and project. National Program identified and explained well		
Use of Portfolio and visuals During Presentation 0-3 points	O Portfolio not used during presentation	Portfolio used minimally during presentation OR was used to limited amount of speaking time	2 Portfolio incorporated throughout presentation	3 Presentation moves seamlessly between oral presentation and portfolio		
Voice-pitch, tempo, volume 0-3 points	0 Voice qualities not used effectively	1 Voice quality is adequate	2 Voice quality is good, but could improve	3 Voice quality is outstanding and pleasing		
Body Language 0–2 points	Uses inappropriate gestures, posture or mannerisms, avoids eye contact	Gestures, posture, mannerisms and eye contact is inconsistent	Gestures, posture, mannerisms, and eye contact are appropriate			
Grammar/Word Usage/ Pronunciation 0-3 points	0 Extensive (more than 5) grammatical and pronunciation errors	Some (3–5) grammatical and pronunciation errors	Few (1–2) grammatical and pronunciation errors	grammatical or pronunciation errors		
Responses to Evaluators' Questions 0–3 points	0 Did not answer evaluators' questions	Unable to answer some questions and/or given with hesitation and/or inaccurate	Gave appropriate responses to evaluators' questions	Responses to questions were appropriate and given without hesitation		
Evaluator's Comm	nents—Include two things don	e well and two opportunities	for improvement:		TOTAL (92 Points Possible)	
					Evaluator #: Evaluator Initials:	



LEVELS 3 & 4 RUBRIC

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

Cnapter:		State.	ream #	: Station #	: Levei:	
PORTFOLIO						POINTS
FCCLA Planning Process Summary Page 0–10 points	0 Planning Process Summary not provided	1 2 3 Planning Process steps are not clearly summarized or are inadequate	4 5 6 All Planning Process steps are summarized	7 8 Evidence that the Planning Process was utilized to plan project	9 10 The Planning Process is used to plan the project. Each step is fully explained. No more than 1 page or 2 slides	
Career Exploration 0–5 points	O No evidence of career research	1 2 Career research poorly detailed using the Career Exploration and Self— Assessment Summary Page instruction sheet. (See specifications)	3 Career research loosely detailed using the Career Exploration and Self– Assessment Summary Page instruction sheet. (See specifications)	4 Career research detailed using the Career Exploration and Self— Assessment Summary Page instruction sheet. (See specifications)	5 Career research well detailed using the Career Exploration and Self– Assessment Summary Page instruction sheet. (See specifications)	
Self–Assessment 0–5 points	0 No evidence of self– assessment	1 2 Self-assessment poorly detailed using the Career Exploration and Self- Assessment Summary Page instruction sheet. (See specifications)	3 Self-assessment loosely detailed using the Career Exploration and Self-Assessment Summary Page instruction sheet. (See specifications)	4 Self-assessment detailed using the Career Exploration and Self-Assessment Summary Page instruction sheet. (See specifications)	5 Self-assessment well detailed using the Career Exploration and Self- Assessment Summary Page instruction sheet. (See specifications)	
Lesson/Workshop Plan: Planning 0-5 points	0 Not evident	1 2 Planning portion of Lesson Plans unclear or does not meet criteria. (See specifications)	3 Lesson Plans generally meets all Planning criteria. (See specifications)	4 Lesson Plans meets all Planning criteria. (See specifications)	5 Lesson Plans clearly meets all Planning criteria. (See specifications)	
Lesson/Workshop Plan: Organization 0–5 points	0 Not included	1 2 Materials and strategies for lessons implementation poorly detailed	3 Materials and strategies for lessons implementation generally detailed	4 Materials and strategies for lessons implementation detailed	5 Materials and strategies for lessons implementation well detailed	
Lesson/Workshop Plan: Activities 0–5 points	0 No activities included	Activity plans are missing logistical and resource information. The activity is not creative or interesting and does not relate well to lesson/workshop	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: Assessment 0–5 points	0 Not included	1 2 Assessment method(s) unclear or improvement plan poorly detailed	3 Assessment method(s) generally evident. Plan for improvement loosely detailed	4 Assessment method(s) evident. Plan for improvement detailed	5 Assessment method(s) clearly evident. Plan for improvement well detailed	
Lesson/Workshop Plan: Other Resources 0-5 points	0 No resources developed	1 2 Resources for lesson plans poorly developed or not included	3 Resources for lesson plans generally developed and included	4 Resources for lesson plans developed and included	5 Resources for lesson plans well developed and included	
Evidence of Prior Presentation 0–4 points	No documented evidence of prior presentations	Evidence of prior presentations documented. Outcomes and improvement methods poorly detailed	Evidence of prior presentations documented. Outcomes and improvement methods loosely detailed	3 Evidence of prior presentations documented. Outcomes and improvement methods detailed	Evidence of prior presentations well documented. Outcomes and improvement methods well detailed	
Evidence of Technology Used 0–3 points	0 Role of technology not evident	1 Role of technology poorly detailed	Role of technology included	3 Role of technology well detailed		
Works Cited/ Bibliography 0–3 points	0 Not included	Sources are incomplete, dated, unreliable and with many citation errors	Sources are complete, current and reliable, but have citation errors (see citation guide)	Sources are complete, current, reliable and in MLA/APA citation (see citation chart)		



LEVELS 3 & 4 RUBRIC (CONTINUED)

Portfolio Appearance 0–3 points	O Portfolio is disorganized and illegible	Portfolio is disorganized, illegible and contains few grammar or spelling errors	Portfolio is organized, neat, legible and professional, with correct grammar and spelling	Portfolio is effectively organized, neat, legible and professional with correct grammar and spelling		
SHADOWING	FXPERIENCE					POINTS
Best Practices Educator Shadowing 0–4 points	0 No documented shadowing experience	1 Shadowing experience with a best practices educator poorly documented. Effect of experience on future career plans unclear	Shadowing experience with a best practices educator loosely documented. Effect of experience on future career plans generally evident	3 Shadowing experience with a best practices educator documented. Effect of experience on future career plans evident	A Shadowing experience with a best practices educator documented extensively. Effect of experience on future career plans clearly evident	
ORAL PRESEN	ITATION					POINTS
Organization/ Delivery 0–10 points	Presentation is not complete or presented briefly and does not cover components of the project	1 2 3 The presentation covers some or all topic elements with limited information	4 5 6 Presentation gives complete information but does not explain the project well	7 8 Presentation covers information completely but does not flow well	9 10 Presentation covers all relevant information with a seamless and logical delivery	TOINTS
Knowledge of Teaching or Training 0–3 points	Mowledge of teaching or training is not evident	1 Knowledge of teaching or training is limited	Xnowledge of teaching or training is evident and used in the presentation	3 Knowledge of teaching or training is clearly evident and used effectively in the presentation		
Relationship of Family and Consumer Sciences Coursework/ Standards 0-3 points	O No evidence of relationship between FCS coursework, standards and project. Neither National Program nor career pathway identified	1 Limited evidence of relationship between FCS coursework, standards and project. Either National Program or career pathway not identified	2 Evidence of relationship between FCS coursework, standards and project. National Program and career pathway identified	3 Detailed evidence of relationship between FCS coursework, standards and project. National Program and career pathway identified. All components explained well		
Use of Portfolio and visuals During Presentation 0-3 points	O Portfolio not used during presentation	1 Portfolio used minimally during presentation OR was used to limited amount of speaking time	2 Portfolio incorporated throughout presentation	3 Presentation moves seamlessly between oral presentation and portfolio		
Voice-pitch, tempo, volume 0-3 points	0 Voice qualities not used effectively	1 Voice quality is adequate	2 Voice quality is good, but could improve	3 Voice quality is outstanding and pleasing		
Body Language 0–2 points	Uses inappropriate gestures, posture or mannerisms, avoids eye contact	Gestures, posture, mannerisms and eye contact is inconsistent	Gestures, posture, mannerisms, and eye contact are appropriate			
Grammar/Word Usage/ Pronunciation 0-3 points	0 Extensive (more than 5) grammatical and pronunciation errors	1 Some (3–5) grammatical and pronunciation errors	2 Few (1–2) grammatical and pronunciation errors	3 Presentation has no grammatical or pronunciation errors		
Responses to Evaluators' Questions 0–3 points	O Did not answer evaluators' questions	Unable to answer some questions and/or given with hesitation and/or inaccurate	Gave appropriate responses to evaluators' questions	Responses to questions were appropriate and given without hesitation		
Evaluator's Comm	nents—Include two things don	e well and two opportunities	for improvement:		TOTAL (92 Points Possible)	
					Evaluator #: Evaluator Initials:	_
					RC Initials:	



Piloting 2023-2024 Only Offered in Selected States

(Arizona, Georgia, Indiana, Michigan, Oklahoma)

TEACHING STRATEGIES

An individual event recognizing participant(s) who exhibit knowledge, expertise and competency in incorporating research—based teaching strategies into an original Lesson Plan Activity for any grade level and content area. Participant(s) must prepare a portfolio and a resource container to justify their teaching strategy selections through an in—person role—play where the participant acts as the teacher and the evaluator acts as the student.

ELIGIBILITY & GENERAL INFORMATION

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

CLICK HERE TO VIEW NATIONAL DEADLINES

CAREER PATHWAYS ALIGNMENT						
Human Services	Hospitality & Tourism	Education & Training	Visual Arts & Design			

EVENT LEVELS						
Level 1:	Level 1: Level 2: Level 3: Level 4:					
Through Grade 8	Grades 9–10	Grades 11–12	Postsecondary			
*See page 7 for more information on event levels.						

GENERAL INFORMATION			
Number of Participants per Entry	Prepare Ahead of Time	Equipment Provided for Competition	Competition Dress Code
y	Teaching Strategy Summary,	Table – Yes	
	Lesson Plan(s), Project	Electrical Access – No	
1	Components, Resource	Wall Space – No	FCCLA Official Dress
	Container and Oral	Supplies – No	
	Presentation	Wi-Fi – No	

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



PROCEDURES & TIME REQUIREMENTS

TIME	LEVEL 2	LEVELS 3 & 4		
Each participant will s	ubmit a portfolio (hardcopy or electronic) to the event room consu	Itant at the designated participation time.		
Room Consultant will	check the resource container for the Lesson Plan Activity.			
5 minutes	Participants will have 5 minutes to set up their presenta	tion. Other persons may not assist.		
20 minutes	The presentation may be up to 20 minutes in length. A 1 minutes. The participant will be stopped at 20 minutes. participant(s), in the role of the teacher, to present one the evaluators, in the role of the students. The presenta than a traditional presentation. Evaluators are able to in are allowed to take items from the participant including	The oral presentation is a time for the activity from the prepared lesson plan to tion is intended to be a role–play, rather teract and engage with the participant and		
5 minutes	Following the presentation, evaluators will have 5 minut the project.	es to interview the participant and review		
Evaluators will have up to 5 minutes to use the rubric to score and write comments for each participant.				
Total Time: 35 Minutes				

TEACHING STRATEGIES

SPECIFICATIONS

PORTFOLIO FORMAT	
Hardcopy Portfolio	The portfolio is a collection of materials used to document and illustrate the work of the project. Materials must be contained in the official FCCLA STAR Events binder obtained from the FCCLA national emblematic supplier. A decorative and/or informative cover may be included. All materials, including the content divider pages, must fit within the cover, be one–sided and may not exceed 36 pages, as described below. Divider page tabs may extend up to 1" outside the cover. Once a hardcopy portfolio has been turned in to evaluators, participants may not switch to an electronic portfolio.
Electronic Portfolio	An electronic portfolio may be either in PowerPoint, Prezi, or other electronic format that can be viewed by the evaluators and room consultants prior to the oral presentation. The electronic portfolio and the hardware (method) to view it (i.e., equipment, files, projectors, screens, laptops) will be turned in to the room consultant at the designated participation time. Participants assume the responsibility of providing the technology used to show the evaluators the project. Once an electronic portfolio is turned in to the evaluators, participants may not switch to a hardcopy portfolio. Portfolio may not exceed 47 slides, as described below.

SPECIFICATIONS		LEVEL 2	LEVELS 3 & 4	
1-8 ½" x 11" page	Project	Must include participant's name(s), chapter r	name, school, city, state, event name,	
or 1 slide	Identification Page	level, and project title. Page can be up to 1 - 8 ½" x 11" page, but cannot be larger.		
1-8 ½" x 11" page or 1 slide	Table of Contents	List the parts of the portfolio in the order in which the parts appear.		
1 01/" v 11" naga	FCCLA Planning	Summarize how each step of the Planning Pro	ocess was used to plan and implement	
1-8 ½" x 11" page or 2 slides	Process Summary	the project; use of the Planning Process may	also be described in the oral	
or 2 silues	Page	presentation.		
1 01/" v 11" naga	Evidence of Online	Complete the Online Project Summary Form	located on the "Surveys Applications"	
1-8 ½" x 11" page or 1 slide	Summary Form	tab of the FCCLA Student Portal and include s	signed proof of submission in the	
or 1 since	Submission portfolio.			
0–5 Content	Content Divider	Use 0 to 5 Content Divider/section pages or s		
Divider/section	Pages or sections	may be tabbed, may contain a title, a section	= :	
pages or slides		decorations and/or page numbers. They mus	t not include any other content.	



SPECIFICATIONS (CONTINUED)

	Lesson Plan	Use the template provided to develop an original lesson plan incorporating 2 of the teaching strategies on the provided Strategies Selection Chart. Lesson plan can be designed for any grade level and content area. Additional pages for materials (handouts, PowerPoints, etc.) are permitted, but must be behind a content divider labeled "Other Resources"	Use the template provided to develop an original lesson plan incorporating 3 of the teaching strategies on the provided Strategies Selection Chart. Lesson plan can be designed for any grade level and content area. Additional pages for materials (handouts, PowerPoints, etc.) are permitted, but must be behind a content divider labeled "Other Resources"	
	Lesson Plan:	Indicate the topic, grade level, timeframe,	learning objectives and state/national	
	Planning	standards.		
	Lesson Plan:	List all materials needed and describe the	instructional strategies used to implement	
	Organization	the lesson.		
Up to 37	Lesson Plan:	Choose up to 3 activities to implement the lesson. Describe each activity; include		
8 ½" x 11"	Activities	activity timeframe and materials needed.		
pages or 48 slides	Lesson Plan:	Determine the assessment method(s) to evaluate the lesson and include ways to		
. •	Assessment	improve content and/or delivery.		
	Lesson Plan: Other Resources	Develop resources needed to implement the lesson (handouts, etc.) and include them in resource container as applicable. Technology can be used as other resources and evaluators can interact with any technology presented.		
	Lesson Plan: Sources and Notes	Include specific citations for materials used in lesson and any additional notes, as needed.		
	Teaching Strategies Summary	Develop a research–based summary outlining the effectiveness of both of the selected teaching strategies and how to implement them in the classroom. Summary should not exceed 2 pages or 4 slides.	Develop a research–based summary outlining the effectiveness of 3 of the 3 selected teaching strategies and how to implement them in the classroom. Summary should not exceed 3 pages or 6 slides.	
	Works Cited/ Bibliography	Use MLA or APA formatting when citing sources. All sources should be reliable and current.		

PRESENTATION FORMAT	
Lesson Plan Activity and Presentation	Participants will deliver a Lesson Plan Activity, which may not exceed 20 minutes in length, to evaluators. The Lesson Plan Activity should highlight the selected research—based teaching strategies encouraging learning as the central focus of the lesson plan. The presentation may not be prerecorded. Only the materials and supplies in the participant's resource container may be used to complete the Lesson Plan Activity. Presentation Equipment is allowed for Lesson Plan Activity Presentation. Visuals are limited to the contents of the resource container and any software needed for the Lesson Plan Activity Presentation.

SPECIFICATIONS	LEVEL 2	LEVELS 3 & 4	
Introduction	Express directions, instructions and objectives with clarity.		
	Present 1 Lesson Plan Activity highlighting the 2	Present 1 Lesson Plan Activity highlighting 3 of	
Lesson Plan Activity	selected researched—based teaching strategies.	the 3 selected researched-based teaching	
		strategies.	
Knowledge of Teaching	Demonstrate knowledge of the 2 selected	Demonstrate knowledge of the 3 selected	
Strategy	researched-based teaching strategies.	researched-based teaching strategies.	
Application of Teaching	Demonstrate effective application of the 2	Demonstrate effective application of 3 of the 3	
Strategy	selected researched-based teaching strategies.	selected researched-based teaching strategies.	



SPECIFICATIONS (CONTINUED)

Use of Resource Materials & Detail use of creativity, safety and variety while completing Lesson Plan Activity.	
Supplies	
Wrap-up	Reinforce lesson objective with appropriate summary.

PRESENTATION FORMAT	
Presentation Skills	The Lesson Plan Activity may be up to 20 minutes in length. Participants must present the Lesson
riesentation skins	Plan Activity to evaluators as a demonstration rather than an explanation.

SPECIFICATIONS	LEVEL 2	LEVELS 3 & 4		
Organization/Delivery	Deliver lesson plan in an organized, sequential manner; concisely and thoroughly present condensed activity in accordance with time requirements.			
Voice	Speak clearly with appropriate pitch, tempo and volume.			
Body Language	Use appropriate body language including gestures, posture, mannerisms, eye contact and appropriate handling of notes or note cards if used.			
Grammar/Word Usage/	Use proper grammar, word usage and pronunciation.			
Pronunciation				
Responses to Evaluators'	Provide clear and concise answers to evaluators' qu	estions regarding project.		
Questions				

PRESENTATION FORMAT	
Resource Container	The resource container is a sturdy container with a lid holding resource materials and supplies assembled by the participant to plan and present the learning activity. All materials must fit in the closed container. The container and lid must be no larger than 17 ½" wide x 14 ½" deep x 11 ½" high. A decorative and/or informative cover may be included. Participants may determine the specific materials and necessary quantities used for Lesson Plan Activity. Types and quantities of materials are limited only by the size of the container. Participant may access Internet resources during planning time, but internet will not be provided.

SPECIFICATIONS	LEVEL 2	LEVELS 3 & 4
Resource Container	Assemble resources and supplies in a container. Th $\frac{1}{2}$ " wide x 14 $\frac{1}{2}$ " deep x 11 $\frac{1}{2}$ " high.	e container with lid should be no larger than 17



Resources

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

- Lesson Plan Template
- FCCLA Planning Process
- Work Cited Citation Guide

National Leadership Conference Resources

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



STAR EVENTS POINT SUMMARY FORM

Make sure all information at top is correct. If a student named is not participating, cross their name(s) off. If a team does not show, write "No Show"

State:

across the top and return with other forms. Do NOT change team or station numbers

_____ Team #: _____ Station #: _____

• 1 table of contents page or slide

1 Planning Process summary page or 2 slides
Project Summary Form submission proof
Up to 5 Content Divider Pages or slides
Up to 37 content pages or 48 content slides
(Additional pages for materials (handouts, PowerPoints, etc.) is permitted but must be behind a content divider labeled "Other Resources")

1

Participant was on time for presentation

Level:

across the top and return with other forms. Bo Not change team of station numbers.								
2. Before student presentation, the room consultants must check participants' portfolio using the criteria and standards listed below and fill in the boxes								
 Confirm STAR Competition(s) is mandatory solely for participation at the National Leadership Conference. States have the authority to decide w this requirement applies to picking up the registration packet and confirming the event/schedule accuracy OR attending a state-specific orienta 								
	ion, verify evaluator scores and fill in information belo	•	•	•				
Place this form in front of the completed rubrics and staple all items related to the presentation together. 5. At the end of competition in the room, double check all scores, names and team numbers to ensure accuracy. Sort results by team order and								
								the Lead Consultant.
	t if there are any questions regarding the evaluation	nrocess						
o. Check with the Lead Consultan	th there are any questions regarding the evaluation	process.						
DOOM CONSULTANT CUECK					DOINTS			
ROOM CONSULTANT CHECK					POINTS			
	Confirmed STAR Competition(s) schedul		Portal by dea	adline				
Confirm STAR Competition(s)	(National Leadersh	(National Leadership Conference Only)						
0 or 1 points	0	1						
	No	Yes						
Event Online Orientation Form	0	1						
0 or 1 points	Online Orientation Form not completed in the	Online Orientation Form completed in the						
o or 1 points	Student Portal by deadline	Student Portal by de	adline					
Hardcopy Portfolio	0		1					
0 or 1 point	Binder is not the official FCCLA binder	Binder is the official	FCCLA binder	-				
OR	0		1					
Electronic Portfolio	Electronic Portfolio not in viewable format to the	Electronic Portfolio i	n viewable fo	rmat to the				
0 or 1 point	evaluators	evaluators						
	0	1	2	3				
	Portfolio exceeds the page limit	2 or more errors	1 error	no errors				
		Portfolio is complete	ed correctly a	nd does not				
		exceed 45 single-sid	•					
		including:	ica pages or s	o sinces,				
		• 1 project ID page of	or slide					
		■ T brolect in bage of	n silae		I			

Dress Code 0 Event dress code was not followed Event dress code was followed 0 or 1 point **EVALUATORS' SCORES ROOM CONSULTANT TOTAL** Initials: _ (8 points possible) Evaluator 1: _____ Initials: ___ Evaluator 2: ___ **AVERAGE EVALUATOR SCORE** Evaluator 3: _____ (92 points possible) Initials: Total Score: ____ Divided by # of Evaluators **FINAL SCORE** = AVERAGE EVALUATOR SCORE -(Average Evaluator Score plus Rounded only to the nearest hundredth (i.e., 79.99 not 80.00) Room Consultant Score) **RATING ACHIEVED** (circle one) **Silver:** 70–89.99 **Gold:** 90-100 Bronze: 1-69.99

n

Participant was late for presentation

VERIFICATION OF FINAL SCORE & RATING (please initial)

Participant Name: ___

Chapter:

Portfolio Pages

0-3 points

Punctuality

0 or 1 point

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



LEVEL 2 RUBRIC

PORTFOLIO						POINTS
FCCLA	0 Planning Process	1 2 3 Planning Process steps	4 5 6 All Planning Process steps	7 8 Evidence that the	9 10 The Planning Process is	
Planning Process Summary Page 0-10 points	Summary not provided	are not clearly summarized or are inadequate	are summarized	Planning Process was utilized to plan project	used to plan the project. Each step is fully explained. No more than 1 page or 2 slides	
Lesson Plan 0–5 points	0 Lesson plan with teaching strategies not included	1 2 Original lesson plan uses the provided worksheet but incorporates less than 2 researched–based teaching strategies	3 Original lesson plan uses the provided worksheet to generally incorporate 2 researched–based teaching strategies	4 Original lesson plan uses the provided worksheet to incorporate 2 researched–based teaching strategies	Original lesson plan uses the provided worksheet, clearly incorporates 2 researched–based teaching strategies	
Lesson Plan: Planning 0-3 points	0 Not evident	Planning portion of Lesson Plan unclear or does not meet criteria. (See specifications)	Lesson Plan generally meets all Planning criteria. (See specifications)	3 Lesson Plan clearly meets all Planning criteria. (See specifications)		
Lesson Plan: Organization 0–3 points	0 Not included	1 Materials and strategies for lesson implementation poorly detailed	2 Materials and strategies for lesson implementation generally detailed	3 Materials and strategies for lesson implementation well detailed		
Lesson Plan: Activities 0–3 points	0 No activities prepared	1 Selected activities do not support lesson plan or are poorly detailed	2 1–3 activities selected support lesson plan and are detailed	3 1–3 activities selected clearly support lesson plan and are well detailed		
Lesson Plan: Assessment 0-3 points	0 Not included	1 Assessment method(s) unclear or improvement plan poorly detailed	2 Assessment method(s) generally evident. Plan for improvement detailed	3 Assessment method(s) clearly evident. Plan for improvement well detailed		
Lesson Plan: Other Resources 0–3 points	0 No resources developed	1 Resources for lesson plan poorly developed or not included in resource container	Resources for lesson plan generally developed and included in resource container	3 Resources for lesson plan well developed and included in resource container		
Lesson Plan: Sources, Notes & Documentation 0-3 points	0 Not included	1 Citation for specific lesson plan materials and notes poorly detailed	2 Citation for specific lesson plan materials and notes generally detailed	3 Citation for specific lesson plan materials and notes well detailed		
Teaching Strategies Summary 0–5 points	0 No summary included	Summary includes less than 2 of the 2 research– based teaching strategies or classroom implementation strategies unclear. Exceeds 2 pages	Summary generally outlines the effectiveness for 2 of the 2 research—based teaching strategies and includes classroom implementation strategies. Does not exceed 2 pages	Summary outlines the effectiveness for 2 of the 2 research—based teaching strategies and includes classroom implementation strategies. Does not exceed 2 pages	Summary clearly outlines the effectiveness for 2 of the 2 research—based teaching strategies and includes detailed classroom implementation strategies. Does not exceed 2 pages	
Works Cited/ Bibliography 0–3 points	0 Not included	Sources are incomplete, dated, unreliable and with many citation errors	Sources are complete, current and reliable, but have citation errors (see citation guide)	3 Sources are complete, current, reliable and in MLA/APA citation (see citation chart)		

LESSON PLAN ACTIVITY AND PRESENTATION						
	0	1 2	3	4	5	
Introduction	No explanation	Directions, instructions	Directions, instructions	Directions, instructions	Directions, instructions	
0–5 points		and objectives unclear	and objectives mostly	and objectives explained	and objectives clearly	
			explained		explained	



LEVEL 2 RUBRIC (CONTINUED)

	0	1 2	3	4	5	
	No lesson plan or	Lesson plan incomplete	1 lesson plan presented,	1 complete lesson plan	1 complete lesson plan	
Lesson Plan Activity	teaching strategies	or less than 2 of the 2	may be incomplete. 2 of	presented. 2 of the 2	presented. 2 of the 2	
0–5 points	included	research-based teaching	the 2 selected research-	selected research-based	selected research-based	
		strategies presented	based teaching strategies	teaching strategies	teaching strategies well	
			generally detailed	detailed	detailed	
	0	1 2	3	4	5	
Knowledge of	No teaching strategies	Demonstrated knowledge	Demonstrated knowledge	Demonstrated knowledge	Demonstrated knowledge	
Teaching	included	unclear or less than 2 of	for 2 of the 2 selected	for 2 of the 2 selected	for 2 of the 2 selected	
Strategy		the 2 researched-based	researched-based	researched-based	researched-based	
0–5 points		teaching strategies	teaching strategies	teaching strategies	teaching strategies clearly	
		included	generally evident	evident	evident	
	0	1 2	3	4	5	
Application of	No teaching strategies	Demonstrated application	Demonstrated application	Demonstrated application	Demonstrated	
Teaching	included	unclear or less than 2 of	for 2 of the 2 selected	for 2 of the 2 selected	application for 2 of the 2	
Strategy		the 2 researched-based	researched-based	researched-based	selected researched-	
0–5 points		teaching strategies	teaching strategies	teaching strategies	based teaching strategies	
		included	generally evident	evident	clearly evident	
Use of	0	1 2	3	4	5	
Resource	Not evident	Creativity, safety and	Creativity, safety and	Creativity, safety and	Creativity, safety and	
Materials &		variety while completing	variety while completing	variety while completing	variety while completing	
Supplies 0–5 points		activity plan unclear	activity plan generally	activity plan evident	activity plan clearly	
o 3 points			evident		evident	
	0	1 2	3	4	5	
Wrap-up	Objectives not reinforced	Objectives poorly	Objectives generally	Objectives reinforced and	Objectives clearly	
0–5 points	or summarized	reinforced or not	reinforced and mostly	summarized	reinforced and well	
		summarized well	summarized		summarized	

PRESENTATIO	N SKILLS					POINTS
Organization/ Delivery 0 – 10 points	Presentation is not complete or presented briefly and does not cover components of the	1 2 3 The presentation covers some or all topic elements with limited information	4 5 6 Presentation gives complete information but does not explain the project well	7 8 Presentation covers information completely but does not flow well	9 10 Presentation covers all relevant information with a seamless and logical delivery	
Voice 0–3 points	voice qualities not used effectively	1 Voice quality is adequate	2 Voice quality is good, but could improve	3 Voice quality is outstanding and pleasing		
Body Language 0–2 points	Uses inappropriate gestures, posture or mannerisms, avoids eye contact	1 Gestures, posture, mannerisms and eye contact is inconsistent	2 Gestures, posture, mannerisms, and eye contact are appropriate			
Grammar/ Word Usage/ Pronunciation 0-3 points	O Extensive (more than 5) grammatical and pronunciation errors	1 Some (3–5) grammatical and pronunciation errors	2 Few (1–2) grammatical and pronunciation errors	3 Presentation has no grammatical or pronunciation errors		
Responses to Evaluators' Questions 0–3 points	O Did not answer evaluators' questions	1 Unable to answer some questions and/or given with hesitation and/or inaccurate	Gave appropriate responses to evaluators' questions	3 Responses to questions were appropriate and given without hesitation		

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



STRATEGY SELECTION CHART LEVEL 2

Participant Name:				
Chapter:	State:	Team #:	Station #:	Level:
INSTRUCTIONS : Each participant's participation time, each participant that more than 2 skills are represent accomplished. If participants check	t will turn in 3 copies of this pa nted in a project, participants s	ge with the 2 skills rep hould check the 2 tha	presented in the project the qua	ect checked. In the event
Include in your presentation a min	imum of 2 Teaching Strategies	from those listed be	low:	SELECTED SKILL
Cooperative Learning				
Culturally Responsive Teaching				
Differentiation				
Exit Ticket				
Experiential Learning				
Flipped Classroom				
Game-Based Learning				
Group Work				
Growth Mindset				
Inquiry–Based Instruction				
Lesson Objective Transparency				
Modeling				
Play-Based Learning				
Pre/Post Assessments				
Prompting				
Reflection				
Role Play				
Scaffolding				
Socratic Seminar				
Student-Led Classroom				

Think-Pair-Share



LEVELS 3 & 4 RUBRIC

PORTFOLIO						POINTS
	0	1 2 3	4 5 6	7 8	9 10	
FCCLA Planning Process Summary Page 0-10 points	Planning Process Summary not provided	Planning Process steps are not clearly summarized or are inadequate	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. No more than 1 page or 2 slides	
Lesson Plan 0–5 points	0 Lesson plan with teaching strategies not included	1 2 Original lesson plan uses the provided worksheet but incorporates less than 3 researched–based teaching strategies	3 Original lesson plan uses the provided worksheet to generally incorporate 3 researched–based teaching strategies	4 Original lesson plan uses the provided worksheet to incorporate 3 researched–based teaching strategies	5 Original lesson plan uses the provided worksheet, clearly incorporates 3 researched—based teaching strategies	
Lesson Plan: Planning 0–3 points	0 Not evident	I Planning portion of Lesson Plan unclear or does not meet criteria. (See specifications)	2 Lesson Plan generally meets all Planning criteria. (See specifications)	3 Lesson Plan clearly meets all Planning criteria. (See specifications)		
Lesson Plan: Organization 0–3 points	0 Not included	1 Materials and strategies for lesson implementation poorly detailed	2 Materials and strategies for lesson implementation generally detailed	3 Materials and strategies for lesson implementation well detailed		
Lesson Plan: Activities 0–3 points	0 No activities prepared	1 Selected activities do not support lesson plan or are poorly detailed	2 1–3 activities selected support lesson plan and are detailed	3 1–3 activities selected clearly support lesson plan and are well detailed		
Lesson Plan: Assessment 0–3 points	0 Not included	Assessment method(s) unclear or improvement plan poorly detailed	2 Assessment method(s) generally evident. Plan for improvement detailed	3 Assessment method(s) clearly evident. Plan for improvement well detailed		
Lesson Plan: Other Resources 0–3 points	0 No resources developed	Resources for lesson plan poorly developed or not included in resource container	Resources for lesson plan generally developed and included in resource container	3 Resources for lesson plan well developed and included in resource container		
Lesson Plan: Sources, Notes & Documentation 0-3 points	0 Not included	1 Citation for specific lesson plan materials and notes poorly detailed	2 Citation for specific lesson plan materials and notes generally detailed	3 Citation for specific lesson plan materials and notes well detailed		
Teaching Strategies Summary 0–5 points	0 No summary included	Summary includes less than 3 of the 3 research— based teaching strategies or classroom implementation strategies unclear. Exceeds 3 pages	Summary generally outlines the effectiveness for 3 of the 3 research—based teaching strategies and includes classroom implementation strategies. Does not exceed 3 pages	Summary outlines the effectiveness for 3 of the 3 research—based teaching strategies and includes classroom implementation strategies. Does not exceed 3 pages	Summary clearly outlines the effectiveness for 3 of the 3 research—based teaching strategies and includes detailed classroom implementation strategies. Does not exceed 3 pages	
Works Cited/ Bibliography 0–3 points	0 Not included	Sources are incomplete, dated, unreliable and with many citation errors	Sources are complete, current and reliable, but have citation errors (see citation guide)	3 Sources are complete, current, reliable and in MLA/APA citation (see citation chart)		

LESSON PLAN ACTIVITY AND PRESENTATION						
	0	1 2	3	4	5	
Introduction 0–5 points	No explanation	Directions, instructions and objectives unclear	Directions, instructions and objectives mostly	Directions, instructions and objectives explained	Directions, instructions and objectives clearly	
			explained		explained	



LEVELS 3 & 4 RUBRIC (CONTINUED)

	0	1 2	3	4	5	
Lesson Plan Activity 0–5 points	No lesson plan or	Lesson plan incomplete	1 lesson plan presented,	1 complete lesson plan	1 complete lesson plan	
	teaching strategies	or less than 3 of the 3	may be incomplete. 3 of	presented. 3 of the 3	presented. 3 of the 3	
	included	research-based teaching	the 3 selected research-	selected research-based	selected research-based	
		strategies presented	based teaching strategies	teaching strategies	teaching strategies well	
			generally detailed	detailed	detailed	
	0	1 2	3	4	5	
Knowledge of Teaching Strategy 0–5 points	No teaching strategies	Demonstrated knowledge	Demonstrated knowledge	Demonstrated knowledge	Demonstrated knowledge	
	included	unclear or less than 3 of	for 3 of the 3 selected	for 3 of the 3 selected	for 3 of the 3 selected	
		the 3 researched-based	researched-based	researched-based	researched-based	
		teaching strategies	teaching strategies	teaching strategies	teaching strategies clearly	
		included	generally evident	evident	evident	
	0	1 2	3	4	5	
Application of	No teaching strategies	Demonstrated application	Demonstrated application	Demonstrated application	Demonstrated	
Application of Teaching	included	unclear or less than 3 of	for 3 of the 3 selected	for 3 of the 3 selected	application for 3 of the 3	
Strategy		the 3 researched-based	researched-based	researched-based	selected researched-	
0–5 points		teaching strategies	teaching strategies	teaching strategies	based teaching strategies	
		included	generally evident	evident	clearly evident	
Use of	0	1 2	3	4	5	
Resource	Not evident	Creativity, safety and	Creativity, safety and	Creativity, safety and	Creativity, safety and	
Materials &		variety while completing	variety while completing	variety while completing	variety while completing	
Supplies 0–5 points		activity plan unclear	activity plan generally	activity plan evident	activity plan clearly	
0–3 points			evident		evident	
	0	1 2	3	4	5	
Wrap-up 0-5 points	Objectives not reinforced	Objectives poorly	Objectives generally	Objectives reinforced and	Objectives clearly	
	or summarized	reinforced or not	reinforced and mostly	summarized	reinforced and well	
		summarized well	summarized		summarized	

PRESENTATIO	N SKILLS					POINTS
	0	1 2 3	4 5 6	7 8	9 10	
Organization/ Delivery 0 – 10 points	Presentation is not complete or presented briefly and does not cover components of the project	The presentation covers some or all topic elements with limited 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	
Voice	0	1	2	3		
0–3 points	Voice qualities not used	Voice quality is adequate	Voice quality is good, but	Voice quality is		
	effectively	_	could improve	outstanding and pleasing		
	0	1	2			
Body Language	Uses inappropriate	Gestures, posture,	Gestures, posture,			
0–2 points	gestures, posture or	mannerisms and eye	mannerisms, and eye			
	mannerisms, avoids eye contact	contact is inconsistent	contact are appropriate			
Grammar/	0	1	2	3		
Word Usage/	Extensive (more than 5)	Some (3–5) grammatical	Few (1–2) grammatical	Presentation has no		
Pronunciation 0–3 points	grammatical and	and pronunciation errors	and pronunciation errors	grammatical or		
0–3 points	pronunciation errors			pronunciation errors		
	0	1	2	3		
Responses to Evaluators'	Did not answer	Unable to answer some	Gave appropriate	Responses to questions		
Questions	evaluators' questions	questions and/or given	responses to evaluators'	were appropriate and		
0–3 points		with hesitation and/or	questions	given without hesitation		
		inaccurate				

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



STRATEGY SELECTION CHART LEVELS 3 & 4

Participant Name: Chapter:			Station #:	Level:
INSTRUCTIONS: Each participant's	•		_	· ·
each participant will turn in 3 copie		•		
skills are represented in a project, participants check more than 3 skil	•		quality and difficulty	or work accomplished.
participants check more than 5 skil	is, the first 5 off the list offly wi	iii be evaluateu.		
Include in your presentation a min	imum of 3 Teaching Strategies	from those listed be	low:	SELECTED SKILL
Cooperative Learning				
Culturally Responsive Teaching				
Differentiation				
Exit Ticket				
Experiential Learning				
Flipped Classroom				
Game-Based Learning				
Group Work				
Growth Mindset				
Inquiry-Based Instruction				
Lesson Objective Transparency				
Modeling				
Play-Based Learning				
Pre/Post Assessments				
Prompting				
Reflection				
Role Play				
Scaffolding				
Socratic Seminar				
Student-Led Classroom				

Think-Pair-Share



COMPETITIVE EVENTS GLOSSARY

The Competitive Events glossary was developed to help clarify questions about terms. Be sure you understand the rules for your event. Make certain you are following the national rules if they are different from your state rules.

Audience: A group of listeners or readers of a work, program or performance.

Audio Equipment: Equipment used for the broadcasting of sound.

Audiovisual Equipment: Equipment that uses both sight and sound to present information.

Best Practices Educator: An educator who *models professional* qualities, continued *professional* development and the use of current instructional approaches and strategies for teaching and learning. A *best practices educator* is committed to incorporating various teaching methods and seeks to utilize relevant *content* to create a classroom that is student focused. The educator must be recognized by *peers* for excellence and be fully certified in his/her field.

Bibliography: An alphabetical list of sources of information in an organized, consistent format (i.e., APA, MLA) on a given subject, period, etc.; a list of books, articles, software, etc., used or referred to by an author.

Campaign: Activities to achieve a specific objective.

Career Readiness Practices: A set of skills, knowledge and behaviors developed by individuals to effectively navigate the job market, adapt to changing workplace dynamics and thrive in their chosen careers.

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

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

Clearly Defined Presentation Surface All materials on displays must be placed on a clearly defined presentation surface. Displays with a clearly defined front presentation surface (such as tri-fold boards) may not have items on the back of the board, as consultants/evaluators would not be expected to look behind a display for project components. Displays with multiple presentation sides may have materials on all clearly defined presentation surfaces. All materials must be easily viewed, accessible, and legible.

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

Content: The subject or ideas contained in something written, said or represented.

Content Divider Pages: Pages of a *portfolio* that separate *content* sections and do not contain *content* but may include *graphic* elements, titles, logos, theme decorations, page numbers and/or a table of *contents* for a *content* section.

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

Creative Thinking: The ability to generate new ideas.

Critical Thinking: The ability to use communication and problem–solving skills effectively to direct, monitor and evaluate.

Current: Current information may vary by *content* field. Current research must be up—to—date based on research and study in the field.

Digital Story: A mixture of computer–based images, text, recorded audio narration, video clips and/or music that focuses on a specific topic and contains a personal or particular point of view.

Dimensions: The stated or required size of a *display*, *portfolio* or container (i.e., measurements, number of pages, etc.). The measured *dimensions* include all items that are a part of the *display*, *portfolio* or container (tablecloths, audiovisuals, *props*, equipment, moving parts, etc.). Examples include but are not limited to: tablecloths placed under a *display*, a *display* with at least 1 panels when the panel(s) are extended and storage of items under or around the *display* table.

Display: An arrangement of material that includes but is not limited to: photos, project samples, etc. and is contained within a specified area that includes all materials, *visuals* and *audiovisual equipment* to be used for the presentation.

Easel: A stand or frame that may range in size used to hold materials upright, usually during a presentation or *display*.

Educational Enhancement Opportunity: Knowledge obtained through job shadowing, informational interviews or career research projects that enhances a specific career area.



Electronic Portfolio: An *electronic portfolio*, also known as a digital *portfolio*, is a collection of electronic evidence assembled and managed by a user. Such electronic evidence may include inputted text, electronic files such as Adobe® PDF files, multimedia, blog entries and hyperlinks.

Employment: The work in which one is engaged; an activity to which one devotes time; may or may not include wages.

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

Fabric Characteristics: Information about a fabric including, ease of use, special requirements of constructing garments with this fabric, limitations/advantages of using the fabric and typical uses.

Family: At least two persons, sometimes living under one roof, who nurture and support one another physically and emotionally, share *resources*, share responsibility for decisions, share values and goals and have commitment to one another; environment created by caring people—regardless of blood, legal ties, adoption or marriage—where individuals learn to be productive members of society; a context for discovery where one can comfortably accept challenges, make mistakes, have successes, be self—expressive, and grow as an individual.

Fiber Content: The types and amounts of different fibers in a fabric or garment.

File Folder: A letter–size folder 8 ½" x 11" with one–fold on lower horizontal edge and open on the other 3 sides; may have a tab at the top or may be straight cut. Within the *file folder*, each set of materials must be stapled separately. *File folder* may be any color. Required labeling for STAR Events competition does not have to be printed on an adhesive label.

Flip Chart: A chart consisting of sheets hinged on one side that can be flipped over to present information sequentially.

Focus Group: A small group of individuals, not participating in the event, who test and/or evaluate an idea, event or product with the intent of suggesting revisions for improvement.

Graphic: A picture, border, map, *graphic* font or graph used for illustration or demonstration.

Hardcopy: Readable printed copy of the output of a machine, such as a computer. In–depth service project—A detailed project that

addresses one specific interest, concern or need.

Individual Event: An event completed by one person.

Lesson Plan: A set of plans for teaching a concept that includes objective(s), plan of action, time schedule, *resources*, supplies, equipment and evaluation process.

Mannequin: A full or partial human form that is or is close to actual body size which is used to *display* a garment or ensemble.

Model: A 3–D object which represents, in detail, the intent of a final version of a product.

National Programs: Frameworks for FCCLA action that encourage members to enhance their personal growth and build leadership skills.

Online Project Summary Form: An online form found under the Surveys Applications tab of the FCCLA Student Portal that has participants outline their projects. Individuals and teams are required to complete this form prior to their first competition. Only one submission per entry (team) is required.

Online Orientation Form: An online form found under the Surveys Applications tab of the FCCLA Student Portal that has National Leadership Conference qualifiers watch an orientation video and input their membership ID as verification. Must be completed by the posted deadline to receive points on the Point Summary Form. Only one submission per entry (team) is required.

Peer: A person who is equal to another in a particular category such as ability, age, rank and/or qualifications.

Peer Education: To provide with information, teach or instruct a person or group equal in ability, age, rank and/or qualifications (e.g., teens teaching teens).

Photo Album: A collection of photographs, either presented in a digital or printed format.

Plain Paper: 8 ½" x 11" paper with no *graphics* or design. Paper may be any solid color. Watermark is not allowed.

Planning Process: A five–step method (identify concerns, set a goal, form a plan, act and follow up) to help FCCLA chapter members and advisers plan individual, group or chapter activities.

Pointer: See *prop*. Laser *pointer*s are not allowed.

Portfolio: A record/collection of a person's work organized in a format that best suits the project and meets the requirements of the event. *Portfolios* may be either *hardcopy* or electronic. See event specifications for allowable format.

Postconsumer Item: Any item which has been discarded by an end consumer. Examples include, but are not limited to, textiles, housewares, paper goods, sporting goods, etc.



Presentation Equipment: Equipment using sight and/or sound to present information. See also *audiovisual* equipment.

Problem Solving: The ability to recognize problems and devise and implement plans of action to solve the problems.

Professional: Worthy of the high standards of a profession.

Program of Work (POW): A comprehensive plan that outlines the goals, activities, and timeline of a specific project or organization, serving as a roadmap for achieving desired outcomes and objectives.

Project Identification Page: A page at the front of a document or *display* containing headings specifically called for by event rules.

Prop: An object used to enhance a theme or presentation (e.g., book, puppet, *pointer*, etc.) that does not include *visuals*, audio*visuals* or uniforms. No live animals or people may be used as *props* or *visuals*. *Props* do not include *content*.

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

Public Policy—The governing policy within a *community* as embodied in its legislative and judicial enactments which serve as a basis for determining what acts are to be regarded as contrary to the public good.

Reliable: Sources must be respected in the field and information found in the source must be able to be backed up by other sources or legitimate research.

Resource Container: The *resource container* is a sturdy container with a lid holding resource materials and supplies assembled by the participant to plan and present the learning activity.

Resources: Any source of information or assistance in carrying out a project. May be any medium (e.g., book, internet, chapter member, speaker, etc.) but must be cited appropriately when used.

School Relationships: Relationships within an educational institution (e.g., student to student, student

to educator, student to organization, etc.).

Seating and Traffic Standards: Standards for the amount of space needed for and around seating areas with various levels of traffic

Skit: A short, rehearsed, theatrical sketch that could include interaction with others (also called role play).

Sound Business Practices: Practices that are comprehensive, ethical, realistic and profitable.

Team: A *team* may be composed of one, two or three participants from the same chapter and/or school with the following exception: The Parliamentary Procedure *team* may have four to eight participants from the same chapter and/or school.

Team Event: An event that can be completed by an entire chapter but may be presented by a *team* of one, two or three members.

Technology: A method, system or process for handling a specific, technical problem.

Presentation Equipment: Equipment used for visual projection without sound (e.g., projector, laptop, electronic tablet).

Unedited Video: A video recording that has not been altered or manipulated in any way except for basic trimming to remove unwanted footage. The video must be a continuous and uninterrupted recording of the performance or presentation without any cuts or splices

Visuals: Posters, charts, slides, presentation software, etc., which include *content*. *Visuals* must not replace required *content* within a *portfolio*.





Family, Career and Community Leaders of America

13241 Woodland Park Rd STE 100

Herndon, VA 20171

www.fcclainc.org

competitiveevents@fcclainc.org