

#### **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 <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 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
1–3	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 illiliates	persons may not assist.				
5 minutes	Evaluators will have 5 minutes to	review the <i>display</i> .			
	The oral presentation may be up t	to 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/visual 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	7.0	now each step of the Planning Proc e Planning Process should be descr	·		
Evidence of Online Summary Form Submission		<i>mary Form</i> under the "Surveys Ap d proof of submission in the <i>displa</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.	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 <i>audience</i> and design project to meet intended <i>audience</i> .				
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 (CONTINUED)** 

SPECIFICATIONS	LEVEL 1	LEVEL 2	LEVELS 3 & 4		
	Design the project to reflect	Design the project to reflect local or state Family and Consumer			
Set a Goal: Relates to Family	local or state Family and	Sciences coursework content. Identify 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 alte	ernative 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 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				
Form a Plan: Work Plan	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				
Form a Plan. Budget	project goals.				
	Develop plans to promote the	Develop plans to promote the pr	roject 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 must include unique components				
Act: Uniqueness	created by current members to meet the needs of the intended <i>audience</i> .				
Follow Up: Project Impact	Utilize evaluation data to indicate	e how project goals were either ac	chieved 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	olication 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 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 <i>prop</i> er grammar, word usage	e 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 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.

ROOM CONSULTANT CHECK			POINT
	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	
·	0	1	
Display Set-Up	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	
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	
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	· 1	
RATING ACHIEVED (circle one)		<b>Bronze:</b> 1–69.99	
VERIFICATION OF FINAL SCORE &	RATING (please initial)		



**LEVEL 1 RUBRIC** 

Participant Name: _				
Chapter:	ale. 180	am #: S	Station #:	Level:

DISPLAY						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	
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 and/or statewide need is unclear	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	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 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	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 and/or state levels	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	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	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		



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,		
<b>Public Relations</b>		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			
0-2 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, lessons learned and	plans for replication, future efforts, lessons	for replication, future efforts, lessons learned	documented. Detailed	
			·	,	plans for replication, future	
		recognition	learned and recognition	and recognition	efforts, lessons learned	
	0	1 2	3	4	and recognition	
Display	No display present	Display has many errors	The display is neat, legible	Display is neat, legible,	Display is neat, legible,	
Appearance	ino display 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	
0-5 points		hicasiiig	errors and minimal appeal	spelling	grammar and spelling	
	l	l	errors and minima appear	sheming	grammar and spennig	

ORAL PRESEN	NTATION					POINTS
Organization/ Delivery 0-10 points  Relationship of Family and Consumer Sciences Coursework and Standards	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 project	1 2 3 The presentation covers some or all topic elements with limited information  1 Limited evidence of relationship between FCS coursework and service project	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 project	9 10 Presentation covers all relevant information with a seamless and logical delivery	
Use of Display During Presentation 0–5 points	<b>0</b> 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	<b>0</b> 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 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:	

chapter.						
<b>DISPLAY</b> FCCLA	0	1 2 3	4 5 6	7 8	9 10	POINTS
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	
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 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	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	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	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 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		
<b>Timeline</b> Form a Plan 0–3 points	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	1 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		
	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 Form a Plan		developed. Vague list of	developed. List of local,	developed. Detailed list of		
		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	
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	ITATION					POINTS
Oiti/	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	
5 1 1. 6	components of the project		project well		delivery	
Relationship of	0	1	<b>Z</b>	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		
Use of <i>Display</i> During Presentation 0–5 points	<b>0</b> 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	Fresentation 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		
	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 politica	mannerisms, avoids eye contact	contact is inconsistent	contact are appropriate			



LEVEL 2 RUBRIC (CONTINUED)

Grammar/Word

2 3

Evaluator Initials: \_\_\_\_\_

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	<b>0</b> 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 #:	



LEVELS 3 & 4 RUBRIC

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

## Panning Process Johnson Process Surmary Page   Planning Process steps are not clearly summarized are inadequate   Planning Process steps are not clearly summarized are inadequate   Planning Process steps are not clearly summarized are inadequate   Planning Process steps sufficed to plan project   Planning Process steps   Projects was sufficed to plan project   Planning Process steps   Projects was sufficed to plan project   Planning Process steps   Project steps state   Planning Process steps   Project step state   Planning Process steps   Project step state   Planning Process steps   Project steps state   Planning Process steps   Project step state   Planning Process steps   Planning Process   Planning Process   Planning Process   Planning Process   Planning Process   Planning Project   Planning Pr	Chapter:		State:	Team #	: Station #	: Level:	
Planning Process Summary Page   Planning Process Summary Page   Planning Process stops   Planning Planning Process stops   Planning Planning Process stops   Planning Planning Planning Planning Process stops   Planning Process stops   Planning Pl	DISDLAV						DOINTS
Planning Process steps are not provided   Planning Process steps are not provided   Planning Process steps are summarized   Process susstitued to plan the project.					1		POINTS
Address a Specific Need (Intentify Concerns OP-5 points Septimal Content Consumer) (Intentify Concerns OP-5 points Septimal Content Consumer) (Intentify Concerns OP-5 points Septimal Content Consumer) (Intentify Concerns OP-5 points Septimal Consumer) (Intentif	Planning Process Summary Page	Planning Process Summary	Planning Process steps are not clearly summarized or	All Planning Process steps	Evidence that the Planning Process was utilized to	The Planning Process is used to plan the project.	
No evidence obervietned at last used or obervietned at last used or project's sperific and mending of the evidence of project's sperific and mending of the evidence of project's sperific and mending of the evidence of special and some of the evidence of special and some of the evidence						'	
Methods to determine project part audience pont of project part audience pont of target audience pont of the project of target audience pont of targ	Need Identify Concerns	-	No survey, interview, media or observational data used or project's specific and meaningful school, community, statewide, national and/or	Limited survey, interview, media or observational data used to select a project to meet a specific and meaningful school, community, statewide,	Survey, interview, media or observational data used to select a project to meet a specific and meaningful school, community, statewide,	Extensive survey, interview, media or observational data used to select a project to meet a specific and meaningful school, community, statewide, national	
target audience explained. Project designed to meet to great audience to meet torget audience to meet torget audience to meet torget audience to meet torget audience to meet target audience meet tar	Target Audience	0	1	2	3		
Project goal(s) are specific, measurable, achievable, relevant and time-bound at least 1 antional strategic plan goal are lossely identified with limited relation to the project goals, identified and related to the project goals, identified and related to the project state FCS coursework content. National FCS standards lossely identified with limited relation to the project state Goal O-3 points   No evidence   Project design fellows and at least 1 national strategic plan goal are identified and related to the project and related to the project plan goal are identified and related to the project and related to the project plan goal are identified and related to the project plan goal are identified and related to the project plan goal are identified and related to the project plan goal are identified and related to the project plan goal are identified and related to the project plan goal are identified and related to the project plan goal are identified and related to the project plan goal are identified and related to the project plan goal are identified and related to the project plan goal are identified and related to the project plan goal are identified and related to the project plan goal are identified and related to the project plan goal are identified and related to the project plan goal are identified and related to the project plan goal are identified and related to the project plan goal are identified and related to the project plan goal are identified and related to the project plan goal are identified and related to the project goal goal plan related to the project goal sidentifies standards, examines alternative actions, considers consequences of alternatives and selects acceptable alternatives and selects accepta	0–3 points		target audience poorly explained. Project not designed	target audience explained. Project designed to meet	target audience thoroughly explained. Project designed to		
Criteria   Project   Consumer		-	1	_	3		
At least 3 FCCLA purposes and at least 1 national strategic plan goal are clearly identified with limited relation to the project		No evidence		measurable, achievable,	specific, measurable, achievable, relevant and time—		
at least 1 national strategic plan goal are loosely identified with limited relation to the project  Family and Consumer Sciences	Reflects FCCLA	0	1	2	3		
Pamily and   Pamily and   Project design losely reflects   Project design clearly reflects   Project design clea	Purposes	No evidence	At least 3 FCCLA purposes and	At least 3 FCCLA purposes and	At least 3 FCCLA purposes and		
Family and Consumer Sciences Sciences Sciences Sciences Sciences Sciences Sciences Project design losely reflects local or state FCS coursework content. National FCS standards losely identified on the school, community, state, national and/or global levels  Work Plan Pop	Set a Goal		at least 1 national strategic	at least 1 national strategic	at least 1 National Strategic		
Project design loosely reflects local or state FCS coursework content. National FCS standards loosely identified of project design reflects local or state FCS coursework content. National FCS standards loosely identified identified of standards loosely identified of standards loosely identified of project plan is disorganized and does not meet criteria requirements	0–3 points		with limited relation to the				
Sciences   Set a Goal   Ocal or state FCS coursework content. National FCS standards losely identified   Standards losely id	Family and	0	1	2	3		
Set a Goal 0-3 points  Content. National FCS standards loosely identified  Conganization OF project OF project OF project OF project plan is disorganized and does not meet criteria requirements OF points OF points OF points OF points OF points OF points OF project plan is disorganized and does not meet criteria requirements OF points	Consumer	No evidence	Project design loosely reflects	Project design reflects local or	Project design clearly reflects		
Project Organization Form a Plan O-3 points  Partners and Resources Form a Plan O-3 points  Timeline O-3 points  Vork Plan O-5 project plan O-5 points  Vork Plan O-7 points O-5 points  Vork Plan O-7 points O-7 points O-7 points O-7 points O-8 points O-8 points O-8 points O-8 points O-9 points O-9 points O-9 points O-1 project plan is disorganized and does not meet criteria requirements Acceptable alternatives and selects acceptable alternatives acceptable alternatives and selects acceptable alternatives and selects acceptable alternatives acceptable alternativ	Sciences		local or state FCS coursework	state FCS coursework content.	local or state FCS coursework		
Project Organization Organization OF points OF			content. National FCS	National FCS standards	content. National FCS		
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  Partners and Resources O-3 points  Project plan loosely meets project goals, identifies standards, examines alternative actions, considers consequences of alternatives and selects acceptable alternatives  Partners and Resources O-3 points  Project plan neets project goals, identifies standards, examines alternative actions, considers consequences of alternatives and selects acceptable alternatives  Potential partners and resources are identified on the school, community, state, national and/or global levels  Timeline O-3 points  O-4 potential partners and resources are identified on the school, community, state, national and/or global levels  Detailed timeline is workable with realistic steps and deadlines  O-4 points  O-5 points  O-7 points  O-8 potential partners and resources are identified on the school, community, state, national and/or global levels  Detailed timeline is workable with realistic steps and deadlines  O-8 points  O-9 poi			standards loosely identified	identified	standards clearly identified		
does not meet criteria requirements  does not meet criteria requirements  does not meet criteria requirements  alternative actions, considers consequences of alternatives and selects and	· ·	-	1	<del>-</del>	3		
Partners and Resources Form a Plan O-3 points Timeline O-3 points O-4 points O-5 points O-6 points O-7 points O-7 points O-7 points O-8 points O-8 points O-9 points	_	No evidence	Project plan is disorganized and	Project plan loosely meets	Project plan meets project	Project plan clearly meets project	
alternative actions, considers consequences of alternatives and selects acceptable alternatives  Partners and Resources Form a Plan O-3 points  Potential partners and levels  Timeline O-3 points  Potential partners and plan O-3 points  O 1 2 Potential partners and resources are loosely identified on the school, community, state, national and/or global levels  Timeline is not workable or has unrealistic steps and deadlines  Work Plan O 1 1 2			does not meet criteria	project goals, identifies	goals, identifies standards,	goals, identifies standards,	
Partners and Resources Form a Plan O-3 points  Timeline O-3 points  Timeline O-3 points  Not provided O-3 points  Not provided O-3 points  Detailed and selects acceptable alternatives and selects acceptable alternatives and selects acceptable alternatives  Potential partners and resources are clearly identified on the school, community, state, national and/or global levels  Timeline is not workable with realistic steps and deadlines workable with realistic steps and deadlines alternatives acceptable alternatives  Potential partners and resources are clearly identified on the school, community, state, national and/or global levels  Detailed timeline is workable with realistic steps and deadlines with realistic steps and deadlines acceptable alternatives acceptable	0–5 points		requirements	standards, examines	examines alternative actions,	examines alternative actions,	
Partners and Resources Form a Plan 0-3 points  Timeline 0-3 points  Timeline 0-3 points  Work Plan Porm a Plan 0-3 points  A potential partners and resources are loosely specific 0-3 points  A potential partners and resources are identified on the school, community, state, national and/or global levels  Timeline 0-3 points  A potential partners and resources are identified on the school, community, state, national and/or global levels  Timeline is not workable or has unrealistic steps and deadlines  Work Plan Porm a Plan No evidence  A potential partners and resources are clearly identified on the school, community, state, national and/or global levels  Timeline is not workable or has unrealistic steps and deadlines  Timeline is workable with realistic steps and deadlines  Work plans are loosely specific  Work plans are specific to  Work plans are detailed and				alternative actions, considers	considers consequences of	considers consequences of	
Partners and Resources Form a Plan 0-3 points  Timeline 0-3 points  Timeline 0-3 points  Work Plan 0-3 Potential 0-3 Potential partners and resources are loosely identified on the school, community, state, national and/or global levels  Timeline 0-3 points  Work Plan Potential partners and resources are identified on the school, community, state, national and/or global levels  Timeline is not workable or has unrealistic steps and deadlines  Work Plan Potential partners and resources are clearly identified on the school, community, state, national and/or global levels  Timeline is not workable or has unrealistic steps and deadlines  Timeline is not workable or has unrealistic steps and deadlines  Work Plan No evidence  Work plans are loosely specific				consequences of alternatives	alternatives and selects	alternatives and selects	
Resources Form a Plan 0-3 points  Timeline 0-3 points  No evidence  Potential partners and resources are loosely identified on the school, community, state, national and/or global levels  Timeline 0-3 points  Not provided  Not					acceptable alternatives	acceptable alternatives	
Form a Plan 0-3 points  resources are loosely identified on the school, community, state, national and/or global levels  Timeline 0-3 points  O 1 2 Timeline is not workable or has unrealistic steps and deadlines  O 1 1 2 Timeline is workable with realistic steps and deadlines  O Not provided  O 1 1 2 Timeline is workable with realistic steps and deadlines  O No work Plan O No evidence  O Vork plans are loosely identified on the school, community, state, national and/or global levels  O 1 2 Timeline is workable with realistic steps and deadlines  O 1 2 Work plans are specific to  Work plans are detailed and	Partners and	0	1				
O-3 points  on the school, community, state, national and/or global levels  rimeline ON Timeline is not workable or has unrealistic steps and deadlines O-3 points  ONOT Plan ON		No evidence	,	•			
state, national and/or global levels  Timeline Form a Plan 0-3 points  On the provided of the provided of the provided of the promise of the provided of the p			·		· ·		
Ievels   I	0–3 points		-		· ·		
Form a Plan 0–3 points  Not provided  Timeline is not workable or has unrealistic steps and deadlines  Timeline is workable with realistic steps and deadlines  Work Plan  Form a Plan  No evidence  Timeline is not workable with realistic steps and deadlines  Timeline is workable with realistic steps and deadlines  Timeline is workable with realistic steps and deadlines  Work plans are specific to  Work plans are detailed and				national and/or global levels	_		
Unrealistic steps and deadlines realistic steps and deadlines with realistic steps and deadlines  Work Plan Form a Plan  No evidence  Unrealistic steps and deadlines realistic steps and deadlines  with realistic steps and deadlines  with realistic steps and deadlines  3 Work plans are specific to Work plans are detailed and	Timeline	0	1	2	3		
Form a Plan No evidence Work plans are loosely specific Work plans are specific to Work plans are detailed and		Not provided			with realistic steps and		
	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	0–3 points		to members and volunteers.	members and volunteers.	specific to members and		
Lacks member and volunteer Includes member and volunteer volunteers. Includes detailed			Lacks member and volunteer	Includes member and volunteer			
role assignments role assignments member and volunteer role			role assignments	role assignments	member and volunteer role		
assignments			<u> </u>		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		
		media outlets and	media outlets and	media outlets and		
		decision–makers included	decision–makers included	decision–makers included		
Youth Involved	O	1	2			
and Volunteer	Project is not designed or	Project is primarily	Project is exclusively			
Recruitment	led by members	designed and led by members. Includes	designed and led by members. Includes			
Act		volunteers when	volunteers when			
0–2 points		appropriate	appropriate			
Uniqueness	0	appropriate	<i>3</i>			
Act	No evidence	Project is lacks uniqueness,	Project is unique, designed by			
0–2 points	No evidence	designed by current members,	current members, meets			
o z pomis		audience needs unclear	audience needs. Is not simply a			
		addictice ficeds difficult	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	ITATION					<b>POINTS</b>
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	
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 Voice–pitch,	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	
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		



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	<b>0</b> Did not answer evaluators' questions	I 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:					
					Evaluator #:	
					Evaluator Initials:	_

RC Initials: \_