

LEADERSHIP

LEADERSHIP

An *individual event* recognizes participants who actively evaluate and grow in their leadership potential. Participants choose a leadership book to read and then investigate their leadership ability, assess leadership and employability skills and develop and implement a plan to further their leadership development. Participants must prepare a *portfolio* and an oral presentation.

ELIGIBILITY & GENERAL INFORMATION

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

[CLICK HERE TO VIEW NATIONAL DEADLINES](#)

CAREER PATHWAYS 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	<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*.

LEADERSHIP COMPETITION PROCEDURES & TIME REQUIREMENTS

TIME	LEVEL 1	LEVEL 2	LEVELS 3 & 4
Each participant will submit a <i>portfolio</i> (<i>hardcopy</i> or electronic) to the event room consultant at the designated participation time.			
10 minutes	Participant(s) will have 10 minutes to set up for the event. Other persons may not assist.		
	Room consultants and evaluators will have 10 minutes to preview the <i>portfolio</i> (<i>hardcopy</i> or electronic) before the presentation begins, during participant set up time. The participant must make the <i>electronic portfolio</i> accessible to evaluators.		
10 minutes	The oral presentation may be up to 10 minutes in length. A 1-minute warning will be given at 9 minutes. Participant(s) will be stopped at 10 minutes. If audio or audiovisual recordings are used, they are limited to a 1-minute playing time during the presentation. <i>Presentation equipment</i> , with no audio, may be used during the entire presentation.		
5 minutes	Following the presentation, evaluators will have 5 minutes to interview participants.		
5 minutes	Evaluators will have up to 5 minutes to use the rubric to score and write comments for participant(s).		
Total Time: 30 Minutes			

LEADERSHIP 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 42 pages, as described below. Divider page tabs may extend up to 1" outside the cover. Once a <i>hardcopy portfolio</i> has been turned in to evaluators, participants may not switch to an <i>electronic portfolio</i> .
Electronic Portfolio	An <i>electronic portfolio</i> may be either in PowerPoint, Prezi or other electronic format that can be viewed by the evaluators and room consultants prior to the oral presentation. The <i>electronic portfolio</i> and the hardware (method) to view it (i.e., equipment, files, projectors, screens, laptops) will be turned in to the room consultant at the designated participation time. Participants assume the responsibility of providing the <i>technology</i> used to show the evaluators the project. Once an <i>electronic portfolio</i> is turned in to the evaluators, participants may not switch to a <i>hardcopy portfolio</i> . <i>Portfolio</i> may not exceed 60 slides, as described below.

SPECIFICATIONS		LEVEL 1	LEVEL 2	LEVELS 3 & 4
1– 8 ½" x 11" page or 1 slide	<i>Project Identification Page</i>	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	<i>Table of Contents</i>	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	<i>FCCLA Planning Process Summary Page</i>	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	<i>Selected Leadership Book</i>		Indicate selected leadership book. Include title, author and brief summary.	
1– 8 ½" x 11" page or 1 slide	<i>Evidence of Online Summary Form Submission</i>	Complete the <i>Online Project Summary Form</i> located on the “Surveys Applications” tab of the FCCLA Student Portal and include signed proof of submission in the <i>portfolio</i> .		

LEADERSHIP SPECIFICATIONS (CONTINUED)

0–7 Content Divider/section pages or slides	Content Divider Pages or sections	Use 0 to 7 <i>Content</i> Divider/section pages or slides. <i>Content</i> Divider/section pages may be tabbed, may contain a title, a section name, <i>graphic</i> elements, thematic decorations and/or page numbers. They must not include any other <i>content</i> .
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SPECIFICATIONS		LEVEL 1	LEVEL 2	LEVELS 3 & 4
Up to 31 8 ½" x 11" pages or 48 slides	Leadership Profile and Employability Skills Checklist	<p>Use the “Personal Leadership Profile and Employability Skills Checklist Instructions” located in the STAR Events Templates and <i>Resources</i> folder of the FCCLA Portal to create a Personal Leadership Profile to outline leadership activities or experiences in the following areas:</p> <ul style="list-style-type: none"> FCCLA (<i>National Programs</i>, Competitive Events, Leadership Academy, local/regional/state/national leadership roles, etc.) School (clubs, sports, activities, etc.) Personal/<i>Family/Community</i> (<i>employment</i>, clubs, organizations, etc.) <p>Use the Employability Skills Checklist to indicate employability skills developed or improved through completing the identified leadership activity/experience. Must not exceed 3 - 8½ “x 11” pages or 5 slides.</p>		
	Leadership Competencies Inventory (Self) Analysis and Summary	Use the “FCCLA Leadership Competencies Inventory (Self),” located in the STAR Events Templates and <i>Resources</i> folder of the FCCLA Portal to complete an inventory and analyze results. To effectively convey results, participant may use graphs, narratives, bullet points, etc. Must not exceed 4 - 8½ “x 11” pages or 6 slides.	Use the “FCCLA Leadership Competencies Inventory (Self),” located in the STAR Events Templates and <i>Resources</i> folder of the FCCLA Portal to complete an inventory, analyze results and prepare a results summary connecting the chosen leadership book. To effectively convey results, participant may use graphs, narratives, bullet points, etc. Must not exceed 4 - 8½ “x 11” pages or 6 slides.	
	Leadership Competencies Inventory (Observer) Analysis and Image Awareness Summary	<p>Use the “FCCLA Leadership Competencies Inventory (Observer),” located in the STAR Events Templates and <i>Resources</i> folder of the FCCLA Portal to gather leadership skills insight from 1 observer.</p> <ul style="list-style-type: none"> Teacher or adviser <p>Use the gathered assessment information and results from the Leadership Inventory to develop an image awareness summary of leadership strengths and identify areas for growth. Must not exceed 7–8½ “x 11” pages or 10 slides.</p>	<p>Use the “FCCLA Leadership Competencies Inventory (Observer),” located in the STAR Events Templates and <i>Resources</i> folder of the FCCLA Portal to gather leadership skills insight from 2 observers.</p> <ul style="list-style-type: none"> Teacher or adviser Non–<i>family</i> adult <p>Use the gathered assessment information and results from the Leadership Inventory to develop an image awareness summary of leadership strengths and identify areas for growth. Make connections to the chosen leadership book. Must not exceed 7–8½ “x 11” pages or 10 slides.</p>	<p>Use the “FCCLA Leadership Competencies Inventory (Observer),” located in the STAR Events Templates and <i>Resources</i> folder of the FCCLA Portal to gather leadership skills insight from 3 observers.</p> <ul style="list-style-type: none"> Teacher or adviser Non–<i>family</i> adult <i>Peer</i> (who has observed participant in a leadership role) <p>Use the gathered assessment information and results from the Leadership Inventory to develop an image awareness summary of leadership strengths and identify areas for growth. Make connections to the chosen leadership book. Must not exceed 7–8½ “x 11” pages or 10 slides.</p>

LEADERSHIP SPECIFICATIONS (CONTINUED)

<p>Up to 31 8 ½" x 11" pages or 48 slides (continued)</p>	<p>Admirable Leader Summary</p>	<p>Use the FCCLA Leadership Competencies Inventory (Self) questions to describe 1 admirable leader or person in participant's life. Description must include attributes contributing to their leadership and a summary detailing how the relationship has been meaningful to participant's personal growth (may be leadership related or in another capacity). Must not exceed 2– 8 ½"x11" pages or 3 slides.</p>	<p>Use the FCCLA Leadership Competencies Inventory (Self) questions to describe 2 admirable leaders or people in participant's life. Description must include attributes contributing to their leadership and a summary detailing how the relationships have been meaningful to participant's personal growth (may be leadership related or in another capacity). Must not exceed 2– 8 ½"x11" pages or 3 slides.</p>
	<p>Leadership Development Plan (LDP)</p>	<p>Use information obtained from the FCCLA Leadership Competencies Inventory (Self), FCCLA Leadership Competencies Inventory (Observer) and Admirable Leader Summary sections to develop the Leadership Development Plan (LDP), located in the STAR Events Templates and <i>Resources</i> folder of the FCCLA Portal. Identify 3 leadership objectives pertaining to either participant's personal leadership abilities or general leadership activities. Identify 3 short-term, SMART goals for each objective. Smart goals are specific, measurable, attainable, realistic and time-bound. In addition to participant's personal LDP, include a detailed description of the progress and experience gained from working on each objective and subsequent goals. Must not exceed 10– 8 ½"x 11" pages or 15 slides.</p>	

LEADERSHIP SPECIFICATIONS (CONTINUED)

Up to 31 8 ½" x 11" pages or 48 slides (continued)	Outside Perspective Reflection	Include a third-party reflection from the individual who completed the FCCLA Leadership Competencies Inventory (Observer) or a new individual who has witnessed the participant's efforts toward working on their LDP. Participant must provide insight to the third party's reflection by explaining what they aim to achieve from developing the LDP. Third-party reflection must include the third party's name, relationship to participant and a brief description of observed impacts or effects of the LDP. Must not exceed 2–8 ½"x11" pages or 4 slides.	Include 1 third-party reflection from either 1 of the 2 individuals who completed the FCCLA Leadership Competencies Inventory (Observer) or a new individual who has witnessed the participant's efforts toward working on their LDP. Participant must provide insight to the third party's reflection by explaining what they aim to achieve from developing the LDP. Third-party reflection must include the third party's name, relationship to participant and a brief description of observed impacts or effects of the LDP. Must not exceed 2–8 ½"x11" pages or 4 slides.	Include 2 third-party reflections from either 2 of the 3 individuals who completed the FCCLA Leadership Competencies Inventory (Observer) or 2 new individuals who have witnessed the participant's efforts toward working on their LDP. Participant must provide insight to the third-party reflections by explaining what they aim to achieve from developing the LDP. Third-party reflections must include the third party's name, relationship to participant and a brief description of observed impacts or effects of the LDP. Must not exceed 2–8 ½"x11" pages or 4 slides.
	Leadership Reflection	Discuss impact and effectiveness of working toward personal leadership goals. Summarize reflections from experiences developing leadership skills. What was learned? How did participant utilize and build upon leadership strengths or identify weaknesses to improve? What will participant apply in future leadership roles? What actions will participant plan to take for future development? Include any other thoughts on leadership. Must not exceed 4 8 ½"x11" pages or 6 slides.	Discuss impact and effectiveness of working toward personal leadership goals. Summarize reflections from experiences developing leadership skills and make connections to the chosen leadership book. What was learned? How did participant utilize and build upon leadership strengths or identify weaknesses to improve? What will participant apply in future leadership roles? What actions will participant plan to take for future development? Include any other thoughts on leadership. Must not exceed 4 8 ½"x11" pages or 6 slides.	
	Works Cited/ Bibliography	Use MLA or APA formatting when citing sources. All sources must be <i>reliable</i> and current.		
	Portfolio Appearance	Portfolio must be neat, legible, <i>professional</i> , creative and use correct grammar and spelling.		

LEADERSHIP

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. The presentation may not be prerecorded. If audio or <i>audiovisual equipment</i> is used, it is limited to a 1-minute playing time during the presentation. <i>Presentation equipment</i> , with no audio, may be used throughout the oral presentation. Participants may use any combination of <i>props</i> , materials, supplies and/or equipment to demonstrate how to carry out the project.		
SPECIFICATIONS	LEVEL 1	LEVEL 2	LEVELS 3 & 4
Organization/Delivery	Deliver oral presentation in an organized, sequential manner; concisely and thoroughly summarize project.		
Knowledge of Self	Demonstrate thorough knowledge of self and the ways in which participant grew during project.		
Relationship to Family and Consumer Sciences Coursework and/or Related Careers	Describe the relationship of Family and Consumer Sciences coursework to selected topic.	Describe the relationship of Family and Consumer Sciences coursework to selected topic. Explain which FCCLA National Program(s) could be used during project implementation.	Describe the relationship of Family and Consumer Sciences coursework and standards to selected topic. Explain which FCCLA National Program(s) could be used during project implementation.
Use of <i>Portfolio</i> and <i>Visuals</i>	Use the <i>portfolio</i> and <i>visuals</i> to support, illustrate or complement presentation.		
Voice	Speak clearly with appropriate pitch, tempo and volume.		
Body Language	Use appropriate body language including gestures, posture, mannerisms, eye contact and appropriate handling of notes or note cards if used.		
Grammar/Word Usage/Pronunciation	Use proper grammar, word usage and pronunciation.		
Response to Evaluators' Questions	Provide clear and concise answers to evaluators' interview questions.		

LEADERSHIP

Resources

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

- [Leadership Profile and Employability Skills Checklist](#)
- [Leadership Competencies Inventory \(Self\) Analysis and Summary](#)
- [Leadership Competencies Inventory \(Observer\) Analysis and Image Awareness Summary](#)
- [Leadership Development Plan \(LDP\)](#)
- [Leadership Book Recommendations](#)
- [FCCLA Planning Process](#)
- [Work Cited Citation Guide](#)

National Leadership Conference Resources

- [Confirm STAR Events Instructions](#)
 - **Note:** This is 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.

LEADERSHIP STAR EVENTS POINT SUMMARY FORM

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

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

ROOM CONSULTANT CHECK			POINTS
Confirm STAR Competition 0 or 1 point	Confirmed STAR Competition schedule in the FCCLA Adviser Portal by 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 deadline	1 Online Orientation Form completed in the Student Portal by deadline	
Hardcopy Portfolio 0 or 1 point OR Electronic Portfolio 0 or 1 point	0 Binder is not the official FCCLA binder 0 Electronic Portfolio not in viewable format to the evaluators	1 Binder is the official FCCLA binder 1 Electronic Portfolio in viewable format to the evaluators	
Portfolio Pages 0–3 points	0 Portfolio exceeds the page limit	1 2 3 At least 2 errors 1 error no errors Portfolio is completed correctly and does not exceed 43 single-sided pages or 60 slides, including: • 1 project ID page or slide • 1 table of contents page or slide • 1 Planning Process summary page or 2 slides • Project Summary Form submission proof • Identify Selected Leadership Book (Level 2 and Levels 3 & 4 only) • Up to 7 Content Divider Pages or slides • Up to 31 content pages or 48 content slides	
Punctuality 0 or 1 point	0 Participant was late for presentation	1 Participant was on time for presentation	
Dress Code 0 or 1 point	0 Event dress code was not followed	1 Event dress code was followed	
EVALUATORS' SCORES Evaluator 1: _____ Initials: _____ Evaluator 2: _____ Initials: _____ Evaluator 3: _____ Initials: _____ Total Score: _____ _____ RATING ACHIEVED (circle one) 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)
VERIFICATION OF FINAL SCORE & RATING (please initial) Evaluator 1: _____ Evaluator 2: _____ Evaluator 3: _____ Adult Room Consultant: _____ Event Lead Consultant: _____			

LEADERSHIP 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	
Leadership Profile and Employability Skills Checklist 0–5 points	0 Not included	1 2 Personal Leadership Profile missing at least 1 area (see specifications). Employability skills developed or improved poorly detailed in Employability Skills Checklist. Exceeds page/slide count	3 Personal Leadership Profile generally outlines leadership activities and experiences in all three areas (see specifications). Employability skills developed or improved loosely detailed in Employability Skills Checklist. Does not exceed page/slide count	4 Personal Leadership Profile outlines leadership activities and experiences in all three areas (see specifications). Employability skills developed or improved detailed in Employability Skills Checklist. Does not exceed page/slide count	5 Personal Leadership Profile clearly outlines leadership activities and experiences in all three areas (see specifications). Employability skills developed or improved well detailed in Employability Skills Checklist. Does not exceed page/slide count	
Leadership Competencies Inventory (Self) Summary 0–8 points	0 Not included	1 2 3 Self-inventory, analysis and results summary poorly detailed. Exceeds page/slide count	4 5 Self-inventory, analysis and results summary loosely detailed. Does not exceed page/slide count	6 7 Self-inventory, analysis and results summary detailed. Does not exceed page/slide count	8 Self-inventory, analysis and results summary well detailed. Does not exceed page/slide count	
Leadership Competencies Inventory (Observer) and Image Awareness Summary 0–8 points	0 Not included	1 2 3 Image awareness summary, leadership strengths and areas for growth poorly detailed. Includes feedback from 1 observer (see specifications). Exceeds page/slide count	4 5 Image awareness summary, leadership strengths and areas for growth loosely detailed. Includes feedback from 1 observer (see specifications). Does not exceed page/slide count	6 7 Image awareness summary, leadership strengths and areas for growth detailed. Includes feedback from 1 observer (see specifications). Does not exceed page/slide count	8 Image awareness summary, leadership strengths and areas for growth well detailed. Includes feedback from 1 observer (see specifications). Does not exceed page/slide count	
Admirable Leader Summary 0–5 points	0 Not included	1 2 1 significant leader or person vaguely identified. Leadership attributes and relationships summary poorly detailed. Exceeds page/slide count	3 1 significant leader or person identified. Leadership attributes and relationships summary loosely detailed. Does not exceed page/slide count	4 1 significant leader or person identified. Leadership attributes and relationships summary detailed. Does not exceed page/slide count	5 1 significant leader or person clearly identified. Leadership attributes and relationships summary well detailed. Does not exceed page/slide count	
Leadership Development Plan (LDP) 0–6 points	0 Not included	1 2 LDP identifies less than 3 leadership objectives with 3 or fewer subsequent short-term, SMART goals for each objective. Description of progress and experience gained poorly detailed. Exceeds page/slide count	3 4 LDP identifies 3 or fewer leadership objectives with 3 or fewer subsequent short-term, SMART goals for each objective. Description of progress and experience gained loosely detailed. Does not exceed page/slide count	5 LDP identifies 3 leadership objectives and 3 subsequent short-term, SMART goals for each objective. Description of progress and experienced gain detailed. Does not exceed page/slide count	6 LDP clearly identifies 3 leadership objectives and 3 subsequent short-term, SMART goals for each objective. Description of progress and experienced gain well detailed. Does not exceed page/slide count	
Outside Perspective Reflection 0–2 points	0 Not included	1 1 third-party reflection included, generally meets criteria (see specifications).	2 1 third-party reflection well detailed and meets criteria (see specifications).			

LEADERSHIP LEVEL 1 RUBRIC (CONTINUED)

Leadership Reflection 0–10 points	0 Not included	1 2 3 Impact and effectiveness of working towards leadership objectives and goals poorly detailed. Summary of leadership development experience unclear. Exceeds page/slide count	4 5 6 Impact and effectiveness of working towards leadership objectives and goals loosely detailed. Summary of leadership development experience general. Does not exceed page/slide count	7 8 Impact and effectiveness of working towards leadership objectives and goals detailed. Summary of leadership development experience included. Does not exceed page/slide count	9 10 Impact and effectiveness of working towards leadership objectives and goals well detailed. Summary of leadership development experience clear. Does not exceed page/slide count	
Works Cited/ Bibliography 0–3 points	0 No sources listed	1 Sources are incomplete, dated, unreliable and with many citation errors	2 Sources are complete, current and reliable, but have citation errors (see citation guide)	3 Sources are complete, current, reliable and in MLA/APA citation (see citation chart)		
Portfolio Appearance 0–3 points	0 Not included	1 Portfolio has many errors and is not aesthetically pleasing	2 Portfolio is neat, legible and professional with minimal grammar and spelling errors	3 Portfolio is neat, legible, professional and very creative with correct grammar and spelling		

ORAL 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	
Knowledge of Self 0–5 points	0 Little to no evidence of self-knowledge	1 2 Minimal evidence of self-knowledge	3 Self-knowledge is evident, but not effectively incorporated in presentation	4 Self-knowledge is evident and incorporated in presentation	5 Self-knowledge is clearly evident and incorporated in presentation	
Relationship of Family and Consumer Sciences Coursework 0–3 points	0 No evidence of relationship between FCS coursework and project	1 Limited evidence of relationship between FCS coursework and project	2 Relationship between FCS coursework and project is evident and shared at times	3 Relationship between FCS coursework and project is evident and explained well		
Use of Portfolio and Visuals during Presentation 0–3 points	0 Portfolio and visuals not used during presentation	1 Portfolio and visuals used minimally during presentation	2 Portfolio and visuals used effectively throughout presentation	3 Presentation moves seamlessly between oral presentation, portfolio and visuals		
Voice—pitch, tempo, volume 0–3 points	0 Voice qualities not used effectively	1 Voice quality is adequate	2 Voice quality is good, but could improve	3 Voice quality is outstanding and pleasing		
Body Language 0–2 points	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			



LEADERSHIP

LEVEL 1 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: _____	

LEADERSHIP 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	
Leadership Profile and Employability Skills Checklist 0–5 points	0 Not included	1 2 Personal Leadership Profile missing at least 1 areas (see specifications). Employability skills developed or improved poorly detailed in Employability Skills Checklist. Exceeds page/slide count	3 Personal Leadership Profile generally outlines leadership activities and experiences in all three areas (see specifications). Employability skills developed or improved loosely detailed in Employability Skills Checklist. Does not exceed page/slide count	4 Personal Leadership Profile outlines leadership activities and experiences in all three areas (see specifications). Employability skills developed or improved detailed in Employability Skills Checklist. Does not exceed page/slide count	5 Personal Leadership Profile clearly outlines leadership activities and experiences in all three areas (see specifications). Employability skills developed or improved well detailed in Employability Skills Checklist. Does not exceed page/slide count	
Leadership Competencies Inventory (Self) Summary 0–8 points	0 Not included	1 2 3 Self-inventory, analysis and results summary poorly detailed. Leadership book connection unclear. Exceeds page/slide count	4 5 Self-inventory, analysis and results summary loosely detailed. Generally connects to leadership book. Does not exceed page/slide count	6 7 Self-inventory, analysis and results summary detailed. Connects to leadership book. Does not exceed page/slide count	8 Self-inventory, analysis and results summary well detailed. Clearly connects to leadership book. Does not exceed page/slide count	
Leadership Competencies Inventory (Observer) and Image Awareness Summary 0–8 points	0 Not included	1 2 3 Image awareness summary, leadership strengths and areas for growth poorly detailed. Includes feedback from less than 2 observers (see specifications). Leadership book connection unclear. Exceeds page/slide count	4 5 Image awareness summary, leadership strengths and areas for growth loosely detailed. Includes feedback from 2 observers (see specifications). Generally connects to leadership book. Does not exceed page/slide count	6 7 Image awareness summary, leadership strengths and areas for growth detailed. Includes feedback from 2 observers (see specifications). Connects to leadership book. Does not exceed page/slide count	8 Image awareness summary, leadership strengths and areas for growth well detailed. Includes feedback from 2 observers (see specifications). Clearly connects to leadership book. Does not exceed page/slide count	
Admirable Leader Summary 0–5 points	0 Not included	1 2 Less than 2 significant leaders or people identified. Leadership attributes and relationship summaries poorly detailed. Exceeds page/slide count	3 2 significant leaders or people identified. Leadership attributes and relationship summaries loosely detailed. Does not exceed page/slide count	4 2 significant leaders or people identified. Leadership attributes and relationship summaries detailed. Does not exceed page/slide count	5 2 significant leaders or people clearly identified. Leadership attributes and relationship summaries well detailed. Does not exceed page/slide count	
Leadership Development Plan (LDP) 0–6 points	0 Not included	1 2 LDP identifies less than 3 leadership objectives with 3 or fewer subsequent short-term, SMART goals for each objective. Description of progress and experience gained poorly detailed. Exceeds page/slide count	3 4 LDP identifies 3 or fewer leadership objectives with 3 or fewer subsequent short-term, SMART goals for each objective. Description of progress and experience gained loosely detailed. Does not exceed page/slide count	5 LDP identifies 3 leadership objectives and 3 subsequent short-term, SMART goals for each objective. Description of progress and experienced gain detailed. Does not exceed page/slide count	6 LDP clearly identifies 3 leadership objectives and 3 subsequent short-term, SMART goals for each objective. Description of progress and experienced gain well detailed. Does not exceed page/slide count	
Outside Perspective Reflection 0–2 points	0 Not included	1 1 third-party reflection included, generally meets criteria (see specifications).	2 1 third-party reflection well detailed and meets criteria (see specifications).			

LEADERSHIP LEVEL 2 RUBRIC (CONTINUED)

Leadership Reflection 0–10 points	0 Not included	1 2 3 Impact and effectiveness of working towards leadership objectives and goals poorly detailed. Summary of leadership development experience and connection to leadership book unclear. Exceeds page/slide count	4 5 6 Impact and effectiveness of working towards leadership objectives and goals loosely detailed. Summary of leadership development experience generally connects to leadership book. Does not exceed page/slide count	7 8 Impact and effectiveness of working towards leadership objectives and goals detailed. Summary of leadership development experience connects to leadership book. Does not exceed page/slide count	9 10 Impact and effectiveness of working towards leadership objectives and goals well detailed. Summary of leadership development experience clearly connects to leadership book. Does not exceed page/slide count	
Works Cited/ Bibliography 0–3 points	0 No sources listed	1 Sources are incomplete, dated, unreliable and with many citation errors	2 Sources are complete, current and reliable, but have citation errors (see citation guide)	3 Sources are complete, current, reliable and in MLA/APA citation (see citation chart)		
Portfolio Appearance 0–3 points	0 Not included	1 Portfolio has many errors and is not aesthetically pleasing	2 Portfolio is neat, legible and professional with minimal grammar and spelling errors	3 Portfolio is neat, legible, professional and very creative with correct grammar and spelling		

ORAL 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	
Knowledge of Self 0–5 points	0 Little to no evidence of self-knowledge	1 2 Minimal evidence of self-knowledge	3 Self-knowledge is evident, but not effectively incorporated in presentation	4 Self-knowledge is evident and incorporated in presentation	5 Self-knowledge is clearly evident and incorporated in presentation	
Relationship of Family and Consumer Sciences Coursework 0–3 points	0 No evidence of relationship between FCS coursework and project. National Program not identified	1 Limited evidence of relationship between FCS coursework and project. National Program not identified	2 Evidence of relationship between FCS coursework and project. National Program identified	3 Detailed evidence of relationship between FCS coursework and project. National Program identified and both explained well		
Use of Portfolio and Visuals during Presentation 0–3 points	0 Portfolio and visuals not used during presentation	1 Portfolio and visuals used minimally during presentation	2 Portfolio and visuals used effectively throughout presentation	3 Presentation moves seamlessly between oral presentation, portfolio and visuals		
Voice—pitch, tempo, volume 0–3 points	0 Voice qualities not used effectively	1 Voice quality is adequate	2 Voice quality is good, but could improve	3 Voice quality is outstanding and pleasing		
Body Language 0–2 points	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			



LEADERSHIP

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: _____	

LEADERSHIP LEVELS 3 & 4 RUBRIC

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

PORTFOLIO						POINTS
FCCLA Planning Process Summary Page 0–10 points	0 Planning Process Summary not provided	1 2 3 Planning Process steps are not clearly summarized or are inadequate	4 5 6 All Planning Process steps are summarized	7 8 Evidence that the Planning Process was utilized to plan project	9 10 The Planning Process is used to plan the project. Each step is fully explained. No more than 1 page or 2 slides	
Leadership Profile and Employability Skills Checklist 0–5 points	0 Not included	1 2 Personal Leadership Profile missing at least 1 area (see specifications). Employability skills developed or improved poorly detailed in Employability Skills Checklist. Exceeds page slide count	3 Personal Leadership Profile generally outlines leadership activities and experiences in all three areas (see specifications). Employability skills developed or improved loosely detailed in Employability Skills Checklist. Does not exceed page slide count	4 Personal Leadership Profile outlines leadership activities and experiences in all three areas (see specifications). Employability skills developed or improved detailed in Employability Skills Checklist. Does not exceed page slide count	5 Personal Leadership Profile clearly outlines leadership activities and experiences in all three areas (see specifications). Employability skills developed or improved well detailed in Employability Skills Checklist. Does not exceed page slide count	
Leadership Competencies Inventory (Self) Summary 0–8 points	0 Not included	1 2 3 Self-inventory, analysis and results summary poorly detailed. Leadership book connection unclear. Exceeds page/slide count	4 5 Self-inventory, analysis and results summary loosely detailed. Generally, connects to leadership book. Does not exceed page/slide count	6 7 Self-inventory, analysis and results summary detailed. Connects to leadership book. Does not exceed page/slide count	8 Self-inventory, analysis and results summary well detailed. Clearly connects to leadership book. Does not exceed page/slide count	
Leadership Competencies Inventory (Observer) and Image Awareness Summary 0–8 points	0 Not included	1 2 3 Image awareness summary, leadership strengths and areas for growth poorly detailed. Includes feedback from less than 3 observers (see specifications). Leadership book connection unclear. Exceeds page/slide count	4 5 Image awareness summary, leadership strengths and areas for growth loosely detailed. Includes feedback from 3 observers (see specifications). Generally, connects to leadership book. Does not exceed page/slide count	6 7 Image awareness summary, leadership strengths and areas for growth detailed. Includes feedback from 3 observers (see specifications). Connects to leadership book. Does not exceed page/slide count	8 Image awareness summary, leadership strengths and areas for growth well detailed. Includes feedback from 3 observers (see specifications). Clearly connects to leadership book. Does not exceed page/slide count	
Admirable Leader Summary 0–5 points	0 Not included	1 2 Less than 2 significant leaders or people identified. Leadership attributes and relationship summaries poorly detailed. Exceeds page/slide count	3 2 significant leaders or people identified. Leadership attributes and relationship summaries loosely detailed. Does not exceed page/slide count	4 2 significant leaders or people identified. Leadership attributes and relationship summaries detailed. Does not exceed page/slide count	5 2 significant leaders or people clearly identified. Leadership attributes and relationship summaries well detailed. Does not exceed page/slide count	
Leadership Development Plan (LDP) 0–6 points	0 Not included	1 2 LDP identifies less than 3 leadership objectives with 3 or fewer subsequent short-term, SMART goals for each objective. Description of progress and experience gained poorly detailed. Exceeds page/slide count	3 4 LDP identifies 3 or fewer leadership objectives with 3 or fewer subsequent short-term, SMART goals for each objective. Description of progress and experience gained loosely detailed. Does not exceed page/slide count	5 LDP identifies 3 leadership objectives and 3 subsequent short-term, SMART goals for each objective. Description of progress and experienced gain detailed. Does not exceed page/slide count	6 LDP clearly identifies 3 leadership objectives and 3 subsequent short-term, SMART goals for each objective. Description of progress and experienced gain well detailed. Does not exceed page/slide count	
Outside Perspective Reflection 0–2 points	0 Not included	1 Less than 2 third-party reflections included, generally meet criteria (see specifications).	2 2 third-party reflections well detailed and meet criteria (see specifications).			

LEADERSHIP LEVELS 3 & 4 RUBRIC (CONTINUED)

Leadership Reflection 0–10 points	0 Not included	1 2 3 Impact and effectiveness of working towards leadership objectives and goals poorly detailed. Summary of leadership development experience and connection to leadership book unclear. Exceeds page/slide count	4 5 6 Impact and effectiveness of working towards leadership objectives and goals loosely detailed. Summary of leadership development experience generally connects to leadership book. Does not exceed page/slide count	7 8 Impact and effectiveness of working towards leadership objectives and goals detailed. Summary of leadership development experience connects to leadership book. Does not exceed page/slide count	9 10 Impact and effectiveness of working towards leadership objectives and goals well detailed. Summary of leadership development experience clearly connects to leadership book. Does not exceed page/slide count	
Works Cited/Bibliography 0–3 points	0 No sources listed	1 Sources are incomplete, dated, unreliable and with many citation errors	2 Sources are complete, current and reliable, but have citation errors (see citation guide)	3 Sources are complete, current, reliable and in MLA/APA citation (see citation chart)		
Portfolio Appearance 0–3 points	0 Not included	1 Portfolio has many errors and is not aesthetically pleasing	2 Portfolio is neat, legible and professional with minimal grammar and spelling errors	3 Portfolio is neat, legible, professional and very creative with correct grammar and spelling		

ORAL 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	
Knowledge of Self 0–5 points	0 Little to no evidence of self-knowledge	1 2 Minimal evidence of self-knowledge	3 Self-knowledge is evident, but not effectively incorporated in presentation	4 Self-knowledge is evident and incorporated in presentation	5 Self-knowledge is clearly evident and incorporated in presentation	
Relationship of Family and Consumer Sciences Coursework 0–3 points	0 No evidence of relationship between FCS coursework, standards and project. Neither National Program nor career pathway identified	1 Limited evidence of relationship between FCS coursework, standards and project. Either National Program or career pathway not identified	2 Evidence of relationship between FCS coursework, standards and project. National Program and career pathway identified	3 Detailed evidence of relationship between FCS coursework, standards and project. National Program and career pathway identified. All components explained well		
Use of Portfolio and Visuals during Presentation 0–3 points	0 Portfolio and visuals not used during presentation	1 Portfolio and visuals used minimally during presentation	2 Portfolio and visuals used effectively throughout presentation	3 Presentation moves seamlessly between oral presentation, portfolio and visuals		
Voice—pitch, tempo, volume 0–3 points	0 Voice qualities not used effectively	1 Voice quality is adequate	2 Voice quality is good, but could improve	3 Voice quality is outstanding and pleasing		
Body Language 0–2 points	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			



LEADERSHIP

LEVELS 3 & 4 RUBRIC (CONTINUED)

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

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