CHAPTER SERVICE PROJECT DISPLAY

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 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	*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**
■					■	■	■	■

CHAPTER SERVICE PROJECT DISPLAY
COMPETITION PROCEDURES & TIME REQUIREMENTS

TIME	LEVEL 1	LEVEL 2	LEVELS 3 & 4
5 minutes	Participants will have 5 minutes to set up a *display* at the designated participation time. Other persons may not assist.		
5 minutes	Evaluators will have 5 minutes to review the *display*.		
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/visual recordings are used, 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 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(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 *Planning Process* Summary Page	1– 8 ½" x 11" summary page of how each step of the Planning Process was used to plan and implement the project; use of the Planning Process should be described more in depth in the oral presentation.		
Evidence of Online Summary Form Submission	Complete the *Online Project Summary Form* under the "Surveys Applications" tab of the FCCLA Student Portal and include signed proof of submission in the *display*.		
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.
Identify Concerns: Target *Audience*	Explain methods taken to determine the project's target *audience* and design project to meet intended *audience*.		
Set a Goal: SMART Goal	Develop a project goal that is specific, measurable, achievable, relevant 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	LEVEL 1	LEVEL 2	LEVELS 3 & 4
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 *content*. Identify applicable national Family and Consumer Sciences standards.	
Form a Plan: Project Organization	Plan project to meet project goals, identify standards, examine alternative actions, consider consequences of various alternatives and select acceptable alternatives		
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 that is workable and has realistic steps and the deadlines.		
Form a Plan: Work Plan	Develop specific work plans for members and volunteers–who, what, where, when and how. Roles are assigned to chapter members and project volunteers.		
Form a Plan: Budget	Develop a detailed project budget including both chapter and partner *resources* that clearly support project goals.		
Form a Plan: Increase Awareness/ Public Relations	Develop plans to promote the project before, during and after implementation.	Develop plans to promote the project before, during and after implementation. Include a list of local, state and/or national media outlets (newspaper, radio, podcasts, etc.) and appropriate decision–makers and elected officials.	
Act: Youth Involved and Volunteer Recruitment	Project is designed by and led by members and involves partner volunteers as appropriate.		
Act: Uniqueness	Develop an annual project that is not simply recurring. Project must include unique components created by current members to meet the needs of the intended *audience*.		
Follow Up: Project Impact	Utilize evaluation data to indicate how project goals were either achieved or not achieved.		
Follow Up: Evaluation	Utilize methods for evaluation such as pre–and post–surveys, interviews, reports, observations and/or formal evaluations. Include project reach data. Describe replication plans, future efforts, lessons learned and appreciation/recognition.		
***Display* Appearance**	*Display* must be neat, legible, *professional*, creative and use correct grammar and spelling.		

CHAPTER SERVICE PROJECT DISPLAY
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 thoroughly 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 *Display*	Use the *display* to support, illustrate and complement the project description during the presentation.		
Voice	Speak clearly with appropriate pitch, tempo and volume.		
Body Language	Use appropriate body language including gestures, posture, mannerisms, eye contact and appropriate handling of *display* and notes or notecards if used.		
Grammar/Word Usage/Pronunciation	Use *prop*er grammar, word usage and pronunciation.		
Responses to Evaluators' Questions	Provide clear and concise answers to evaluators' questions regarding project.		

CHAPTER SERVICE PROJECT DISPLAY
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
  - o **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
  - o **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.

CHAPTER SERVICE PROJECT DISPLAY
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.

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)		
	0 No	**1** Yes	
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	
***Display* Set–Up** 0 or 1 point	**0** Participants did not set up their display within allotted time period	**1** Participants set up display during allotted time period	
Display Dimensions 0 or 1 point	**0** Display does not fit with the appropriate dimensions/objects not returned within display after presentation	**1** Display fits with the appropriate dimensions/objects returned within display after presentation	
Project Identification Page 0 or 1 point	**0** Project ID page is missing or incomplete	**1** Project ID page is present and completed correctly	
Project Summary Form Submission Proof 0 or 1 point	**0** Project Summary Form Submission missing	**1** Project Summary Form Submission present	
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

		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 SCORE & RATING (please initial)

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

CHAPTER SERVICE PROJECT DISPLAY
LEVEL 1 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	
Address a Specific Need Identify Concerns 0–5 points	**0** No evidence	**1** No survey, interview, media or observational data used or project's specific and meaningful school, community and/or statewide need is unclear	**2** Limited survey, interview, media or observational data used to select a project to meet a specific and meaningful school, community and/or statewide need	**3** Survey, interview, media or observational data used to select a project to meet a specific and meaningful school, community and/or statewide need	**4 5** Extensive survey, interview, media or observational data used to select a project to meet a specific and meaningful school, community and/or statewide 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	**2** 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 1 FCCLA purposes are loosely identified with limited relation to the project	**2** At least 1 FCCLA purposes are identified and related to the project	**3** At least 1 FCCLA purposes 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	**2** Project design reflects local or state FCS coursework content	**3** Project design clearly reflects local or state FCS coursework content		
Project Organization Form a Plan 0–5 points	**0** No evidence	**1** Project plan is disorganized and does not meet criteria requirements	**2** 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	**1** Potential partners and resources are loosely identified on the school, community and/or state levels	**2** Potential partners and resources are identified on the school, community and/or state levels	**3** Potential partners and resources are clearly identified on the school, community and/or state 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	**2** 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		

CHAPTER SERVICE PROJECT DISPLAY
LEVEL 1 RUBRIC (CONTINUED)

	0	1	2	3		
Budget Form a Plan 0–3 points	Not provided	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		
Increase Awareness Public Relations Form a Plan 0–3 points	**0** No evidence	**1** Promotion plans before, during and after project implementation are poorly developed	**2** Promotion plans before, during and after project implementation are developed	**3** Promotion plans before, during and after project implementation are well developed		
Youth Involved and Volunteer Recruitment Act 0–2 points	**0** Project is not designed or led by members	**1** Project is primarily designed and led by members. Includes volunteers when appropriate	**2** Project is exclusively designed and led by members. Includes volunteers when appropriate			
Uniqueness Act 0–2 points	**0** No evidence	**1** Project lacks uniqueness, designed by current members, audience needs unclear	**2** Project is unique, designed by current members, meets audience needs. Is not simply a recurring project			
Project Impact Follow Up 0–3 points	**0** No evidence	**1** Evaluation data provides limited indication of achievement status	**2** Evaluation data provides indication of achievement status	**3** Evaluation data provides clear indication of achievement status		
Evaluation Follow Up 0–4 points	**0** No evidence	**1** Lacks evaluation methods. Project reach data poorly documented. No plans for replication, future efforts, lessons learned and recognition	**2** Includes limited evaluation methods. Project reach data documented. Loose plans for replication, future efforts, lessons learned and recognition	**3** Includes evaluation methods. Project reach data documented. Plans for replication, future efforts, lessons learned and recognition	**4** Includes multiple evaluation methods. Project reach data well documented. Detailed plans for replication, future efforts, lessons learned and recognition	
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						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	
Relationship of Family and Consumer Sciences Coursework and Standards 0–3 points	**0** No evidence of relationship between FCS coursework and service project	**1** Limited evidence of relationship between FCS coursework and service project	**2** Evidence of relationship between FCS coursework and service project	**3** Detailed evidence of relationship between FCS coursework and service project		
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	
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 SERVICE PROJECT DISPLAY
LEVEL 1 RUBRIC (CONTINUED)

	0	1	2	3		
Grammar/Word Usage/ Pronunciation 0–3 points	Extensive (more than 5) grammatical and pronunciation errors	Some (3–5) grammatical and pronunciation errors	Few (1–2) grammatical and pronunciation errors	Presentation has no grammatical or pronunciation errors		
Responses to Evaluators' Questions 0–3 points	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:** _____	

FCCLA

CHAPTER SERVICE PROJECT DISPLAY
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	
Address a Specific Need Identify Concerns 0–5 points	**0** No evidence	**1** No survey, interview, media or observational data used or project's specific and meaningful school, community, statewide and/or national need is unclear	**2** 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	**3** Survey, interview, media or observational data used to select a project to meet a specific and meaningful school, community, statewide and/or national need	**4 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	
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	**2** 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	**1** Project design loosely reflects local or state FCS coursework content. National FCS standards loosely identified	**2** 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	**1** Project plan is disorganized and does not meet criteria requirements	**2** 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	**1** Potential partners and resources are loosely identified on the school, community, state and/or national levels	**2** Potential partners and resources are identified on the school, community, state and/or national levels	**3** 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	**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	**2** 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		
Budget Form a Plan 0–3 points	**0** No evidence	**1** Budget is provided but loosely supports project goals	**2** Budget is provided, resources included and supports project goals	**3** Budget is detailed, includes both chapter and partner resources and clearly supports project goals		

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

ORAL PRESENTATION					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	
	0	**1**	**2**	**3**		
Relationship of Family and Consumer Sciences Coursework and Standards 0–3 points	No evidence of relationship between FCS coursework and service project. National Program not identified	Limited evidence of relationship between FCS coursework and service project. National Program not identified	Evidence of relationship between FCS coursework and service project. National Program identified	Detailed evidence of relationship between FCS coursework and service project. National Program identified and both explained well		
	0	**1 2**	**3**	**4**	**5**	
Use of *Display* **During Presentation** 0–5 points	Display not used during presentation	Display used minimally during presentation OR was used to limited amount of speaking time	Display incorporated throughout presentation	Display used effectively throughout presentation	Presentation moves seamlessly between oral presentation and display	
	0	**1**	**2**	**3**		
Voice–pitch, 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			

	0	1	2	3		
Grammar/Word Usage/ Pronunciation 0–3 points	Extensive (more than 5) grammatical and pronunciation errors	Some (3–5) grammatical and pronunciation errors	Few (1–2) grammatical and pronunciation errors	Presentation has no grammatical or pronunciation errors		
Responses to Evaluators' Questions 0–3 points	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: _____	

CHAPTER SERVICE PROJECT DISPLAY
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	
Address a Specific Need Identify Concerns 0–5 points	**0** No evidence	**1** No survey, interview, media or observational data used or project's specific and meaningful school, community, statewide, national and/or global need is unclear	**2** 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	**2** 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 and at least 1 national strategic plan goal are loosely identified with limited relation to the project	**2** 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	**2** 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	**1** Project plan is disorganized and does not meet criteria requirements	**2** 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	**1** Potential partners and resources are loosely identified on the school, community, state, national and/or global levels	**2** 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	**2** 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		

CHAPTER SERVICE PROJECT DISPLAY
LEVELS 3 & 4 RUBRIC (CONTINUED)

	0	1	2	3		
Budget Form a Plan 0–3 points	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		
Increase Awareness Public Relations Form a Plan 0–3 points	**0** No evidence	**1** Promotion plans before, during and after project implementation are poorly developed. Vague list of local, state and/or national media outlets and decision–makers included	**2** Promotion plans before, during and after project implementation are developed. List of local, state and/or national media outlets and decision–makers included	**3** Promotion plans before, during and after project implementation are well developed. Detailed list of local, state and/or national media outlets and decision–makers included		
Youth Involved and Volunteer Recruitment Act 0–2 points	**0** Project is not designed or led by members	**1** Project is primarily designed and led by members. Includes volunteers when appropriate	**2** Project is exclusively designed and led by members. Includes volunteers when appropriate			
Uniqueness Act 0–2 points	**0** No evidence	**1** Project is lacks uniqueness, designed by current members, audience needs unclear	**2** Project is unique, designed by current members, meets audience needs. Is not simply a recurring project			
Project Impact Follow Up 0–3 points	**0** Not evident	**1** Evaluation data provides limited indication of achievement status	**2** Evaluation data provides indication of achievement status	**3** Evaluation data provides clear indication of achievement status		
Evaluation Follow Up 0–4 points	**0** No evidence	**1** Lacks evaluation methods. Project reach data poorly documented. No plans for replication, future efforts, lessons learned and recognition	**2** Includes limited evaluation methods. Project reach data documented. Loose plans for replication, future efforts, lessons learned and recognition	**3** Includes evaluation methods. Project reach data documented. Plans for replication, future efforts, lessons learned and recognition	**4** Includes multiple evaluation methods. Project reach data well documented. Detailed plans for replication, future efforts, lessons learned and recognition	
Display **Appearance** 0–5 points	**0** No display present	**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	**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	
Relationship of Family and Consumer Sciences Coursework and Standards 0–3 points	**0** No evidence of relationship between FCS coursework, standards and service project. Neither National Program nor career pathway identified	**1** Limited evidence of relationship between FCS coursework, standards and service project. Either National Program or career pathway not identified	**2** 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	**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	**2** Voice quality is good, but could improve	**3** Voice quality is outstanding and pleasing		

CHAPTER SERVICE PROJECT DISPLAY
LEVELS 3 & 4 RUBRIC (CONTINUED)

	0	1	2	3		
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	Presentation has no grammatical or pronunciation errors		
Responses to Evaluators' Questions 0–3 points	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: _____	