

SAY YES TO FCS EDUCATION

SAY YES TO FCS EDUCATION

An *individual event*, recognizes participants who demonstrate the knowledge and skills needed to explore and experience the career of being a Family and Consumer Sciences educator. Participants must prepare a *portfolio*, conduct classroom observations, plan and execute a lesson, develop an FCCLA integration plan and deliver an oral presentation.

ELIGIBILITY & GENERAL INFORMATION

1. Review “Eligibility and General Rules for All Levels of Competition” on page 8 prior to event planning and preparation.
2. Participants are encouraged to bring fully charged devices such as laptops, tablets, etc., to use for audiovisual or *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
■	■		■	■	■		■	■



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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	Participant(s) will have 5 minutes to set up for the event. Other persons may not assist.		
10 minutes	Room consultants and evaluators will have 10 minutes to preview the <i>portfolio</i> 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. Participants will be stopped at 10 minutes. If audio or audiovisual recordings are used, they are limited to a 3 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 5 minutes to use the rubric to score and write comments for participants.		
Total Time: 30 Minutes			

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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 26 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 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 36 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 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> located on the "Surveys Applications" tab of the FCCLA Student Portal and include signed proof of submission in the <i>portfolio</i> .		
0–6 Content Divider/section pages or slides	Content Divider Pages or sections	Use 0 to 6 <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> .		

SAY YES TO FCS EDUCATION SPECIFICATIONS (CONTINUED)

Up to 16 8 ½" x 11" pages or 25 slides	FCS Education Research Summary	Research 1 postsecondary institution offering Family and Consumer Sciences Education programs and complete the Family and Consumer Sciences Education Research Summary. The Research Summary must not exceed 2 - 8 ½" x 11" pages or 3 slides.	Research 2 postsecondary institutions offering Family and Consumer Sciences Education programs and complete the Family and Consumer Sciences Education Research Summary. The Research Summary must not exceed 2 - 8 ½" x 11" pages or 3 slides.	Research 3 postsecondary institutions offering Family and Consumer Sciences Education programs and complete the Family and Consumer Sciences Education Research Summary. The Research Summary must not exceed 2 - 8 ½" x 11" pages or 3 slides.
	FCS Educator Interview Summary	Interview 1 current Family and Consumer Sciences Educator in person or virtually using the questions and template provided. The Interview Summary must not exceed 4 - 8 ½" x 11" pages or 6 slides.		Interview 2 current Family and Consumer Sciences Educators in person or virtually using the questions and template provided. One educator must not work at the participant's school. The Interview Summary must not exceed 4 - 8 ½" x 11" pages or 6 slides.
	Classroom Observation Summary	Conduct at least 3 classroom observations including 1 Family and Consumer Sciences classroom and 1 other Career and Technical Education (Business, Agriculture, etc.) classroom. Use the provided template to record observations and include a summary of each observation as indicated. The Classroom Observation Summary must not exceed 4 - 8 ½" x 11" pages or 6 slides.		
	FCCLA Integration Plan	Identify 1 National FCCLA Program to integrate into the Family and Consumer Sciences curriculum. Complete the information in the provided template. Activities must include leadership development, service and career preparation. The FCCLA Integration Plan must not exceed 2 - 8 ½" x 11" pages or 3 slides.	Identify 2 National FCCLA Programs to integrate into the Family and Consumer Sciences curriculum. Complete the information in the provided template. Activities must include leadership development, service and career preparation. The FCCLA Integration Plan must not exceed 2 - 8 ½" x 11" pages or 3 slides.	Identify 3 National FCCLA Programs to integrate into the Family and Consumer Sciences curriculum. Complete the information in the provided template. Activities must include leadership development, service and career preparation. The FCCLA Integration Plan must not exceed 2 - 8 ½" x 11" pages or 3 slides.

SAY YES TO FCS EDUCATION SPECIFICATIONS (CONTINUED)

Up to 16 8 ½" x 11" pages or 25 slides (continued)		Prepare, implement and document 1 Family and Consumer Sciences <i>lesson plan</i> marketing Family and Consumer Sciences Education to middle or high school students. Use information obtained through FCS Education Research, Interviews and Observations to promote Family and Consumer Sciences Education career opportunities. Provide documentation of <i>lesson plan</i> implementation with follow up data and/or photographs. <i>Lesson Plan</i> must incorporate all listed components below: Planning, Organization, Activities, Assessment, Other <i>Resources</i> and Sources/Notes.
	FCS Lesson Plan Implementation, Documentation and Marketing	<ul style="list-style-type: none"> • Planning: Indicate the topic, grade level, timeframe, FCCLA National Program and Competitive Events integration, learning objectives, national Family and Consumer Sciences standards and <i>Career Readiness Practices</i> selection. • Organization: List all materials needed and describe the instructional strategies used to implement the lesson. • Activities: Choose up to three activities to implement the lesson. Describe each activity; include activity timeframe and materials needed. • Assessment: Determine the assessment method(s) to evaluate the lesson and include ways to improve <i>content</i> and/or delivery. • Other Resources: Develop <i>resources</i> needed to implement the lesson (handouts, etc.) and include them in <i>portfolio</i> as applicable. • Sources and Notes: Include specific citations for materials used in lesson and any additional notes, as needed. <p>The <i>lesson plan</i> must not exceed 3 - 8 ½" x 11" pages or 6 slides.</p>
	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 a 5-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 Subject Matter	Demonstrate knowledge of skills needed to explore and experience the career of being a Family and Consumer Sciences educator.		
Relationship to Family and Consumer Sciences Coursework and/or Related Careers	Describe the relationship of Family and Consumer Sciences coursework to selected career.	Describe the relationship of Family and Consumer Sciences coursework to selected career.	Describe the relationship of Family and Consumer Sciences coursework and standards to selected career. 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.		



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SPECIFICATIONS (CONTINUED)

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.

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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 Planning Process](#)
- [Work Cited Citation Guide](#)
- [Classroom Observation Instructions](#)
- [FCCLA Chapter Integration Plan](#)
- [FCS Educator Interview Instructions](#)
- [Research Summary Instructions](#)
- [Say Yes to FCS Lesson Plan Template](#)

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.

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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 points	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 points	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 At least 2 errors 2 1 error 3 no errors Portfolio is completed correctly and does not exceed 36 single-sided pages or 47 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 6 Content Divider Pages or slides • Up to 16 content pages or 25 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			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 Rounded only to the nearest hundredth (i.e., 79.99 not 80.00)	FINAL SCORE (Average Evaluator Score plus Room Consultant Score)	

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

VERIFICATION OF FINAL SCORE & RATING (please initial)

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

SAY YES TO FCS EDUCATION LEVEL 1 RUBRIC

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

PORTFOLIO						POINTS
FCCLA Planning Process Summary Page 0–5 points	0 Planning Process Summary not provided	1 2 Planning Process steps are not clearly summarized or are inadequate	3 All Planning Process steps are summarized	4 Evidence that the Planning Process was utilized to plan project	5 The Planning Process is used to plan the project. Each step is fully explained. No more than 1 page or 2 slides	
FCS Education Research Summary 0–5 points	0 Research Summary not included	1 2 Research Summary for 1 postsecondary institution offering FCS Education program poorly detailed. Does not meet page/slide requirements (see specifications)	3 Research Summary for 1 postsecondary institution offering FCS Education program loosely detailed. Meets page/slide requirements (see specifications)	4 Research Summary for 1 postsecondary institution offering FCS Education program detailed. Meets page/slide requirements (see specifications)	5 Research Summary for 1 postsecondary institution offering FCS Education program well detailed. Meets page/slide requirements (see specifications)	
FCS Educator Interview Summary 0–5 points	0 Interview Summary not included	1 2 Interview Summary for 1 FCS Educator poorly detailed. Does not meet page/slide requirements (see specifications)	3 Interview Summary for 1 FCS Educator loosely detailed. Meets page/slide requirements (see specifications)	4 Interview Summary for 1 FCS Educator detailed. Meets page/slide requirements (see specifications)	5 Interview Summary for 1 FCS Educator well detailed. Meets page/slide requirements (see specifications)	
Classroom Observation Summary 0–10 points	0 Classroom Observation Summary not included	1 2 3 Classroom Observation Summary poorly detailed. Does not meet observation and/or page/slide requirements (see specifications)	4 5 6 Classroom Observation Summary loosely detailed. Meets observation and page/slide requirements (see specifications)	7 8 Classroom Observation Summary detailed. Meets observation and page/slide requirements (see specifications)	9 10 Classroom Observation Summary well detailed. Meets observation and page/slide requirements (see specifications)	
FCCLA Integration Plan 0–7 points	0 No FCCLA National Program identified	1 2 1 FCCLA National Program identified but poorly integrated into the FCS curriculum. Does not meet page/slide requirements (see specifications)	3 4 1 FCCLA National Program identified and loosely integrated into the FCS curriculum. Meets page/slide requirements (see specifications)	5 6 1 FCCLA National Program identified and integrated into the FCS curriculum. Meets page/slide requirements (see specifications)	7 1 FCCLA National Program clearly identified and well integrated into the FCS curriculum. Meets page/slide requirements (see specifications)	
FCS Lesson Plan Marketing: Planning 0–3 points	0 Not evident	1 Planning portion of Lesson Plan unclear or does not meet criteria. (See specifications)	2 Lesson Plan generally meets all Planning criteria. (See specifications)	3 Lesson Plan clearly meets all Planning criteria. (See specifications)		
FCS Lesson Plan Marketing: Organization 0–3 points	0 Not included	1 Materials and strategies for lesson implementation poorly detailed	2 Materials and strategies for lesson implementation generally detailed	3 Materials and strategies for lesson implementation well detailed		
FCS Lesson Plan Marketing: Activities 0–3 points	0 No activities prepared	1 Selected activities do not support lesson plan or are poorly detailed	2 1–3 activities selected support lesson plan and are detailed	3 1–3 activities selected clearly support lesson plan and are well detailed		
FCS Lesson Plan Marketing: Assessment 0–3 points	0 Not included	1 Assessment method(s) unclear or improvement plan poorly detailed	2 Assessment method(s) generally evident. Plan for improvement detailed	3 Assessment method(s) clearly evident. Plan for improvement well detailed		
FCS Lesson Plan Marketing: Other Resources 0–3 points	0 No resources developed	1 Resources for lesson plan poorly developed or not included in portfolio	2 Resources for lesson plan generally developed and included in portfolio	3 Resources for lesson plan well developed and included in portfolio		
FCS Lesson Plan Marketing: Sources, Notes & Documentation 0–3 points	0 Not included	1 Citation for specific lesson plan materials and notes poorly detailed	2 Citation for specific lesson plan materials and notes generally detailed	3 Citation for specific lesson plan materials and notes well detailed		

SAY YES TO FCS EDUCATION LEVEL 1 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 Subject Matter 0–5 points	0 Subject matter knowledge is not evident	1 2 Subject matter knowledge is limited	3 Evidence of subject matter knowledge, but not used effectively in the presentation	4 Subject matter knowledge is evident and used in the presentation	5 Subject matter 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 selected career	1 Limited evidence of relationship between FCS coursework and selected career	2 Evidence of relationship between FCS coursework and selected career	3 Detailed evidence of relationship between FCS coursework and selected career		
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			
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: _____	

SAY YES TO FCS EDUCATION LEVEL 2 RUBRIC

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

PORTFOLIO						POINTS
FCCLA Planning Process Summary Page 0–5 points	0 Planning Process Summary not provided	1 2 Planning Process steps are not clearly summarized or are inadequate	3 All Planning Process steps are summarized	4 Evidence that the Planning Process was utilized to plan project	5 The Planning Process is used to plan the project. Each step is fully explained. No more than 1 page or 2 slides	
FCS Education Research Summary 0–5 points	0 Research Summary not included	1 2 Research Summary for 2 postsecondary institutions offering FCS Education program poorly detailed. Does not meet page/slide requirements (see specifications)	3 Research Summary for 2 postsecondary institutions offering FCS Education program loosely detailed. Meets page/slide requirements (see specifications)	4 Research Summary for 2 postsecondary institutions offering FCS Education program detailed. Meets page/slide requirements (see specifications)	5 Research Summary for 2 postsecondary institutions offering FCS Education program well detailed. Meets page/slide requirements (see specifications)	
FCS Educator Interview Summary 0–5 points	0 Interview Summary not included	1 2 Interview Summary for 1 FCS Educator poorly detailed. Does not meet page/slide requirements (see specifications)	3 Interview Summary for 1 FCS Educator loosely detailed. Meets page/slide requirements (see specifications)	4 Interview Summary for 1 FCS Educator detailed. Meets page/slide requirements (see specifications)	5 Interview Summary for 1 FCS Educator well detailed. Meets page/slide requirements (see specifications)	
Classroom Observation Summary 0–10 points	0 Classroom Observation Summary not included	1 2 3 Classroom Observation Summary poorly detailed. Does not meet observation and/or page/slide requirements (see specifications)	4 5 6 Classroom Observation Summary loosely detailed. Meets observation and page/slide requirements (see specifications)	7 8 Classroom Observation Summary detailed. Meets observation and page/slide requirements (see specifications)	9 10 Classroom Observation Summary well detailed. Meets observation and page/slide requirements (see specifications)	
FCCLA Integration Plan 0–7 points	0 No FCCLA National Program identified	1 2 2 FCCLA National Programs identified but poorly integrated into the FCS curriculum. Does not meet page/slide requirements (see specifications)	3 4 2 FCCLA National Programs identified and loosely integrated into the FCS curriculum. Meets page/slide requirements (see specifications)	5 6 2 FCCLA National Programs identified and integrated into the FCS curriculum. Meets page/slide requirements (see specifications)	7 2 FCCLA National Programs clearly identified and well integrated into the FCS curriculum. Meets page/slide requirements (see specifications)	
FCS Lesson Plan Marketing: Planning 0–3 points	0 Not evident	1 Planning portion of Lesson Plan unclear or does not meet criteria. (See specifications)	2 Lesson Plan generally meets all Planning criteria. (See specifications)	3 Lesson Plan clearly meets all Planning criteria. (See specifications)		
FCS Lesson Plan Marketing: Organization 0–3 points	0 Not included	1 Materials and strategies for lesson implementation poorly detailed	2 Materials and strategies for lesson implementation generally detailed	3 Materials and strategies for lesson implementation well detailed		
FCS Lesson Plan Marketing: Activities 0–3 points	0 No activities prepared	1 Selected activities do not support lesson plan or are poorly detailed	2 1–3 activities selected support lesson plan and are detailed	3 1–3 activities selected clearly support lesson plan and are well detailed		
FCS Lesson Plan Marketing: Assessment 0–3 points	0 Not included	1 Assessment method(s) unclear or improvement plan poorly detailed	2 Assessment method(s) generally evident. Plan for improvement detailed	3 Assessment method(s) clearly evident. Plan for improvement well detailed		
FCS Lesson Plan Marketing: Other Resources 0–3 points	0 No resources developed	1 Resources for lesson plan poorly developed or not included in portfolio	2 Resources for lesson plan generally developed and included in portfolio	3 Resources for lesson plan well developed and included in portfolio		
FCS Lesson Plan Marketing: Sources, Notes & Documentation 0–3 points	0 Not included	1 Citation for specific lesson plan materials and notes poorly detailed	2 Citation for specific lesson plan materials and notes generally detailed	3 Citation for specific lesson plan materials and notes well detailed		

SAY YES TO FCS EDUCATION 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 Subject Matter 0–5 points	0 Subject matter knowledge is not evident	1 2 Subject matter knowledge is limited	3 Evidence of subject matter knowledge, but not used effectively in the presentation	4 Subject matter knowledge is evident and used in the presentation	5 Subject matter 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 selected career	1 Limited evidence of relationship between FCS coursework and selected career	2 Evidence of relationship between FCS coursework and selected career	3 Detailed evidence of relationship between FCS coursework and selected career		
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			
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: _____	

SAY YES TO FCS EDUCATION LEVELS 3 & 4 RUBRIC

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

PORTFOLIO						POINTS
FCCLA Planning Process Summary Page 0–5 points	0 Planning Process Summary not provided	1 2 Planning Process steps are not clearly summarized or are inadequate	3 All Planning Process steps are summarized	4 Evidence that the Planning Process was utilized to plan project	5 The Planning Process is used to plan the project. Each step is fully explained. No more than 1 page or 2 slides	
FCS Education Research Summary 0–5 points	0 Research Summary not included	1 2 Research Summary for 3 postsecondary institutions offering FCS Education program poorly detailed. Does not meet page/slide requirements (see specifications)	3 Research Summary for 3 postsecondary institutions offering FCS Education program loosely detailed. Meets page/slide requirements (see specifications)	4 Research Summary for 3 postsecondary institutions offering FCS Education program detailed. Meets page/slide requirements (see specifications)	5 Research Summary for 3 postsecondary institutions offering FCS Education program well detailed. Meets page/slide requirements (see specifications)	
FCS Educator Interview Summary 0–5 points	0 Interview Summary not included	1 2 Interview Summary for 2 FCS Educators poorly detailed. Does not meet educator or page/slide requirements (see specifications)	3 Interview Summary for 2 FCS Educators loosely detailed. Meets educator and page/slide requirements (see specifications)	4 Interview Summary for 2 FCS Educators detailed. Meets educator and page/slide requirements (see specifications)	5 Interview Summary for 2 FCS Educators well detailed. Meets educator and page/slide requirements (see specifications)	
Classroom Observation Summary 0–10 points	0 Classroom Observation Summary not included	1 2 3 Classroom Observation Summary poorly detailed. Does not meet observation and/or page/slide requirements (see specifications)	4 5 6 Classroom Observation Summary loosely detailed. Meets observation and page/slide requirements (see specifications)	7 8 Classroom Observation Summary detailed. Meets observation and page/slide requirements (see specifications)	9 10 Classroom Observation Summary well detailed. Meets observation and page/slide requirements (see specifications)	
FCCLA Integration Plan 0–7 points	0 No FCCLA National Program identified	1 2 3 FCCLA National Programs identified but poorly integrated into the FCS curriculum. Does not meet page/slide requirements (see specifications)	3 4 3 FCCLA National Programs identified and loosely integrated into the FCS curriculum. Meets page/slide requirements (see specifications)	5 6 3 FCCLA National Programs identified and integrated into the FCS curriculum. Meets page/slide requirements (see specifications)	7 3 FCCLA National Programs clearly identified and well integrated into the FCS curriculum. Meets page/slide requirements (see specifications)	
FCS Lesson Plan Marketing: Planning 0–3 points	0 Not evident	1 Planning portion of Lesson Plan unclear or does not meet criteria. (See specifications)	2 Lesson Plan generally meets all Planning criteria. (See specifications)	3 Lesson Plan clearly meets all Planning criteria. (See specifications)		
FCS Lesson Plan Marketing: Organization 0–3 points	0 Not included	1 Materials and strategies for lesson implementation poorly detailed	2 Materials and strategies for lesson implementation generally detailed	3 Materials and strategies for lesson implementation well detailed		
FCS Lesson Plan Marketing: Activities 0–3 points	0 No activities prepared	1 Selected activities do not support lesson plan or are poorly detailed	2 1–3 activities selected support lesson plan and are detailed	3 1–3 activities selected clearly support lesson plan and are well detailed		
FCS Lesson Plan Marketing: Assessment 0–3 points	0 Not included	1 Assessment method(s) unclear or improvement plan poorly detailed	2 Assessment method(s) generally evident. Plan for improvement detailed	3 Assessment method(s) clearly evident. Plan for improvement well detailed		
FCS Lesson Plan Marketing: Other Resources 0–3 points	0 No resources developed	1 Resources for lesson plan poorly developed or not included in portfolio	2 Resources for lesson plan generally developed and included in portfolio	3 Resources for lesson plan well developed and included in portfolio		
FCS Lesson Plan Marketing: Sources, Notes & Documentation 0–3 points	0 Not included	1 Citation for specific lesson plan materials and notes poorly detailed	2 Citation for specific lesson plan materials and notes generally detailed	3 Citation for specific lesson plan materials and notes well detailed		

SAY YES TO FCS EDUCATION 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 Subject Matter 0–5 points	0 Subject matter knowledge is not evident	1 2 Subject matter knowledge is limited	3 Evidence of subject matter knowledge, but not used effectively in the presentation	4 Subject matter knowledge is evident and used in the presentation	5 Subject matter 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 selected career. Career pathway identified	1 Limited evidence of relationship between FCS coursework, standards and selected career. Career pathway not identified	2 Evidence of relationship between FCS coursework, standards and selected career. Career pathway identified	3 Detailed evidence of relationship between FCS coursework, standards and selected career. 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		
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: _____	