

CHAPTER IN REVIEW PORTFOLIO

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: Through Grade 8	Level 2: Grades 9–10	Level 3: Grades 11–12	Level 4: 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	<i>Portfolio</i> 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*.

CHAPTER IN REVIEW PORTFOLIO COMPETITION PROCEDURES & TIME REQUIREMENTS

TIME	LEVEL 1	LEVEL 2	LEVELS 3 & 4
Each entry will submit a <i>portfolio</i> (<i>hardcopy</i> or electronic) to the event room consultant at the designated participation time.			
10 minutes	Room consultants and evaluators will have 10 minutes to preview the <i>portfolio</i> before the presentation begins.		
15 minutes	The oral presentation may be up to 15 minutes in length. A 1-minute warning will be given at 14 minutes. Participants will be stopped at 15 minutes. If audio/visual recordings are used, they are limited to a 3-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 participants.		
Total Time: 35 Minutes			

CHAPTER IN REVIEW PORTFOLIO SPECIFICATIONS

PORTFOLIO FORMAT (CHOOSE ONE)	
Hardcopy Portfolio	The <i>portfolio</i> is a collection of materials used to document and illustrate the chapter's <i>Program of Work (POW)</i> . 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 48 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 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 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 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 of the FCCLA Student Portal and include signed proof of submission in the <i>portfolio</i> .		
0–9 Content Divider/section pages or slides	Content Divider Pages or sections	Use 0 to 9 <i>Content Divider/section</i> pages or slides. <i>Content Divider/section</i> pages must be tabbed, must contain a title, a section name, <i>graphic</i> elements, thematic decorations and page numbers. They must not include any other <i>content</i> .		

CHAPTER IN REVIEW PORTFOLIO

SPECIFICATIONS (CONTINUED)

SPECIFICATIONS		LEVEL 1	LEVEL 2	LEVELS 3 & 4
Up to 35 8 ½" x 11" pages or 45 slides	Membership Campaigns	Actively recruit new members and maintain current members through at least 3 creative and innovative <i>campaigns</i> . Include <i>campaign</i> planning information and final results.	Actively recruit new members and maintain current members through at least 3 creative and innovative <i>campaigns</i> . Design <i>campaigns</i> to meet school academic calendar points such as semester or class rotation schedules. Include <i>campaign</i> planning information and final results.	Actively recruit new members and maintain current members through at least 4 creative and innovative <i>campaigns</i> . Design <i>campaigns</i> to meet school academic calendar points such as semester or class rotation schedules, seasonal themes and FCS program opportunities (e.g., career pathways). Include <i>campaign</i> planning information and final results.
	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 <i>community</i> 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 <i>community</i> 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 <i>community</i> .
	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> .	

CHAPTER IN REVIEW PORTFOLIO

SPECIFICATIONS (CONTINUED)

SPECIFICATIONS		LEVEL 1	LEVEL 2	LEVELS 3 & 4
Up to 35 8 ½" x 11" pages or 45 slides (continued)	Service Activities	Members plan and conduct service activities benefiting the school and/or <i>community</i> . Describe positive impact.	Members plan and conduct service activities benefiting the school and/or <i>community</i> . Describe positive impact. Explain how these activities align with the FCS program <i>content</i> .	Members plan and conduct service activities benefiting the school and/or <i>community</i> . Describe positive impact. Explain how these activities align with the FCS program <i>content</i> and include collaboration efforts with school and/or <i>community</i> organizations.
	Chapter Resource Development	Maintain chapter finances through a system of seeking <i>resources</i> , fundraisers or donations.		
	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.		
	State and <i>National Programs</i>	Describe methods to introduce and promote state and <i>National Programs</i> to chapter members. Document participation in at least 1 state and/or <i>National Programs</i> .	Describe methods to introduce and promote state and <i>National Programs</i> to chapter members. Document participation in at least 3 state and/or <i>National Programs</i> .	
	Public Relations Efforts	Document at least 3 methods to promote the Family and Consumer Sciences program and the FCCLA chapter to the school and <i>community</i> .	Document at least 3 methods to promote the Family and Consumer Sciences program and the FCCLA chapter to the school and <i>community</i> . Provide effectiveness of results, reach data and feedback received.	
	Portfolio Appearance	The <i>portfolio</i> must be neat, legible, <i>professional</i> , creative and use correct grammar and spelling.		

CHAPTER IN REVIEW PORTFOLIO

SPECIFICATIONS (CONTINUED)

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 organized, sequential manner; concisely and thoroughly summarize <i>Program of Work (POW)</i> .		
<i>Program of Work (POW)</i>	Describe how the chapter's <i>Program of Work (POW)</i> reflects the purposes of FCCLA, promotes Family and Consumer Sciences and encourages members to develop leadership, management, communication and personal skills through planning, conducting and evaluating chapter activities.		
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	Use appropriate body language including gestures, posture, mannerisms, eye contact and appropriate handling of the <i>portfolio</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.		

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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 only 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 only 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.

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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 one of the Lead Consultants if there are any questions regarding the evaluation process.

ROOM CONSULTANT CHECK			POINTS
Confirm STAR Competition(s) 0 or 1 point	Confirmed STAR Competition(s) schedule in the FCCLA Adviser Portal by the deadline (National Leadership Conference Only) <div style="display: flex; justify-content: space-around;"> 0 No 1 Yes </div>		
Event Online Orientation Form 0 or 1 point	0 Online Orientation Form not completed in the Student Portal by the deadline	1 Online Orientation Form completed in the Student Portal by the deadline	
Hardcopy Portfolio 0 or 1 point OR Electronic Portfolio 0 or 1 point	0 Binder is not the official FCCLA binder 0 Electronic Portfolio not in viewable format to the evaluators	1 Binder is the official FCCLA binder 1 Electronic Portfolio in viewable format to the evaluators	
Portfolio Pages 0–3 points	0 The portfolio exceeds the page limit	<div style="display: flex; justify-content: space-around;"> 1 At least 2 errors 2 1 error 3 no errors </div> The portfolio is completed correctly and does not exceed 48 single-sided pages or 59 slides, including: <ul style="list-style-type: none"> • 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 • Up to 9 Content Divider Pages or slides • Up to 35 content pages or 45 content slides 	
Punctuality 0 or 1 point	0 Participant was late for presentation	1 Participant was on time for presentation	
Dress Code 0 or 1 point	0 Event dress code was not followed	1 Event dress code was followed	
EVALUATORS' SCORES Evaluator 1: _____ Initials: _____ Evaluator 2: _____ Initials: _____ Evaluator 3: _____ Initials: _____ Total Score: _____ Divided by # of Evaluators = AVERAGE EVALUATOR SCORE <i>Rounded only to the nearest hundredth (i.e., 79.99 not 80.00)</i>			ROOM CONSULTANT TOTAL (8 points possible) AVERAGE EVALUATOR SCORE (92 Points Possible) FINAL SCORE (Average Evaluator Score plus Room Consultant Score)

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

VERIFICATION OF FINAL SCORE & RATING (please initial)

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

CHAPTER IN REVIEW PORTFOLIO 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	
Membership Campaigns 0–5 points	0 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	1 Limited documentation of chapter meetings and attendance data. Incomplete descriptions of attendance and participation in meetings at all levels	2 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	1 Chapter members participate in chapter ceremonies. Limited documentation of chapter and school recognition practices for chapter and/or individual members provided	2 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	0 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	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	1 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	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	
State and National Programs 0–5 points	0 No evidence	1 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	4 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	

CHAPTER IN REVIEW PORTFOLIO LEVEL 1 RUBRIC (CONTINUED)

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

ORAL PRESENTATION						POINTS
Organization/Delivery 0–10 points	0 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	1 POW is limited in scope and lacks promotion of FCCLA's purpose, FCS or skill development through chapter activities	2 3 POW indicates chapter activities that reflect FCCLA's purposes, promote FCS and encourage skill development through chapter activities	4 5 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	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	0 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	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 and/or given with hesitation and/or inaccurate	2 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 (92 Points Possible)	
	Evaluator #: _____	
	Evaluator Initials: _____ RC Initials: _____	

CHAPTER IN REVIEW PORTFOLIO 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	4 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	1 Limited documentation of chapter meetings and attendance data and promotional efforts. Incomplete descriptions of attendance and participation in meetings at all levels	2 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	3 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	0 No evidence	1 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	2 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	0 No activities documented	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	
Service Activities 0–5 points	0 Not evident	1 Service activities are not planned by chapter members. Does not align with FCS program content	2 3 Service activities are planned by members but project impact is not clear or evident. Vaguely aligns with FCS program content	4 Service activities are planned by members, benefit school/community, have a positive impact and align with FCS program content	5 Service activities are well planned and implemented by members, benefit school/community, have a positive impact and clearly align with FCS program content	
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	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	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	

CHAPTER IN REVIEW PORTFOLIO LEVEL 2 RUBRIC (CONTINUED)

State and National Programs 0–5 points	0 No evidence	1 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	4 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	1 At least 1 method 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. Includes detailed results on effectiveness, reach and feedback		
Portfolio Appearance 0–5 points	0 No portfolio present	1 Portfolio has many errors and is not aesthetically pleasing	2 3 The portfolio is neat, legible and professional, but has grammar and spelling errors and minimal appeal	4 Portfolio is neat, legible, professional and creative with correct grammar and spelling	5 Portfolio is neat, legible, professional and very creative with correct grammar and spelling	

ORAL PRESENTATION						POINTS
Organization/Delivery 0–10 points	0 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	1 POW is limited in scope and lacks promotion of FCCLA's purpose, FCS or skill development through chapter activities	2 3 POW indicates chapter activities that reflect FCCLA's purposes, promote FCS and encourage skill development through chapter activities	4 5 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	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	0 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			

CHAPTER IN REVIEW PORTFOLIO
LEVEL 2 RUBRIC (CONTINUED)

Grammar/Word Usage/ Pronunciation 0–3 points	0 Extensive (more than 5) grammatical and pronunciation errors	1 Some (3–5) grammatical and pronunciation errors	2 Few (1–2) grammatical and pronunciation errors	3 Presentation has no grammatical or pronunciation errors		
Responses to Evaluators' Questions 0–3 points	0 Did not answer evaluators' questions	1 Unable to answer some questions and/or given with hesitation and/or inaccurate	2 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 (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 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 4 campaigns present	2 3 At least 4 campaigns present. Limited evidence of campaign planning and/or results	4 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	1 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	2 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	3 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	1 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	2 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 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. 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	
Service Activities 0–5 points	0 Not evident	1 Service activities are not planned by chapter members. Does not align with FCS program content. No evidence of school and/or community collaboration	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 collaboration	4 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	5 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 IN REVIEW PORTFOLIO LEVELS 3 & 4 RUBRIC (CONTINUED)

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	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	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	
State and National Programs 0–5 points	0 No evidence	1 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 3 programs	4 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	1 At least 1 method 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. Includes detailed results on effectiveness, reach and feedback		
Portfolio Appearance 0–5 points	0 No portfolio present	1 Portfolio has many errors and is not aesthetically pleasing	2 3 The portfolio is neat, legible and professional, but has grammar and spelling errors and minimal appeal	4 Portfolio is neat, legible, professional and creative with correct grammar and spelling	5 Portfolio is neat, legible, professional and very creative with correct grammar and spelling	

ORAL PRESENTATION						POINTS
Organization/Delivery 0–10 points	0 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 Not evident	1 POW is limited in scope and lacks promotion of FCCLA's purpose, FCS or skill development through chapter activities	2 3 POW indicates chapter activities that reflect FCCLA's purposes, promote FCS and encourage skill development through chapter activities	4 5 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	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	0 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			



CHAPTER IN REVIEW PORTFOLIO **LEVELS 3 & 4 RUBRIC (CONTINUED)**

Grammar/Word Usage/ Pronunciation 0–3 points	0 Extensive (more than 5) grammatical and pronunciation errors	1 Some (3–5) grammatical and pronunciation errors	2 Few (1–2) grammatical and pronunciation errors	3 Presentation has no grammatical or pronunciation errors		
Responses to Evaluators' Questions 0–3 points	0 Did not answer evaluators' questions	1 Unable to answer some questions and/or given with hesitation and/or inaccurate	2 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 (92 Points Possible)	
					Evaluator #: _____	
					Evaluator Initials: _____	
					RC Initials: _____	