SUSTAINABILITY CHALLENGE

SUSTAINABILITY CHALLENGE
An individual or *team event*, recognizes participants who address sustainability concerns that adversely impact human health and well–being and who actively empower others to get involved. Participants will research one of the five annual topics, investigate areas where they can make a difference, develop and carry out a project for their home, school or *community* and educate others in their school or *community*. 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 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, or if they create an item that does not align with the current event topic, 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	*Portfolio* 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**
■	■		■	■	■	■	■	■

SUSTAINABILITY CHALLENGE
ANNUAL TOPICS

ANNUAL THEME	
Competition Topics	• The Impact of Fast Fashion on the Environment and Society: Exploring Sustainable Alternatives in the Fashion Industry • Investigating the key principles and best practices for creating sustainable communities that promote long–term viability, resilience and livability • Reducing consumer plastic packaging • Sustainable Food • Sustainable transportation and reducing carbon emissions from transportation

SUSTAINABILITY CHALLENGE
COMPETITION PROCEDURES & TIME REQUIREMENTS

SPECIFICATIONS	LEVEL 1	LEVEL 2	LEVELS 3 & 4
Each entry will submit a *portfolio* (*hardcopy* 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 *portfolio* during participant set–up time. The participant must make the *electronic portfolio* accessible to evaluators.		
10 minutes	The oral presentation may be up to 10 minutes in length. A one–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 3–minutes playing time during the presentation. *Presentation equipment*, with no audio, may be used during the entire presentation.		
5 minutes	Following the presentation, evaluators will have 5 minutes to interview the participant(s).		
5 minutes	Evaluators will have 5 minutes to use the rubric to score and write comments for participant(s).		
Total Time: 30 Minutes			

SUSTAINABILITY CHALLENGE
SPECIFICATIONS

PORTFOLIO FORMAT (CHOOSE ONE)	
Hardcopy Portfolio	The *portfolio* 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 online informative cover may be included. All materials, including the *content divider pages*, must fit within the cover, be one–sided and may not exceed 48 pages, as described below. Divider page tabs may extend up to 1" outside the cover. Once a *hardcopy portfolio* has been turned in to evaluators, participants may not switch to an *electronic portfolio*.
Electronic Portfolio	An *electronic portfolio* may be either in PowerPoint, Prezi or other electronic formats that can be viewed by the evaluators and room consultants prior to the oral presentation. The *electronic portfolio* 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 *technology* used to show the evaluators the project. Once an *electronic portfolio* is turned in to the evaluators; participants may not switch to a *hardcopy portfolio*. *Portfolio* may not exceed 59 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" 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 *portfolio* in the order in which the parts appear.		

SPECIFICATIONS		LEVEL 1	LEVEL 2	LEVELS 3 & 4
1– 8 ½" x 11" page or 2 slides	**FCCLA *Planning Process* Summary Page**	Summarize how each step of the *Planning Process* was used to plan and implement the project; use of the *Planning Process* 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 *Online Project Summary Form* located on the "Surveys Applications" tab of the FCCLA Student Portal and include signed proof of submission in the *portfolio*.		
0–10 *Content* Divider/section pages or slides	***Content Divider Pages* or sections**	Use 0 to 10 *Content* Divider/section pages or slides. *Content* Divider/section pages may be tabbed, may contain a title, a section name, *graphic* elements, thematic decorations and/or page numbers. They must not include any other *content*.		
Up to 34 8 ½" x 11" pages or 44 slides	**Evidence of Research**	Document 3 sources of background research, current data and additional relevant information and how they support the project's key concern.	Document 4 sources of background research, current data and additional relevant information and how they support the project's key concern.	Document 5 sources of background research, current data and additional relevant information and how they support the project's key concern.
	Knowledge of the Relationship of Sustainability Concern to Participants' Home, School and/or *Community*	Indicate the selected competition project topic. Provide documentation for the sustainability concern's current and potential impacts on the participants' homes, schools and *community*. Identify actions individuals or groups can take to combat, stop or reverse the identified concern.		
	Creativity and Project Replication	Design a creative project that engages the school in addressing the sustainability concern.	Design a creative project that engages the school and *community* in addressing the sustainability concern.	Design a creative project that engages the school and *community* in addressing the sustainability concern. Include instructions for project replication in another school or *community*.
	Overall Sustainability Responsibility of Project	The project must address the chosen sustainability concern without causing additional harm to the environment. (i.e., if your project focuses on energy consumption, it must address energy consumption but not waste or misuse other *resources*.		
	Project Evaluation	Conduct an evaluation of project's effectiveness and ability to reach others.	Conduct an evaluation of project's effectiveness and ability to reach others. *Prop*ose a list of suggested adjustments to increase project's reach.	
	Evidence of Educational Presentations	Document 1 educational presentation prior to competition. Include date, location and proof of presentation such as photos, news clippings and/or thank–you notes.	Document 2 educational presentation prior to competition. Include date, location and proof of presentation such as photos, news clippings and/or thank–you notes.	Document 3 educational presentation prior to competition. Include date, location and proof of presentation such as photos, news clippings and/or thank–you notes.

SUSTAINABILITY CHALLENGE
SPECIFICATIONS (CONTINUED)

Up to 34 8 ½" x 11" pages or 44 slides (continued)	**Educational Presentation Reach**	Identify and describe the school *audience* reached through the educational presentation. Include reasoning for selecting the targeted *audience* and the benefits of educating them on the sustainability concern.	Identify and describe the school *audience*s reached through the 2 educational presentations. Include reasoning for selecting the targeted *audience*s and the benefits of educating them on the sustainability concern.	Identify and describe the school *audience*s reached through the 3 educational presentations. Include reasoning for selecting the targeted *audience*s and the benefits of educating them on the sustainability concern.
	Effectiveness of Educational Presentations	Document the educational presentation's effectiveness through the development of an evaluation sheet.	Document the educational presentation's effectiveness through the development of an evaluation sheet. Include evidence of changes in *audience* members' activity, opinions, knowledge level, etc.	Document the educational presentation's effectiveness through the development of an evaluation sheet. Include evidence of changes in *audience* members' activity, opinions, knowledge level, etc. Propose adjustments for future presentations based on the data collected.
	Works Cited/*Bibliography*	Use MLA or APA formatting when citing sources. All sources must be *reliable* and current.		
	***Portfolio* Appearance**	*Portfolio* must be neat, legible and *professional* 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 *audiovisual equipment* is used, it is limited to 3–minutes playing time during the presentation. *Presentation equipment*, with no audio, may be used throughout the oral presentation. Participants may use any combination of *props*, materials, supplies and/or equipment to demonstrate how to carry out the project.

SPECIFICATIONS	LEVEL 1	LEVEL 2	LEVELS 3 & 4
Organization/Delivery	Deliver an organized, sequential oral presentation; concisely and thoroughly summarize research.		
Knowledge of Sustainability Concern	Demonstrate knowledge of sustainability concern's current data and trends.		
Relationship to Family and Consumer Sciences Coursework and/or Related Careers	Describe the relationship of Family and Consumer Sciences coursework to project.	Describe the relationship of Family and Consumer Sciences coursework to 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 project. Explain which FCCLA National Program(s) could be used during project implementation. Identify career pathway.
Use of *Portfolio* and *Visuals*	Use the *portfolio* and *visuals* to support, illustrate or complement presentation.		
Voice	Speak clearly with appropriate pitch, tempo and volume.		

SUSTAINABILITY CHALLENGE
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.

SUSTAINABILITY CHALLENGE

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
  - o **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
  - o **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.

SUSTAINABILITY CHALLENGE
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	**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 36 single–sided pages or 47 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 • Up to 10 Content Divider Pages or slides • Up to 34 content pages or 44 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: _____   *Divided by # of Evaluators*

            = AVERAGE EVALUATOR SCORE

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

ROOM CONSULTANT TOTAL (8 Points Possible)

AVERAGE EVALUATOR SCORE (92 Points Possible)

FINAL SCORE (Average Evaluator Score plus Room Consultant Score)

RATING ACHIEVED (circle one)   **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: _____

SUSTAINABILITY CHALLENGE
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	
Evidence of Research 0–5 points	**0** No sources included	**1 2** Less than 3 sources included or relation to project's concern is unclear	**3** 3 current, relevant sources included generally support project's concern	**4** 3 current, relevant sources included support project's concern	**5** 3 current, relevant sources included clearly support project's concern	
Knowledge of the Relationship of Sustainability Concern to Participants' Homes, Schools, Community 0–8 points	**0** Not sustainability concern, impacts or action steps identified.	**1 2 3** Project's sustainability concern unclear or documentation of potential impacts and action steps poorly detailed	**4 5** Project's sustainability concern stated. Documentation of potential impacts and action steps loosely detailed	**6 7** Project's sustainability concern stated. Documentation of potential impacts and action steps detailed	**8** Project's sustainability concern clearly stated. Documentation of potential impacts and action steps well detailed	
Creativity and Project Replication 0–8 points	**0** No school engagement	**1 2** Project lacks creativity. School engagement in addressing concern unclear	**3 4** Project is creative and generally engages school in addressing concern	**5 6** Project is creative and engages school in addressing concern	**7 8** Project is highly creative and clearly engages school in addressing concern	
Overall Sustainability Responsibility of Project 0–4 points	**0** Project is sustainability irresponsible or causes additional harm	**1** Project is generally sustainability responsible and causes limited additional harm	**2** Project is generally sustainability responsible and causes no additional harm	**3** Project is sustainability responsible and causes no additional harm	**4** Project is highly sustainability responsible and causes no additional harm	
Project Evaluation 0–3 points	**0** No evaluation conducted on project's effectiveness or reach	**1** Evaluation of project's effectiveness and reach on poorly detailed	**2** Evaluation of project's effectiveness and reach generally detailed	**3** Evaluation of project's effectiveness and reach well detailed		
Evidence of Educational Presentations 0–2 points	**0** No educational presentation conducted prior to competition	**1** Presented 1 educational presentation prior to competition. Proof of presentation not included	**2** Presented 1 educational presentation prior to competition. Proof of presentation included			
Scope of Educational Presentations 0–5 points	**0** Audience information not included	**1 2** School audience reached not identified or selection reasoning and educational benefits poorly detailed	**3** School audience reached generally identified. Selection reasoning and educational benefits loosely detailed	**4** School audience reached identified. Selection reasoning and educational benefits detailed	**5** School audience reached clearly identified. Selection reasoning and educational benefits well detailed	
Effectiveness of Educational Presentations 0–5 points	**0** No evaluation included	**1 2** Evaluation sheet documenting the educational presentation's effectiveness poorly detailed	**3** Evaluation sheet documenting the educational presentation's effectiveness loosely detailed	**4** Evaluation sheet documenting the educational presentation's effectiveness detailed	**5** Evaluation sheet documenting the educational presentation's effectiveness 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)		
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		

SUSTAINABILITY CHALLENGE
LEVEL 1 RUBRIC (CONTINUED)

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 Sustainability Concern 0–5 points	**0** Knowledge of sustainability concern is not evident	**1 2** Knowledge of sustainability concern is limited	**3** Knowledge of sustainability concern is evident, but not used effectively in the presentation	**4** Knowledge of sustainability concern is evident and used in the presentation	**5** Knowledge of sustainability concern 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: _____	

SUSTAINABILITY CHALLENGE
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	
Evidence of Research 0–5 points	**0** No sources included	**1 2** Less than 4 sources included or relation to project's concern is unclear	**3** 4 current, relevant sources included generally support project's concern	**4** 4 current, relevant sources included support project's concern	**5** 4 current, relevant sources included clearly support project's concern	
Knowledge of the Relationship of Sustainability Concern to Participants' Homes, Schools, *Community* 0–8 points	**0** Not sustainability concern, impacts or action steps identified.	**1 2 3** Project's sustainability concern unclear or documentation of potential impacts and action steps poorly detailed	**4 5** Project's sustainability concern stated. Documentation of potential impacts and action steps loosely detailed	**6 7** Project's sustainability concern stated. Documentation of potential impacts and action steps detailed	**8** Project's sustainability concern clearly stated. Documentation of potential impacts and action steps well detailed	
Creativity and Project Replication 0–8 points	**0** No school or community engagement	**1 2** Project lacks creativity. School and community engagement in addressing concern unclear	**3 4** Project is creative and generally engages school and community in addressing concern	**5 6** Project is creative and engages school and community in addressing concern	**7 8** Project is highly creative and clearly engages school and community in addressing concern	
Overall Sustainability Responsibility of Project 0–4 points	**0** Project is sustainability irresponsible or causes additional harm	**1** Project is generally sustainability responsible and causes limited additional harm	**2** Project is generally sustainability responsible and causes no additional harm	**3** Project is sustainability responsible and causes no additional harm	**4** Project is highly sustainability responsible and causes no additional harm	
Project Evaluation 0–3 points	**0** No evaluation conducted on project's effectiveness or reach. No adjustments included	**1** Evaluation of project's effectiveness, reach and adjustment list poorly detailed	**2** Evaluation of project's effectiveness, reach and adjustment list generally detailed. Proposed list of adjustments included	**3** Evaluation of project's effectiveness, reach and adjustment list well detailed		
Evidence of Educational Presentations 0–2 points	**0** No educational presentations conducted prior to competition	**1** Less than 2 educational presentations conducted prior to competition. Proof of presentations not included	**2** Presented 2 educational presentations prior to competition. Proof of presentations included			
Scope of Educational Presentations 0–5 points	**0** Audiences information not included	**1 2** School audiences reached not identified or selection reasoning and educational benefits poorly detailed	**3** School audiences reached generally identified. Selection reasoning and educational benefits loosely detailed	**4** School audiences reached identified. Selection reasoning and educational benefits detailed	**5** School audiences reached clearly identified. Selection reasoning and educational benefits well detailed	
Effectiveness of Educational Presentations 0–5 points	**0** No evaluation included	**1 2** Evaluation sheet documenting the 2 educational presentation's effectiveness poorly detailed	**3** Evaluation sheet documenting the 2 educational presentation's effectiveness loosely detailed	**4** Evaluation sheet documenting the 2 educational presentation's effectiveness detailed	**5** Evaluation sheet documenting the 2 educational presentation's effectiveness well detailed	

	0	1	2	3		
Works Cited/ *Bibliography* 0–3 points	Not included	Sources are incomplete, dated, unreliable and with many citation errors	Sources are complete, current and reliable, but have citation errors (see citation guide)	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 Sustainability Concern 0–5 points	**0** Knowledge of sustainability concern is not evident	**1 2** Knowledge of sustainability concern is limited	**3** Knowledge of sustainability concern is evident, but not used effectively in the presentation	**4** Knowledge of sustainability concern is evident and used in the presentation	**5** Knowledge of sustainability concern 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: _____	

SUSTAINABILITY CHALLENGE
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	
Evidence of Research 0–5 points	**0** No sources included	**1 2** Less than 5 sources included or relation to project's concern is unclear	**3** 5 current, relevant sources included generally support project's concern	**4** 5 current, relevant sources included support project's concern	**5** 5 current, relevant sources included clearly support project's concern	
Knowledge of the Relationship of Sustainability Concern to Participants' Homes, Schools, *Community* 0–8 points	**0** Not sustainability concern, impacts or action steps identified.	**1 2 3** Project's sustainability concern unclear or documentation of potential impacts and action steps poorly detailed	**4 5** Project's sustainability concern stated. Documentation of potential impacts and action steps loosely detailed	**6 7** Project's sustainability concern stated. Documentation of potential impacts and action steps detailed	**8** Project's sustainability concern clearly stated. Documentation of potential impacts and action steps well detailed	
Creativity and Project Replication 0–8 points	**0** No school or community engagement	**1 2** Project lacks creativity. School and community engagement in addressing concern unclear	**3 4** Project is creative and generally engages school and community in addressing concern	**5 6** Project is creative and engages school and community in addressing concern	**7 8** Project is highly creative and clearly engages school and community in addressing concern	
Overall Sustainability Responsibility of Project 0–4 points	**0** Project is sustainability irresponsible or causes additional harm	**1** Project is generally sustainability responsible and causes limited additional harm	**2** Project is generally sustainability responsible and causes no additional harm	**3** Project is sustainability responsible and causes no additional harm	**4** Project is highly sustainability responsible and causes no additional harm	
Project Evaluation 0–3 points	**0** No evaluation conducted on project's effectiveness or reach. No adjustments included	**1** Evaluation of project's effectiveness, reach and adjustment list poorly detailed	**2** Evaluation of project's effectiveness, reach and adjustment list generally detailed. Proposed list of adjustments included	**3** Evaluation of project's effectiveness, reach and adjustment list well detailed		
Evidence of Educational Presentations 0–2 points	**0** No educational presentations conducted prior to competition	**1** Less than 3 educational presentations conducted prior to competition. Proof of presentations not included	**2** Presented 3 educational presentations prior to competition. Proof of presentations included			
Scope of Educational Presentations 0–5 points	**0** Audiences information not included	**1 2** School audiences reached not identified or selection reasoning and educational benefits poorly detailed	**3** School audiences reached generally identified. Selection reasoning and educational benefits loosely detailed	**4** School audiences reached identified. Selection reasoning and educational benefits detailed	**5** School audiences reached clearly identified. Selection reasoning and educational benefits well detailed	
Effectiveness of Educational Presentations 0–5 points	**0** No evaluation included	**1 2** Evaluation sheet documenting the 3 educational presentation's effectiveness poorly detailed	**3** Evaluation sheet documenting the 3 educational presentation's effectiveness loosely detailed	**4** Evaluation sheet documenting the 3 educational presentation's effectiveness detailed	**5** Evaluation sheet documenting the 3 educational presentation's effectiveness well detailed	

SUSTAINABILITY CHALLENGE
LEVELS 3 & 4 RUBRIC (CONTINUED)

	0	1	2	3		
Works Cited/ *Bibliography* 0–3 points	Not included	Sources are incomplete, dated, unreliable and with many citation errors	Sources are complete, current and reliable, but have citation errors (see citation guide)	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 Sustainability Concern 0–5 points	0 Knowledge of sustainability concern is not evident	1 2 Knowledge of sustainability concern is limited	3 Knowledge of sustainability concern is evident, but not used effectively in the presentation	4 Knowledge of sustainability concern is evident and used in the presentation	5 Knowledge of sustainability concern 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: _____	