

PUBLIC POLICY ADVOCATE

PUBLIC POLICY ADVOCATE

An individual or *team event*, recognizes participants who demonstrate their knowledge, skills and abilities to actively identify a local, state, national or global issue relating to an area concerning Family and Consumer Sciences and/or related occupations, research the topic, identify a target *audience* and potential partnerships, form an action plan and advocate for the issue in an effort to positively affect a policy or law. Participants must prepare a *portfolio* and oral presentation.

ELIGIBILITY & GENERAL INFORMATION

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

[CLICK HERE TO VIEW NATIONAL DEADLINES](#)

CAREER PATHWAYS ALIGNMENT

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

EVENT LEVELS

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

*See page 7 for more information on event levels.

GENERAL INFORMATION

Number of Participants per Entry	Prepare Ahead of Time	Equipment Provided for Competition	Competition Dress Code
1–3	<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
■	■		■	■	■		■	■

PUBLIC POLICY ADVOCATE COMPETITION PROCEDURES & TIME REQUIREMENTS

SPECIFICATIONS	LEVEL 1	LEVEL 2	LEVELS 3 & 4
Each entry will submit a <i>portfolio</i> (<i>hardcopy</i> or electronic) to the event room consultant at the designated participation time.			
10 minutes	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> 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. If audio or audiovisual recordings are used, they are limited to a 5 minute playing time during the presentation. <i>Presentation equipment</i> , without audio, may be used during the entire presentation.		
5 minutes	Following the presentation, evaluators will have 5 minutes to interview the participant.		
5 minutes	Evaluators will have 5 minutes to use the rubric to score and write comments for participants.		
Total Time: 30 Minutes			

PUBLIC POLICY ADVOCATE 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 50 pages, as described below. Divider page tabs may extend up to 1" outside the cover. Once a <i>hardcopy portfolio</i> is turned in to the 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 61 slides, as described below.

SPECIFICATIONS		LEVEL 1	LEVEL 2	LEVELS 3 & 4
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, 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> located on the "Surveys Applications" tab of the FCCLA Student Portal and include signed proof of submission in the <i>portfolio</i> .		
0–11 Content Divider/section pages or slides	Content Divider Pages or sections	Use 0 to 11 <i>Content Divider/section</i> pages or slides. <i>Content Divider/section</i> 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> .		

PUBLIC POLICY ADVOCATE SPECIFICATIONS (CONTINUED)

SPECIFICATIONS		LEVEL 1	LEVEL 2	LEVELS 3 & 4
Up to 35 8 ½" x 11" pages or 45 slides	Issue Type (Relating to an area concerning Family and Consumer Sciences and/or related occupations)	Select 1 local or state issue and conduct an effort to positively affect a policy or law. The issue must be relevant, current and based on an actual need observed by the participant(s). If the issue could be addressed at multiple levels, the participant will choose one level on which to focus.	Select 1 local, state or national issue and conduct an effort to positively affect a policy or law. The issue must be relevant, current and based on an actual need observed by the participant(s). If the issue could be addressed at multiple levels, the participant will choose one level on which to focus.	Select 1 local, state, national or global issue and conduct an effort to positively affect a policy or law. The issue must be relevant, current and based on an actual need observed by the participant(s). If the issue could be addressed at multiple levels, the participant will choose one level on which to focus.
	Issue Research	Comprehensively address the project's issue, including points from all sides of the issue. Research must be based on factual information and the issue's pros and cons for each side must be addressed. Research must include stakeholders and their position regarding the issue.		
	SMART Goals	Develop a project goal that is specific, measurable, achievable, relevant and time-bound. Throughout the project, include points of support for each goals.		
	Elevator Pitch	Develop a concise statement about the project's point of view and goals for the issue that can be given in a short time while meeting with someone interested in the participants' opinions.		
	"Leave Behind" Document	Use research, project goals, applicable statistics and data to create a leave-behind document summarizing the issue and detailing the participants' request. The document may not be larger than 1 - 8 ½" x 11" page. If using an <i>electronic portfolio</i> , the one-page document must be included in its original form to capture the exact document used in the project.		
	Target Audience Profile	Determine which individual or group the participant(s) must direct their efforts or research the actions, opinions and trends of. Indicate 1 method used to identify the selected <i>audience</i> .	Determine which individuals or groups the participant(s) must direct their efforts or research the actions, opinions and trends of. Indicate 2 methods used to identify the selected <i>audiences</i> .	Determine which individuals or groups the participant(s) must direct their efforts or research the actions, opinions and trends of. Indicate 3 methods used to identify the selected <i>audiences</i> .
	Partnerships	Research, identify and interview an individual or group of people with similar interests or values and could support participants' efforts. Include evidence of participant(s) reaching out to an individual or group and record their response.	Research, identify and interview 2 individuals or groups of people with similar interests or values and could support participants' efforts. Include evidence of participant(s) reaching out to 2 individuals or groups and record their responses.	Research, identify and interview 3 individuals or groups of people with similar interests or values and could support participants' efforts. Include evidence of participant(s) reaching out to 3 individuals or groups and record their responses.

PUBLIC POLICY ADVOCATE SPECIFICATIONS (CONTINUED)

Up to 35 8 ½" x 11" pages or 45 slides (continued)	Methods of Action	Detail each of the methods of action used during the project. Meetings and presentations must be documented by summarizing whom the participant(s) met with, time of the meeting, main discussion points and any follow up planned/conducted. All letters/articles must be included in the <i>portfolio</i> .		
	Media Involvement	Detail efforts and successes in gaining media attention around the issue. Include 2 media examples from newspapers, radio, television, the internet, social media, etc.	Detail efforts and successes in gaining media attention around the issue. Include 3 media examples from newspapers, radio, television, internet, social media, etc.	Detail efforts and successes in gaining media attention around the issue. Include 4 media examples from newspapers, radio, television, internet, social media, etc.
	Results of Advocacy	Detail information regarding the results of the participants' efforts, including actions taken by those they targeted, responses from those approached, ideas for future improvement in advocacy methods, etc. Identify the most frequent issue regarding the issue encountered by the participants' targeted <i>audience</i> . Include suggestions on how to counteract opposition in the future.		
	Works Cited/Bibliography	Use MLA or APA formatting when citing sources. All sources must be <i>reliable</i> and current.		
	Portfolio Appearance	<i>Portfolio</i> must be neat, legible and <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 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 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.
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SPECIFICATIONS	LEVEL 1	LEVEL 2	LEVELS 3 & 4
Organization/Delivery	Deliver an organized, sequential oral presentation; concisely and thoroughly summarize research.		
Knowledge of Public Policy	Demonstrate knowledge of <i>public policy</i> and ability to apply knowledge to real-life situations.		
Relationship to Family and Consumer Sciences Coursework and/or Related Careers	Describe the relationship of Family and Consumer Sciences coursework to selected project.	Describe the relationship of Family and Consumer Sciences coursework to selected 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 project. Explain which FCCLA National Program(s) could be used during project implementation. Identify career pathway.
Use of Portfolio and Visuals	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.		
Responses to Evaluators' Questions	Provide clear and concise answers to evaluators' questions regarding project.		

PUBLIC POLICY ADVOCATE

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 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.

PUBLIC POLICY ADVOCATE
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(s) 0 or 1 points	Confirmed STAR Competition(s) schedule in the FCCLA Adviser Portal by deadline (National Leadership Conference Only) 0 No 1 Yes		
Event Online Orientation Form 0 or 1 points	Online Orientation Form not completed in the Student Portal by deadline 0	Online Orientation Form completed in the Student Portal by deadline 1	
Hardcopy Portfolio 0 or 1 point OR Electronic Portfolio 0 or 1 point	Binder is not the official FCCLA binder 0 Electronic Portfolio not in viewable format to the evaluators 0	Binder is the official FCCLA binder 1 Electronic Portfolio in viewable format to the evaluators 1	
Portfolio Pages 0–3 points	Portfolio exceeds the page limit 0	<p>1 At least 2 errors 2 1 error 3 no errors</p> <p>Portfolio is completed correctly and does not exceed 36 single-sided pages or 47 slides, including:</p> <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 11 Content Divider Pages or slides • Up to 35 content pages or 45 content slides 	
Punctuality 0 or 1 point	Participant was late for presentation 0	Participant was on time for presentation 1	
Dress Code 0 or 1 point	Event dress code was not followed 0	Event dress code was followed 1	
EVALUATORS' SCORES			ROOM CONSULTANT TOTAL
Evaluator 1: _____	Initials: _____		(8 Points Possible)
Evaluator 2: _____	Initials: _____		AVERAGE EVALUATOR SCORE
Evaluator 3: _____	Initials: _____		(92 Points Possible)
Total Score: _____	Divided by # of Evaluators = AVERAGE EVALUATOR SCORE	FINAL SCORE (Average Evaluator Score plus Room Consultant Score)	
Rounded only to the nearest hundredth (i.e., 79.99 not 80.00)			

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

VERIFICATION OF FINAL SCORE & RATING (please initial)

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

PUBLIC POLICY ADVOCATE 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	
Issue Type 0–3 points	0 No local or state issue identified or issue is not relevant, current or based on actual need	1 1 local or state issue identified but poorly detailed. Issue may not be relevant, current or based on actual need	2 1 local or state issue identified and detailed. Issue is relevant, current and based on actual need	3 1 local or state issue identified and well detailed. Issue is relevant, current and based on actual need		
Issue Research 0–10 points	0 No issue(s) addressed	1 2 3 Issue either not addressed or pros and cons from each side poorly detailed or not factually based	4 5 6 Issue generally addressed. Pros and cons from each side loosely detailed or factually based	7 8 Issue addressed. Pros and cons from each side detailed and factually based	9 10 Issue clearly addressed. Pros and cons from each side well detailed and factually based	
Project Goals 0–3 points	0 No project goals addressed	1 Project goal either does not meet SMART goal criteria or points of support poorly detailed	2 Project goal meets SMART goal criteria. Points of support detailed	3 Project goal clearly meets SMART goal criteria. Points of support well detailed		
Elevator Pitch 0–4 points	0 No elevator pitch prepared	1 2 Pitch is lengthy or project's point of view and goals unclear	3 Pitch is concise. Project's point of view and goals mostly covered	4 Pitch is concise. Project's point of view and goals comprehensively covered		
Leave Behind 0–2 points	0 No leave behind developed	1 Leave behind is either poorly developed or exceeds size requirements (see specifications)	2 Leave behind clearly covers all material and meets size requirements (see specifications)			
Target Audience 0–3 points	0 Not identified	1 Target audience poorly identified or identification method poorly detailed	2 Target audience identified. 1 identification method detailed	3 Target audience clearly identified. 1 identification method well detailed		
Partnerships 0–2 points	0 No partner identified and no evidence of outreach	1 Either potential partner not identified or evidence of outreach not recorded	2 1 potential partner identified. Evidence of outreach recorded			
Methods of Action 0–5 points	0 Action methods not included or summarized in portfolio	1 2 Action methods poorly detailed. Supporting evidence poorly summarized and included in portfolio (see specifications)	3 Action methods loosely detailed. Supporting evidence loosely summarized and included in portfolio (see specifications)	4 Action methods detailed. Supporting evidence summarized and included in portfolio (see specifications)	5 Action methods well detailed. Supporting evidence well summarized and included in portfolio (see specifications)	
Media Involvement 0–3 points	0 No media examples included	1 Less than 2 media examples detailing efforts and successes in gaining media attention around the issue included	2 2 media examples generally detailing efforts and successes in gaining media attention around the issue included	3 2 media examples detailing efforts and successes in gaining media attention around the issue included		
Results of Advocacy 0–5 points	0 No results information included	1 2 Information, target audience concerns and suggestions for future opposition poorly detailed	3 Information, target audience concerns and suggestions for future opposition loosely detailed	4 Information, target audience concerns and suggestions for future opposition detailed	5 Information, target audience concerns and suggestions for future opposition well detailed	
Works Cited/Bibliography 0–3 points	0 Not included	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)		

PUBLIC POLICY ADVOCATE LEVEL 1 RUBRIC (CONTINUED)

Portfolio Appearance 0–3 points	0 Portfolio is disorganized and illegible	1 Portfolio is disorganized, illegible and contains few grammar or spelling errors	2 Portfolio is organized, neat, legible and professional, with correct grammar and spelling	3 Portfolio is effectively organized, neat, legible and professional with correct grammar and spelling		
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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 Public Policy 0–5 points	0 Public policy knowledge is not evident	1 2 Public policy knowledge is limited	3 Evidence of Public policy knowledge, but not used effectively in the presentation	4 Public relations policy is evident and used in the presentation	5 Public policy knowledge is clearly evident and used effectively in the presentation	
Relationship of Family and Consumer Sciences Coursework/Standards 0–3 points	0 No evidence of relationship between FCS coursework and project	1 Limited evidence of relationship between FCS coursework and project	2 Evidence of relationship between FCS coursework and project	3 Detailed evidence of relationship between FCS coursework and project		
Use of Portfolio and visuals During Presentation 0–5 points	0 Portfolio not used during presentation	1 2 Portfolio used minimally during presentation OR was used to limited amount of speaking time	3 Portfolio incorporated throughout presentation	4 Portfolio used effectively throughout presentation	5 Presentation moves seamlessly between oral presentation and portfolio	
Voice—pitch, tempo, volume 0–3 points	0 Voice qualities not used effectively	1 Voice quality is adequate	2 Voice quality is good, but could improve	3 Voice quality is outstanding and pleasing		
Body Language 0–2 points	0 Uses inappropriate gestures, posture or mannerisms, avoids eye contact	1 Gestures, posture, mannerisms and eye contact is inconsistent	2 Gestures, posture, mannerisms, and eye contact are appropriate			
Grammar/Word Usage/Pronunciation 0–3 points	0 Extensive (more than 5) grammatical and pronunciation errors	1 Some (3–5) grammatical and pronunciation errors	2 Few (1–2) grammatical and pronunciation errors	3 Presentation has no grammatical or pronunciation errors		
Responses to Evaluators' Questions 0–5 points	0 Did not answer evaluators' questions	1 2 Unable to answer some questions and/or given with hesitation and/or inaccurate	3 4 Gave appropriate responses to evaluators' questions	5 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: _____	

PUBLIC POLICY ADVOCATE 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	
Issue Type 0–3 points	0 No local, state or national issue identified or issue is not relevant, current or based on actual need	1 1 local, state or national issue identified but poorly detailed. Issue may not be relevant, current or based on actual need	2 1 local, state or national issue identified and detailed. Issue is relevant, current and based on actual need	3 1 local, state or national issue identified and well detailed. Issue is relevant, current and based on actual need		
Issue Research 0–10 points	0 No issue(s) addressed	1 2 3 Issue either not addressed or pros and cons from each side poorly detailed or not factually based	4 5 6 Issue generally addressed. Pros and cons from each side loosely detailed or factually based	7 8 Issue addressed. Pros and cons from each side detailed and factually based	9 10 Issue clearly addressed. Pros and cons from each side well detailed and factually based	
Project Goals 0–3 points	0 No project goals addressed	1 Project goal either does not meet SMART goal criteria or points of support poorly detailed	2 Project goal meets SMART goal criteria. Points of support detailed	3 Project goal clearly meets SMART goal criteria. Points of support well detailed		
Elevator Pitch 0–4 points	0 No elevator pitch prepared	1 2 Pitch is lengthy or project's point of view and goals unclear	3 Pitch is concise. Project's point of view and goals mostly covered	4 Pitch is concise. Project's point of view and goals comprehensively covered		
Leave Behind 0–2 points	0 No leave behind developed	1 Leave behind is either poorly developed or exceeds size requirements (see specifications)	2 Leave behind clearly covers all material and meets size requirements (see specifications)			
Target Audience 0–3 points	0 Not identified	1 Target audience poorly identified or less than 2 identification methods included	2 Target audience identified. 2 identification methods detailed	3 Target audience clearly identified. 2 identification methods well detailed		
Partnerships 0–2 points	0 No partner identified and no evidence of outreach	1 Less than 2 potential partners identified or evidence of outreach not recorded	2 2 potential partners identified. Evidence of outreach recorded			
Methods of Action 0–5 points	0 Action methods not included or summarized in portfolio	1 2 Action methods poorly detailed. Supporting evidence poorly summarized and included in portfolio (see specifications)	3 Action methods loosely detailed. Supporting evidence loosely summarized and included in portfolio (see specifications)	4 Action methods detailed. Supporting evidence summarized and included in portfolio (see specifications)	5 Action methods well detailed. Supporting evidence well summarized and included in portfolio (see specifications)	
Media Involvement 0–3 points	0 No media examples included	1 Less than 3 media examples detailing efforts and successes in gaining media attention around the issue included	2 3 media examples generally detailing efforts and successes in gaining media attention around the issue included	3 3 media examples detailing efforts and successes in gaining media attention around the issue included		
Results of Advocacy 0–5 points	0 No results information included	1 2 Information, target audience concerns and suggestions for future opposition poorly detailed	3 Information, target audience concerns and suggestions for future opposition loosely detailed	4 Information, target audience concerns and suggestions for future opposition detailed	5 Information, target audience concerns and suggestions for future opposition well detailed	

PUBLIC POLICY ADVOCATE LEVEL 2 RUBRIC (CONTINUED)

Works Cited/ Bibliography 0–3 points	0 Not included	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 Portfolio is disorganized and illegible	1 Portfolio is disorganized, illegible and contains few grammar or spelling errors	2 Portfolio is organized, neat, legible and professional, with correct grammar and spelling	3 Portfolio is effectively organized, neat, legible and professional 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 Public Policy 0–5 points	0 Public policy knowledge is not evident	1 2 Public policy knowledge is limited	3 Evidence of Public policy knowledge, but not used effectively in the presentation	4 Public relations policy is evident and used in the presentation	5 Public policy knowledge is clearly evident and used effectively in the presentation	
Relationship of Family and Consumer Sciences Coursework/ Standards 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 0–5 points	0 Portfolio not used during presentation	1 2 Portfolio used minimally during presentation OR was used to limited amount of speaking time	3 Portfolio incorporated throughout presentation	4 Portfolio used effectively throughout presentation	5 Presentation moves seamlessly between oral presentation and portfolio	
Voice–pitch, tempo, volume 0–3 points	0 Voice qualities not used effectively	1 Voice quality is adequate	2 Voice quality is good, but could improve	3 Voice quality is outstanding and pleasing		
Body Language 0–2 points	0 Uses inappropriate gestures, posture or mannerisms, avoids eye contact	1 Gestures, posture, mannerisms and eye contact is inconsistent	2 Gestures, posture, mannerisms, and eye contact are appropriate			
Grammar/Word Usage/ Pronunciation 0–3 points	0 Extensive (more than 5) grammatical and pronunciation errors	1 Some (3–5) grammatical and pronunciation errors	2 Few (1–2) grammatical and pronunciation errors	3 Presentation has no grammatical or pronunciation errors		
Responses to Evaluators’ Questions 0–5 points	0 Did not answer evaluators’ questions	1 2 Unable to answer some questions and/or given with hesitation and/or inaccurate	3 4 Gave appropriate responses to evaluators’ questions	5 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: _____	

PUBLIC POLICY ADVOCATE 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	
Issue Type 0–3 points	0 No local, state, national or global issue identified or issue is not relevant, current or based on actual need	1 1 local, state, national or global issue identified but poorly detailed. Issue may not be relevant, current or based on actual need	2 1 local, state, national or global issue identified and detailed. Issue is relevant, current and based on actual need	3 1 local, state, national or global issue identified and well detailed. Issue is relevant, current and based on actual need		
Issue Research 0–10 points	0 No issue(s) addressed	1 2 3 Issue either not addressed or pros and cons from each side poorly detailed or not factually based	4 5 6 Issue generally addressed. Pros and cons from each side loosely detailed or factually based	7 8 Issue addressed. Pros and cons from each side detailed and factually based	9 10 Issue clearly addressed. Pros and cons from each side well detailed and factually based	
Project Goals 0–3 points	0 No project goals addressed	1 Project goal either does not meet SMART goal criteria or points of support poorly detailed	2 Project goal meets SMART goal criteria. Points of support detailed	3 Project goal clearly meets SMART goal criteria. Points of support well detailed		
Elevator Pitch 0–4 points	0 No elevator pitch prepared	1 2 Pitch is lengthy or project's point of view and goals unclear	3 Pitch is concise. Project's point of view and goals mostly covered	4 Pitch is concise. Project's point of view and goals comprehensively covered		
Leave Behind 0–2 points	0 No leave behind developed	1 Leave behind is either poorly developed or exceeds size requirements (see specifications)	2 Leave behind clearly covers all material and meets size requirements (see specifications)			
Target Audience 0–3 points	0 Not identified	1 Target audience poorly identified or less than 3 identification methods included	2 Target audience identified. 3 identification methods detailed	3 Target audience clearly identified. 3 identification methods well detailed		
Partnerships 0–2 points	0 No partner identified and no evidence of outreach	1 Less than 3 potential partners identified or evidence of outreach not recorded	2 3 potential partners identified. Evidence of outreach recorded			
Methods of Action 0–5 points	0 Action methods not included or summarized in portfolio	1 2 Action methods poorly detailed. Supporting evidence poorly summarized and included in portfolio (see specifications)	3 Action methods loosely detailed. Supporting evidence loosely summarized and included in portfolio (see specifications)	4 Action methods detailed. Supporting evidence summarized and included in portfolio (see specifications)	5 Action methods well detailed. Supporting evidence well summarized and included in portfolio (see specifications)	
Media Involvement 0–3 points	0 No media examples included	1 Less than 4 media examples detailing efforts and successes in gaining media attention around the issue included	2 4 media examples generally detailing efforts and successes in gaining media attention around the issue included	3 4 media examples detailing efforts and successes in gaining media attention around the issue included		
Results of Advocacy 0–5 points	0 No results information included	1 2 Information, target audience concerns and suggestions for future opposition poorly detailed	3 Information, target audience concerns and suggestions for future opposition loosely detailed	4 Information, target audience concerns and suggestions for future opposition detailed	5 Information, target audience concerns and suggestions for future opposition well detailed	

PUBLIC POLICY ADVOCATE LEVELS 3 & 4 RUBRIC (CONTINUED)

Works Cited/ Bibliography 0–3 points	0 Not included	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 Portfolio is disorganized and illegible	1 Portfolio is disorganized, illegible and contains few grammar or spelling errors	2 Portfolio is organized, neat, legible and professional, with correct grammar and spelling	3 Portfolio is effectively organized, neat, legible and professional 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 Public Policy 0–5 points	0 Public policy knowledge is not evident	1 2 Public policy knowledge is limited	3 Evidence of Public policy knowledge, but not used effectively in the presentation	4 Public relations policy is evident and used in the presentation	5 Public policy knowledge is clearly evident and used effectively in the presentation	
Relationship of Family and Consumer Sciences Coursework/ Standards 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 0–5 points	0 Portfolio not used during presentation	1 2 Portfolio used minimally during presentation OR was used to limited amount of speaking time	3 Portfolio incorporated throughout presentation	4 Portfolio used effectively throughout presentation	5 Presentation moves seamlessly between oral presentation and portfolio	
Voice–pitch, tempo, volume 0–3 points	0 Voice qualities not used effectively	1 Voice quality is adequate	2 Voice quality is good, but could improve	3 Voice quality is outstanding and pleasing		
Body Language 0–2 points	0 Uses inappropriate gestures, posture or mannerisms, avoids eye contact	1 Gestures, posture, mannerisms and eye contact is inconsistent	2 Gestures, posture, mannerisms, and eye contact are appropriate			
Grammar/Word Usage/ Pronunciation 0–3 points	0 Extensive (more than 5) grammatical and pronunciation errors	1 Some (3–5) grammatical and pronunciation errors	2 Few (1–2) grammatical and pronunciation errors	3 Presentation has no grammatical or pronunciation errors		
Responses to Evaluators’ Questions 0–5 points	0 Did not answer evaluators’ questions	1 2 Unable to answer some questions and/or given with hesitation and/or inaccurate	3 4 Gave appropriate responses to evaluators’ questions	5 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: _____	