

CHAPTER SERVICE PROJECT PORTFOLIO

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

ELIGIBILITY & GENERAL INFORMATION

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

[CLICK HERE TO VIEW NATIONAL DEADLINES](#)

CAREER PATHWAYS ALIGNMENT

Human Services	Hospitality & Tourism	Education & Training	Visual Arts & Design
■	■		■

EVENT LEVELS

Level 1: Through Grade 8	Level 2: Grades 9–10	Level 3: Grades 11–12	Level 4: Postsecondary
■	■	■	■

*See page 7 for more information on event levels.

GENERAL INFORMATION

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

PRESENTATION ELEMENTS ALLOWED

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

* *Presentation Equipment* is allowed only for presentation of *electronic portfolio*.

CHAPTER SERVICE PROJECT PORTFOLIO

COMPETITION PROCEDURES & TIME REQUIREMENTS

TIME	LEVEL 1	LEVEL 2	LEVELS 3 & 4
Each entry will submit a <i>portfolio</i> (<i>hardcopy</i> or electronic) to the event room consultant at the designated participation time.			
5 minutes	Room consultants and evaluators will have 5 minutes to preview the <i>portfolio</i> before the presentation begins.		
10 minutes	The oral presentation may be up to 10 minutes in length. A 1–minute warning will be given at 9 minutes. Participants will be stopped at 10 minutes.		
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: 25 Minutes			

CHAPTER SERVICE PROJECT PORTFOLIO

SPECIFICATIONS

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

SPECIFICATIONS		LEVEL 1	LEVEL 2	LEVELS 3 & 4
Up to 1– 8 ½" x 11" page or 1 slide	Project Identification Page	Must include participant's name(s), chapter name, school, city, state, event name, level, and project title. Page can be up to 1 - 8 ½" x 11" page or 1 slide, but cannot be larger.		
1– 8 ½" x 11" page or 1 slide	Table of Contents	List the parts of the <i>portfolio</i> in the order in which the parts appear.		
1– 8 ½" x 11" page or 2 slides	FCCLA Planning Process Summary Page	Summarize how each step of the <i>Planning Process</i> was used to plan and implement the project; use of the <i>Planning Process</i> may also be described in the oral presentation.		
1– 8 ½" x 11" page or 1 slide	Evidence of Online Summary Form Submission	Complete the <i>Online Project Summary Form</i> under the "Surveys Applications" tab of the FCCLA Student Portal and include signed proof of submission in the <i>portfolio</i> .		
0–5 Content Divider/section pages or slides	Content Divider Pages or sections	Use 0 to 5 <i>Content Divider/section</i> pages or slides. <i>Content Divider/section</i> pages must be tabbed, must contain a title, a section name, <i>graphic</i> elements, thematic decorations and page numbers. They must not include any other <i>content</i> .		

CHAPTER SERVICE PROJECT PORTFOLIO SPECIFICATIONS (CONTINUED)

SPECIFICATIONS		LEVEL 1	LEVEL 2	LEVELS 3 & 4
Up to 19 8 ½" x 11" pages or 30 slides	Identify Concerns: Address Special Needs	Use surveys, interviews, media or observations to gather data. Select a project to meet a specific and meaningful school, <i>community</i> and/or statewide need.	Use surveys, interviews, media or observations to gather data. Select a project to meet a specific and meaningful school, <i>community</i> , statewide and/or national need.	Use surveys, interviews, media or observations to gather data. Select a project to meet a specific and meaningful school, <i>community</i> , statewide, national and/or global need.
	Identify Concerns: Target <i>Audience</i>	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.
	Set a Goal: Relates to Family and Consumer Sciences	Design the project to reflect local or state Family and Consumer Sciences coursework <i>content</i> .	Design the project to reflect local or state Family and Consumer Sciences coursework <i>content</i> . 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 <i>resources</i> and partners on the school, <i>community</i> and/or state levels.	Identify potential project <i>resources</i> and partners on the school, <i>community</i> , state and/or national levels.	Identify potential project <i>resources</i> and partners on the school, <i>community</i> , state, national and/or global levels.
	Form a Plan: Timeline	Develop a project timeline that is workable and has realistic steps and 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 <i>resources</i> 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. Partner volunteers are recruited to represent diverse <i>community</i> perspectives, which may include faith–based groups, <i>community</i> or business/industry organizations, public health or welfare offices and advocacy organizations.		

CHAPTER SERVICE PROJECT PORTFOLIO SPECIFICATIONS (CONTINUED)

SPECIFICATIONS		LEVEL 1	LEVEL 2	LEVELS 3 & 4
Up to 19 8 ½" x 11" pages or 30 slides (continued)	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 <i>audience</i> .		
	Follow Up: Project Impact	Utilize evaluation data to provide reasoning for how the project goals were either achieved or not achieved.		
	Follow Up: Evaluation	Utilize methods for evaluation such as pre-and post-surveys, interviews, reports, observations, formal evaluations. Include project reach data. Describe replication plans, future efforts, lessons learned and appreciation/recognition.		
	Portfolio Appearance	The <i>portfolio</i> must be creative organized, neat, legible, <i>professional</i> and use correct grammar and spelling.		

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

SPECIFICATIONS	LEVEL 1	LEVEL 2	LEVELS 3 & 4
Organization/Delivery	Deliver an organized, sequential oral presentation; concisely and thoroughly summarize project.		
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>Portfolio</i>	Use the <i>portfolio</i> to support, illustrate and complement the project description during the presentation.		
Voice	Speak clearly with appropriate pitch, tempo and volume.		
Body Language	Use appropriate body language including gestures, posture, mannerisms, eye contact and appropriate handling of <i>portfolio</i> and notes or notecards if used.		
Grammar/Word Usage/Pronunciation	Use <i>proper</i> grammar, word usage and pronunciation.		
Responses to Evaluators' Questions	Provide clear and concise answers to evaluators' questions regarding project.		

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Resources

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

- [FCCLA Chapter Budget Template](#)
- [FCCLA Planning Process](#)
- [Work Cited Citation Guide](#)

National Leadership Conference Resources

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

CHAPTER SERVICE PROJECT PORTFOLIO

STAR EVENTS POINT SUMMARY FORM

Participant Name: _____

Chapter: _____ State: _____ Team #: _____ Station #: _____ Level: _____

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

ROOM CONSULTANT CHECK			POINTS
Confirm STAR Competition(s) 0 or 1 point	Confirmed STAR Competition(s) schedule in the FCCLA Adviser Portal by the deadline (National Leadership Conference Only)		
	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	
Hardcopy Portfolio 0 or 1 point	0 Binder is not the official FCCLA binder	1 Binder is the official FCCLA binder	
OR Electronic Portfolio 0 or 1 point	0 Electronic Portfolio not in viewable format to the evaluators	1 Electronic Portfolio in viewable format to the evaluators	
Portfolio Pages 0–3 points	0 The portfolio exceeds the page limit	1 At least 2 errors The portfolio is completed correctly and does not exceed 19 single-sided pages or 30 slides, including: <ul style="list-style-type: none"> • 1 project ID page or slide • 1 table of contents page or slide • 1 Planning Process summary page or 2 slides • Project Summary Form submission proof • Up to 5 Content Divider Pages or slides • Up to 10 content pages or 20 content slides 	
Punctuality 0 or 1 point	0 Participant was late for presentation	1 Participant was on time for presentation	
Dress Code 0 or 1 point	0 Event dress code was not followed	1 Event dress code was followed	

EVALUATORS' SCORES

Evaluator 1: _____
 Evaluator 2: _____
 Evaluator 3: _____
 Total Score: _____

Initials: _____
Initials: _____
Initials: _____

Divided by # of Evaluators

= AVERAGE EVALUATOR SCORE


Rounded only to the nearest hundredth (i.e., 79.99 not 80.00)

Gold: 90–100

Silver: 70–89.99

Bronze: 1–69.99

ROOM CONSULTANT TOTAL
(8 points possible)

AVERAGE EVALUATOR SCORE
 (92 Points Possible)

FINAL SCORE

(Average Evaluator Score plus
Room Consultant Score)

RATING ACHIEVED (circle one)

VERIFICATION OF FINAL SCORE & RATING (please initial)

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

CHAPTER SERVICE PROJECT PORTFOLIO LEVEL 1 RUBRIC

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

PORTFOLIO						POINTS
FCCLA Planning Process Summary Page 0–10 points	0 Planning Process Summary not provided	1 2 3 Planning Process steps are not clearly summarized or are inadequate	4 5 6 All Planning Process steps are summarized	7 8 Evidence that the Planning Process was utilized to plan project	9 10 The Planning Process is used to plan the project. Each step is fully explained. No more than 1 page or 2 slides	
Address a Specific Need Identify Concerns 0–5 points	0 No evidence	1 2 No survey, interview, media or observational data used or project's specific and meaningful school, community and/or statewide need is unclear	3 Limited survey, interview, media or observational data used to select a project to meet a specific and meaningful school, community and/or statewide need	4 Survey, interview, media or observational data used to select a project to meet a specific and meaningful school, community and/or statewide need	5 Extensive survey, interview, media or observational data used to select a project to meet a specific and meaningful school, community 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 2 Project plan is disorganized and does not meet criteria requirements	3 Project plan loosely meets project goals, identifies standards, examines alternative actions, considers consequences of alternatives and selects acceptable alternatives	4 Project plan meets project goals, identifies standards, examines alternative actions, considers consequences of alternatives and selects acceptable alternatives	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 PORTFOLIO LEVEL 1 RUBRIC (CONTINUED)

Budget Form a Plan 0–3 points	0 Not provided	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		
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	
Portfolio Appearance 0–5 points	0 No portfolio present	1 2 Portfolio has many errors and is not aesthetically pleasing	3 The portfolio is neat, legible and professional, but has grammar and spelling errors and minimal appeal	4 Portfolio is neat, legible, professional and creative with correct grammar and spelling	5 Portfolio is neat, legible, professional and very creative with correct grammar and spelling	

ORAL PRESENTATION						POINTS
Organization/Delivery 0–10 points	0 Presentation is not complete or presented briefly and does not cover components of the project	1 2 3 The presentation covers some or all topic elements with limited information	4 5 6 Presentation gives complete information but does not explain the project well	7 8 Presentation covers information completely but does not flow well	9 10 Presentation covers all relevant information with a seamless and logical delivery	
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 Portfolio During Presentation 0–5 points	0 Portfolio not used during presentation	1 2 Portfolio used minimally during presentation OR was used to limited amount of speaking time	3 Portfolio incorporated throughout presentation	4 Portfolio used effectively throughout presentation	5 Presentation moves seamlessly between oral presentation and portfolio	
Voice—pitch, tempo, volume 0–3 points	0 Voice qualities not used effectively	1 Voice quality is adequate	2 Voice quality is good, but could improve	3 Voice quality is outstanding and pleasing		

CHAPTER SERVICE PROJECT PORTFOLIO LEVEL 1 RUBRIC (CONTINUED)

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

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

CHAPTER SERVICE PROJECT PORTFOLIO LEVEL 2 RUBRIC

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

PORTFOLIO						POINTS
FCCLA Planning Process Summary Page 0–10 points	0 Planning Process Summary not provided	1 2 3 Planning Process steps are not clearly summarized or are inadequate	4 5 6 All Planning Process steps are summarized	7 8 Evidence that the Planning Process was utilized to plan project	9 10 The Planning Process is used to plan the project. Each step is fully explained. No more than 1 page or 2 slides	
Address a Specific Need Identify Concerns 0–5 points	0 No evidence	1 2 No survey, interview, media or observational data used or project's specific and meaningful school, community, statewide and/or national need is unclear	3 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	4 Survey, interview, media or observational data used to select a project to meet a specific and meaningful school, community, statewide and/or national need	5 Extensive survey, interview, media or observational data used to select a project to meet a specific and meaningful school, community, statewide and/or national need	
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 2 Project plan is disorganized and does not meet criteria requirements	3 Project plan loosely meets project goals, identifies standards, examines alternative actions, considers consequences of alternatives and selects acceptable alternatives	4 Project plan meets project goals, identifies standards, examines alternative actions, considers consequences of alternatives and selects acceptable alternatives	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		

CHAPTER SERVICE PROJECT PORTFOLIO LEVEL 2 RUBRIC (CONTINUED)

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	
Portfolio Appearance 0–5 points	0 No portfolio present	1 2 Portfolio has many errors and is not aesthetically pleasing	3 The portfolio is neat, legible and professional, but has grammar and spelling errors and minimal appeal	4 Portfolio is neat, legible, professional and creative with correct grammar and spelling	5 Portfolio is neat, legible, professional and very creative with correct grammar and spelling	

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



CHAPTER SERVICE PROJECT PORTFOLIO **LEVEL 2 RUBRIC (CONTINUED)**

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

CHAPTER SERVICE PROJECT PORTFOLIO LEVELS 3 & 4 RUBRIC

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

PORTFOLIO						POINTS
FCCLA Planning Process Summary Page 0–10 points	0 Planning Process Summary not provided	1 2 3 Planning Process steps are not clearly summarized or are inadequate	4 5 6 All Planning Process steps are summarized	7 8 Evidence that the Planning Process was utilized to plan project	9 10 The Planning Process is used to plan the project. Each step is fully explained. No more than 1 page or 2 slides	
Address a Specific Need Identify Concerns 0–5 points	0 No evidence	1 2 No survey, interview, media or observational data used or project's specific and meaningful school, community, statewide, national and/or global need is unclear	3 Limited survey, interview, media or observational data used to select a project to meet a specific and meaningful school, community, statewide, national and/or global need	4 Survey, interview, media or observational data used to select a project to meet a specific and meaningful school, community, statewide, national and/or global need	5 Extensive survey, interview, media or observational data used to select a project to meet a specific and meaningful school, community, statewide, national and/or global need	
Target Audience Identify Concerns 0–3 points	0 Target audience not identified	1 Methods to determine project target audience poorly explained. Project not designed to meet target audience	2 Methods to determine project target audience explained. Project designed to meet target audience	3 Methods to determine project target audience thoroughly explained. Project designed to meet target audience		
SMART Goals Set a Goal 0–3 points	0 No evidence	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 2 Project plan is disorganized and does not meet criteria requirements	3 Project plan loosely meets project goals, identifies standards, examines alternative actions, considers consequences of alternatives and selects acceptable alternatives	4 Project plan meets project goals, identifies standards, examines alternative actions, considers consequences of alternatives and selects acceptable alternatives	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 PORTFOLIO LEVELS 3 & 4 RUBRIC (CONTINUED)

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		
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	
Portfolio Appearance 0–5 points	0 No portfolio present	1 2 Portfolio has many errors and is not aesthetically pleasing	3 The portfolio is neat, legible and professional, but has grammar and spelling errors and minimal appeal	4 Portfolio is neat, legible, professional and creative with correct grammar and spelling	5 Portfolio is neat, legible, professional and very creative with correct grammar and spelling	

ORAL PRESENTATION						POINTS
Organization/Delivery 0–10 points	0 Presentation is not complete or presented briefly and does not cover components of the project	1 2 3 The presentation covers some or all topic elements with limited information	4 5 6 Presentation gives complete information but does not explain the project well	7 8 Presentation covers information completely but does not flow well	9 10 Presentation covers all relevant information with a seamless and logical delivery	
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 Portfolio During Presentation 0–5 points	0 Portfolio not used during presentation	1 2 Portfolio used minimally during presentation OR was used to limited amount of speaking time	3 Portfolio incorporated throughout presentation	4 Portfolio used effectively throughout presentation	5 Presentation moves seamlessly between oral presentation and portfolio	
Voice—pitch, tempo, volume 0–3 points	0 Voice qualities not used effectively	1 Voice quality is adequate	2 Voice quality is good, but could improve	3 Voice quality is outstanding and pleasing		

CHAPTER SERVICE PROJECT PORTFOLIO

LEVELS 3 & 4 RUBRIC (CONTINUED)

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

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