

## Focus on Children Rubric (continued)

Points

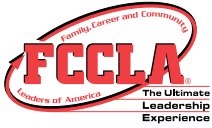
<b>Ability of Participants to Work with Children</b> 0–5 points	<b>0</b> No evidence of working with children	<b>1</b> Evidence some of the participants worked with the children, but not all of them were actively involved	<b>2</b> All participants were involved with working with children	<b>3</b> Participants were involved with children and could articulate what they had learned	<b>4</b> Evidence of all participants involved working with children during the “ACT” step of the Planning Process	<b>5</b> Extensive evidence of the scope, impact and application of learning by the participants in their work with children	
<b>Display</b> 0–5 points	<b>0</b> Display not used during presentation	<b>1</b> Display has many errors and is not aesthetically pleasing	<b>2</b> Display has minimal appeal both in design and content	<b>3</b> Display needs some improvement in content and design	<b>4</b> Display is highly creative but lacks real content/Display has strong content and lacks creativity	<b>5</b> Display is creative, appropriate and of high quality/Display has good word, color, and design choices	

FOCUS ON CHILDREN

<b>ORAL PRESENTATION</b>							Points
<b>Oral Presentation</b> 0–10 points	<b>0</b> Presentation is not done or speaks briefly and does not cover components of the project	<b>1–2</b> Presentation covers some topic elements	<b>3–4</b> Presentation covers all topic elements but with minimal information	<b>5–6</b> Presentation gives complete information but does not explain the project well	<b>7–8</b> Presentation covers information completely but does not flow	<b>9–10</b> Presentation covers all relevant information completely with a seamless and logical delivery	
<b>Knowledge of Subject Matter</b> 0–5 points	<b>0</b> Little or no evidence of knowledge	<b>1</b> Minimal evidence of knowledge	<b>2</b> Some evidence of knowledge	<b>3</b> Knowledge of subject matter is evident but not shared in presentation	<b>4</b> Knowledge of subject matter is evident and shared at times in the presentation	<b>5</b> Knowledge of subject matter is evident and shared throughout the presentation	
<b>Use of Display during Presentation</b> 0–5 points	<b>0</b> Display is not used during presentation	<b>1</b> Display is used to limit amount of speaking time	<b>2</b> Display is used minimally during presentation	<b>3</b> Display is incorporated throughout presentation	<b>4</b> Display is used effectively throughout presentation	<b>5</b> Presentation moves seamlessly between oral presentation and display	
<b>Voice—pitch, tempo, volume</b> 0–3 points	<b>0</b> No voice qualities are used effectively	<b>1</b> Voice quality is adequate	<b>2</b> Voice is good, but could improve	<b>3</b> Voice quality is outstanding and pleasing to listen to			
<b>Body Language</b> 0–3 points	<b>0</b> Body language shows nervousness and unease/inappropriate clothing	<b>1</b> Body language shows minimal amount of nervousness/clothing is appropriate	<b>2</b> Body language is good and clothing is professional	<b>3</b> Body language and clothing choice both enhance the presentation			
<b>Grammar/Word Usage/Pronunciation</b> 0–3 points	<b>0</b> Extensive (more than 5) grammatical and pronunciation errors	<b>1</b> Some (3–5) grammatical and pronunciation errors	<b>2</b> Few (1–2) grammatical and pronunciation errors	<b>3</b> Presentation has no grammatical or pronunciation errors			
<b>Responses to Evaluators’ Questions</b> 0–5 points	<b>0</b> Did not answer evaluators’ questions	<b>1</b> Unable to answer some questions	<b>2</b> Responded to all questions, but without ease or accuracy	<b>3</b> Responded adequately to all questions	<b>4</b> Gave appropriate responses to evaluators’ questions	<b>5</b> Responses to questions were appropriate and given without hesitation	

**Evaluator’s Comments:**

**TOTAL**



# ILLUSTRATED TALK

## Rubric



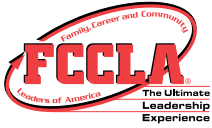
ILLUSTRATED TALK

Name(s) of Participant(s) \_\_\_\_\_

State \_\_\_\_\_ Team # \_\_\_\_\_ Group # \_\_\_\_\_

Category:  Junior  Senior  Occupational

EVALUATION CRITERIA							Points
<b>FCCLA Planning Process Summary Page</b> 0–5 points	<b>0</b> Planning Process summary not provided	<b>1</b> Inadequate steps in the Planning Process are presented	<b>2</b> All Planning Process steps are presented but not summarized	<b>3</b> All Planning Process steps are summarized	<b>4</b> Evidence that the Planning Process was utilized to plan project	<b>5</b> The Planning Process is used to plan the project. Each step is fully explained	
<b>Outline of Presentation</b> 0–3 points	<b>0</b> Not provided	<b>1</b> Very limited; disorganized	<b>2</b> Adequate information presented; organization is good, but could be improved	<b>3</b> Excellent information clearly organized and easy to follow			
<b>Introduction</b> 0–5 points	<b>0</b> No obvious introduction	<b>1</b> Introduction not relevant or appropriate for the presentation	<b>2</b> Introduction not effective in capturing attention	<b>3</b> Somewhat creative/attention getting	<b>4</b> Creative introduction	<b>5</b> Introduction captured attention immediately	
<b>Relationship of Family and Consumer Sciences Coursework and/or Selected Career</b> 0–10 points	<b>0</b> No evidence of relationship to career and/or FCS	<b>1–2</b> Minimal evidence of career knowledge and/or FCS coursework	<b>3–4</b> Some evidence of career knowledge and/or FCS coursework	<b>5–6</b> Knowledge of career and/or FCS coursework evident but not shared	<b>7–8</b> Knowledge of career and/or the relationship to FCS is evident and shared	<b>9–10</b> Knowledge of career and/or FCS relationship is evident and explained well	
<b>Knowledge of Subject Matter</b> 0–10 points	<b>0</b> Did not mention any methods and techniques	<b>1–2</b> Minimal evidence of knowledge	<b>3–4</b> Some evidence of knowledge	<b>5–6</b> Evidence of knowledge, but not used effectively in the presentation	<b>7–8</b> Evidence of knowledge. Presentation is enhanced by participant's knowledge	<b>9–10</b> Evidence of thorough knowledge. Effective presentation of current data and information to support viewpoints and issues of concern.	
<b>Methods or Techniques to Address the Issues of Concern</b> 0–5 points	<b>0</b> Did not mention any methods and techniques	<b>1–2</b> Methods and techniques were given, but not explained	<b>3–4</b> Methods and techniques were given, but not clearly explained	<b>5–6</b> Issues were examined with some methods and techniques to solve these concerns	<b>7–8</b> Methods and techniques were given and thoroughly explained in which one imagines consequences, conceptualizes alternatives, and empathizes	<b>9–10</b> Multiple strategies are examined. Critical thinking is used to focus on deciding what to believe or do	
<b>Summary</b> 0–5 points	<b>0</b> Not provided	<b>1–2</b> Poor summary with weak conclusion	<b>3–4</b> Provided a summary but concluding statement could be stronger	<b>5</b> Excellent summary with strong concluding statement			
<b>Length of Presentation</b> 0–3 points	<b>0</b> Did not speak	<b>1</b> Spoke very briefly or was stopped	<b>2</b> Spoke an appropriate length but could have expanded more on presentation	<b>3</b> The presentation was within 10 minutes and all information was covered for an appropriate length of time			
<b>Organization</b> 0–10 points	<b>0</b> Presentation is not done or speaks briefly and does not cover components of the project	<b>1–2</b> Presentation covers some topic elements	<b>3–4</b> Presentation covers all topic elements but with minimal information	<b>5–6</b> Presentation gives complete information, but does not explain the project well	<b>7–8</b> Presentation covers information completely and explains project fully	<b>9–10</b> Presentation covers all relevant information completely and explains project with a seamless and logical delivery	



# JOB INTERVIEW Rubric



Name(s) of Participant(s) \_\_\_\_\_

State \_\_\_\_\_ Team # \_\_\_\_\_ Group # \_\_\_\_\_

Category:  Senior  Occupational

EVALUATION CRITERIA							Points
<b>Application</b> 0-5 points	<b>0</b> Application was not completed	<b>1</b> Complete and legible	<b>2</b> Complete, neat but could be more professional	<b>3</b> Complete, neat, legible, professional, correct grammar and spelling used	<b>4-5</b> Attractive layout, complete, neat, legible, professional, correct grammar and spelling used		
PORTFOLIO CONTENT							Points
<b>FCCLA Planning Process Summary Page</b> 0-5 points	<b>0</b> Planning Process summary not provided	<b>1</b> Inadequate steps in the Planning Process are presented	<b>2</b> All Planning Process steps are presented but not summarized	<b>3</b> All Planning Process steps are summarized	<b>4</b> Evidence that the Planning Process was utilized to plan project	<b>5</b> The Planning Process is used to plan the project. Each step is fully explained	
<b>Job Specification Sheet</b> 0-5 points	<b>0</b> Job Specification Sheet not provided	<b>1</b> Only three of the five items provided	<b>2</b> Only two of the four items provided	<b>3</b> Four of the five items provided	<b>4</b> All five items provided	<b>5</b> All five items provided and thorough	
<b>Business Communication</b> 0-10 points	<b>0</b> None apply	<b>1-10 Score one point for each of these components:</b>					
		<input type="checkbox"/> Neat	<input type="checkbox"/> Legible	<input type="checkbox"/> Document consistently written			
		<input type="checkbox"/> Consistent font	<input type="checkbox"/> White or creme paper, 24 weight	<input type="checkbox"/> Correct grammar			
		<input type="checkbox"/> Correct spelling	<input type="checkbox"/> Professional	<input type="checkbox"/> Organized			
		<input type="checkbox"/> Appropriate business format					
<b>Career Related Education</b> 0-5 points	<b>0</b> Not included	<b>1</b> Only one of the required items provided	<b>2</b> Only two of four items provided	<b>3</b> Three of four items provided	<b>4</b> All four items provided but they lack information	<b>5</b> All four items provided, thorough and professional	
<b>Educational Enhancement Opportunities</b> 0-5 points	<b>0</b> Not included	<b>1</b> One item provided	<b>2</b> Two of three items provided but lack information	<b>3</b> Two of three items provided completely	<b>4</b> All three items provided but they lack information	<b>5</b> All three items provided, thorough and professional	
<b>Examples of Special Skill</b> 0-5 points	<b>0</b> Not provided	<b>1</b> Only three of five items provided	<b>2</b> Only one or two of the items provided	<b>3</b> Four of five items provided	<b>4</b> Five items provided	<b>5</b> All five items provided and relate well to job/career goals	
<b>Portfolio Appearance</b> 0-3 points	<b>0</b> Portfolio is illegible and unorganized	<b>1</b> Portfolio is neat, but contains grammatical or spelling errors and is organized poorly	<b>2</b> Portfolio is neat, legible, and professional, with correct grammar and spelling	<b>3</b> Neat and professional, correct grammar and spelling used; effective organization			

# Job Interview Rubric (continued)

INTERVIEW							Points
<b>Knowledge of Selected Job</b> 0–10 points	<b>0</b> Little evidence of job knowledge	<b>1–2</b> Minimal evidence of job knowledge	<b>3–4</b> Some evidence of job knowledge	<b>5–6</b> Knowledge of job is evident but not in interview	<b>7–8</b> Knowledge of job is evident and shared at times in the interview	<b>9–10</b> Knowledge of job is evident and incorporated throughout the interview	
<b>Communication Skills</b> 0–10 points	<b>0</b> Participant does not take part in interview	<b>1–2</b> Interview is brief because participant lacks the ability to carry on a conversation or answer questions with detail	<b>3–4</b> Participant answers most questions well, but displays signs of self-consciousness or nervousness in his/her nonverbal communication	<b>5–6</b> Participant answers questions and relates to the evaluators well	<b>7–8</b> Participant shows confidence and personality during interview. Answers questions well	<b>9–10</b> Participant is confident, poised, personable, relates well to the evaluators, and answers questions clearly and effectively	
<b>Use of Portfolio During Presentation</b> 0–5 points	<b>0</b> Portfolio is not used during presentation	<b>1</b> Portfolio used to limit amount of speaking time	<b>2</b> Portfolio used minimally during presentation	<b>3</b> Portfolio incorporated throughout presentation	<b>4</b> Portfolio used effectively throughout presentation	<b>5</b> Presentation moves seamlessly between oral presentation, and portfolio	
<b>Professional Appearance</b> 0–3 points	<b>0–1</b> Non-professional appearance, attire and/or grooming		<b>2</b> Neat appearance, attire and grooming but lacks polish		<b>3</b> Professional appearance, attire and grooming		
<b>Voice—pitch tempo, volume</b> 0–3 points	<b>0</b> No voice qualities are used effectively	<b>1</b> Voice quality is adequate		<b>2</b> Voice is good, but could improve	<b>3</b> Voice quality is outstanding and pleasing to listen to		
<b>Body Language</b> 0–3 points	<b>0</b> Body language shows nervousness and unease/ inappropriate clothing	<b>1</b> Body language shows minimal amount of nervousness/ clothing is appropriate	<b>2</b> Body language is good and and clothing is professional		<b>3</b> Body language and clothing choice both enhance the presentation		
<b>Grammar/ Word Usage/ Pronunciation</b> 0–3 points	<b>0</b> Extensive (more than 5) grammatical and pronunciation errors		<b>1</b> Some (3–5) grammatical and pronunciation errors	<b>2</b> Few (1–2) grammatical and pronunciation errors		<b>3</b> Presentation has no grammatical or pronunciation errors	
<b>Responses to Evaluators' Questions</b> 0–10 points	<b>0</b> Did not answer evaluators' questions	<b>1–2</b> Unable to answer some questions	<b>3–4</b> Responded to all questions, but with-out ease or accuracy	<b>5–6</b> Responded adequately to all questions	<b>7–8</b> Gave appropriate responses to evaluators' questions	<b>9–10</b> Responses to questions were appropriate and given without hesitation	

**Evaluator's Comments:**

**TOTAL**

# PARLIAMENTARY PROCEDURE

## Rubric

Name(s) of Participant(s) \_\_\_\_\_

State \_\_\_\_\_ Team # \_\_\_\_\_ Group # \_\_\_\_\_

 Category:  Junior  Senior  Occupational

DEMONSTRATED MEETING			Points
<b>Proper Use of Parliamentary Law</b> 0–3 points	<b>0</b> Team lacked basic understanding of parliamentary law according to <i>Robert's Rules of Order, Newly Revised 10th Edition</i>	<b>2</b> Team incorrectly carried out parliamentary procedures twice according to <i>Robert's Rules of Order, Newly Revised 10th Edition</i>	<b>3</b> Team carried out all procedures correctly according to <i>Robert's Rules of Order, Newly Revised 10th Edition</i>
<b>Proper Recognition of Chair and all members</b> 0–3 points	<b>0</b> Members were never recognized by chair before speaking	<b>2</b> Proper recognition of the chair and members were met part of the time	<b>3</b> Chair and members were recognized properly at all times
<b>Coverage of Agenda</b> 0–3 points	<b>0</b> Team did not follow agenda	<b>2</b> Team did not address all agenda items properly	<b>3</b> Team addressed all agenda items properly
<b>Main Motion</b> 0–3 points	<b>0</b> Team did not demonstrate a main motion	<b>2</b> Team stated a main motion without properly carrying it out	<b>3</b> Team correctly demonstrated a main motion
<b>Amend a Motion</b> 0–3 points	<b>0</b> Team did not demonstrate amend a motion	<b>2</b> Team incorrectly amended a motion	<b>3</b> Team correctly amended a motion
<b>Amend an Amendment</b> 0–3 points	<b>0</b> Team did not demonstrate amend an amendment	<b>2</b> Team incorrectly amended an amendment	<b>3</b> Team correctly amended an amendment
<b>Point of Order or Parliamentary Inquiry</b> 0–3 points	<b>0</b> Team did not demonstrate a point of order <i>or</i> parliamentary inquiry	<b>2</b> Team incorrectly demonstrated a point of order <i>or</i> parliamentary inquiry	<b>3</b> Team correctly demonstrated a point of order <i>or</i> parliamentary inquiry
<b>Division of the Assembly or Division of the Question</b> 0–3 points	<b>0</b> Team did not demonstrate division of the assembly <i>or</i> division of the question	<b>2</b> Team incorrectly demonstrated division of the assembly <i>or</i> division of the question	<b>3</b> Team correctly demonstrated division of the assembly <i>or</i> division of the question
<b>Previous Question</b> 0–3 points	<b>0</b> Team did not demonstrate previous question	<b>2</b> Team incorrectly demonstrated previous question	<b>3</b> Team correctly demonstrated previous question
<b>Point of Information</b> 0–3 points	<b>0</b> Team did not demonstrate point of information	<b>2</b> Team incorrectly demonstrated point of information	<b>3</b> Team correctly demonstrated point of information
<b>Postpone to a Certain Time</b> 0–3 points	<b>0</b> Team did not demonstrate postpone to a certain time	<b>2</b> Team incorrectly demonstrated postpone to a certain time	<b>3</b> Team correctly demonstrated postpone to a certain time
<b>Refer to a Committee</b> 0–3 points	<b>0</b> Team did not demonstrate refer to a committee	<b>2</b> Team incorrectly demonstrated refer to a committee	<b>3</b> Team correctly demonstrated refer to a committee
<b>Question of Privilege or Recess</b> 0–3 points	<b>0</b> Team did not demonstrate question of privilege <i>or</i> recess	<b>2</b> Team incorrectly demonstrated question of privilege <i>or</i> recess	<b>3</b> Team correctly demonstrated question of privilege <i>or</i> recess
<b>Demonstration Time</b> 0–15 points	<b>0–5</b> Demonstrated meeting lasted 10 minutes or less with limited quality discussion and involvement of members	<b>6–10</b> Demonstrated meeting lasted 10–15 minutes with quality of discussion and appropriate member involvement	<b>11–15</b> Demonstrated meeting lasted 15–20 minutes with quality of discussion, diversity of viewpoints and appropriate involvement



# NATIONAL PROGRAMS IN ACTION

## Rubric



**NATIONAL PROGRAMS IN ACTION**

Name(s) of Participant(s) \_\_\_\_\_

State \_\_\_\_\_ Team # \_\_\_\_\_ Group # \_\_\_\_\_

Category:  Junior  Senior  Occupational

**National Project** (check one):  Student Body  Power of One  Career Connections  Community Service  
 FACTS (Families Acting for Community Traffic Safety)  Families First  Financial Fitness  STOP the Violence

EVALUATION CRITERIA							Points
<b>Identify Concerns: Relationship to the National Program</b> 0–5 points	<b>0</b> No concern is identified	<b>1</b> Concern is identified	<b>2</b> Concern is identified with 1–2 statements of the issue	<b>3</b> Concern is identified with 2–3 statements of issue and how it relates to the national program	<b>4</b> Concern is identified with 3 or more compelling statements of the need and relation to the national program	<b>5</b> Concern is written well with 4 or more compelling statements of the need and relation to the national program	
<b>Identify Concerns: Knowledge of the National Program</b> 0–5 points	<b>0</b> No knowledge apparent	<b>1</b> Knowledge of the national program seems limited	<b>2</b> Participant(s) seems to have sufficient knowledge but it is not explicitly stated	<b>3</b> National program knowledge is explained in presentation	<b>4</b> Extensive knowledge is apparent through the presentation	<b>5</b> Extensive knowledge is explained and applied to the project	
<b>Set a Goal</b> 0–5 points	<b>0</b> Goal is missing	<b>1</b> Goal is simplistically stated	<b>2</b> Goal is stated adequately	<b>3</b> Goal is stated strongly with some steps identified	<b>4</b> Goal is stated strongly, ambitious and clear steps are identified	<b>5</b> Ambitious goal is stated, and articulated with clear steps and evaluation methods	
<b>Set a Goal: Appropriate Goal</b> 0–5 points	<b>0</b> Goal is missing	<b>1</b> Goal is inappropriate for the project	<b>2</b> Goal is relevant but does not relate to a national program	<b>3</b> Goal relates to a national program	<b>4</b> Goal relates to an issue and a national program, but relevance is unclear	<b>5</b> Goal explicitly states relationship to a community, school, national, or international issue, and a national program	
<b>Form a Plan: Organization</b> 0–5 points	<b>0</b> No plan is presented	<b>1</b> Plan is presented with minimal steps	<b>2</b> Plan is stated with 3–5 steps	<b>3</b> Plan is clearly stated with 3–5 steps and a timeline identified	<b>4</b> Plan is multi-phased, chronologically sequenced, and has measurable expectations	<b>5</b> Plan is multi-phased, chronologically sequenced, has measurable expectations and is realistic and challenging for participants' level	
<b>Form a Plan: Logistics and Timeline</b> 0–5 points	<b>0</b> Plan does not include logistics	<b>1</b> Logistical and timeline information have been considered, but no evidence is given in the plan	<b>2</b> Logistics and timeline are somewhat unclear	<b>3</b> Logistics and timeline have some gaps and need more detailed descriptions	<b>4</b> Logistics and timeline are complete but could explain with more detail	<b>5</b> Plan identified who, what, where, when, why, how, and lists abilities, resources, possible barriers, and ways to recognize and measure accomplishments	
<b>Act: Action Taken on Plan</b> 0–5 points	<b>0</b> No action plan presented	<b>1</b> Some actions are explained	<b>2</b> All actions are explained	<b>3</b> All actions are explained with mention of possible barriers and outcomes expected	<b>4</b> Each action step is taken but explanation given is limited	<b>5</b> Each action step is taken and full explanation is given of actions and outcomes	
<b>Act: Use of Resources and Partners</b> 0–5 points	<b>0</b> No evidence of partnerships or resources	<b>1</b> Limited evidence of partnerships and resources	<b>2</b> Evidence of partnerships and resources exploration, but no action to develop relationships was taken	<b>3</b> Evidence of search for partners and resources with appropriate action taken to begin relationships	<b>4</b> The project identifies action taken to identify and build relationships with partners and resources who are relevant to the project	<b>5</b> The project identifies possibilities and attempts to develop relationships with partners and resources who enhance the project	

# National Programs in Action Rubric (continued)

Points

<b>Follow Up: Publicity &amp; Recognition</b> 0–5 points	<b>0</b> There are not publicity or recognition strategies	<b>1</b> Publicity and recognition are acknowledged, but not an intentional component	<b>2</b> Publicity and recognition strategies are limited in use	<b>3</b> Publicity is utilized at many steps of the action plan, recognition is evident	<b>4</b> Publicity is utilized throughout the action plan, recognition is evident and appropriate	<b>5</b> Publicity is utilized throughout, recognition is evident. Both are creative and purposeful	
<b>Follow Up: Evaluation</b> 0–5 points	<b>0</b> Evaluation methods are not evident in the plans	<b>1</b> Evaluation methods are mentioned	<b>2</b> Evaluation methods are included in the plans and results	<b>3</b> Evaluation methods are evident, but their purpose and outcomes are insufficient	<b>4</b> Evaluation methods are evident, purposefully used and broad outcomes are listed	<b>5</b> Evaluation methods are evident, purposefully used, and measurable outcomes listed	
<b>Oral Presentation</b> 0–10 points	<b>0</b> Presentation is not done or speaks briefly and does not cover components of the project	<b>1–2</b> Presentation covers some topic elements	<b>3–4</b> Presentation covers all topic elements but with minimal information	<b>5–6</b> Presentation gives complete information but does not explain the project well	<b>7–8</b> Presentation covers information completely but does not flow well	<b>9–10</b> Presentation covers all relevant information with a seamless and logical delivery	
<b>Knowledge of Subject Matter</b> 0–5 points	<b>0</b> Little or no evidence of knowledge	<b>1</b> Minimal evidence of knowledge	<b>2</b> Some evidence of knowledge	<b>3</b> Knowledge of subject matter is evident but not shared in presentation	<b>4</b> Knowledge of subject matter is evident and shared at times in the presentation	<b>5</b> Knowledge of subject matter is evident incorporated throughout the presentation	
<b>Relationship of Family and Consumer Sciences Coursework</b> 0–5 points	<b>0</b> No evidence of relationship with FCS	<b>1</b> Minimal evidence of FCS coursework and knowledge	<b>2</b> Some evidence of FCS relationship	<b>3</b> Knowledge of FCS coursework is evident but not shared	<b>4</b> Knowledge of relationship to FCS is evident and shared	<b>5</b> Knowledge of FCS relationship is evident and explained well	
<b>Use of Visuals and Technology during Presentation</b> 0–6 points	<b>0–1</b> Visuals are not used during presentation	<b>2</b> Visuals were of poor quality are used to limit amount of speaking time	<b>3</b> Low quality visuals are used minimally during presentation	<b>4</b> Adequately chosen and prepared visuals are incorporated throughout presentation	<b>5</b> Excellent visuals are used effectively throughout presentation	<b>6</b> Presentation moves seamlessly between oral presentation, high quality visuals. Visuals are superbly chosen and enhance presentation	
<b>Voice—pitch, tempo, volume</b> 0–3 points	<b>0</b> No voice qualities are used effectively	<b>1</b> Voice quality is adequate	<b>2</b> Voice is good, but could improve	<b>3</b> Voice quality is outstanding and pleasing to listen to			
<b>Body Language</b> 0–3 points	<b>0</b> Body language shows nervousness and unease/inappropriate clothing	<b>1</b> Body language shows minimal amount of nervousness/clothing is appropriate	<b>2</b> Body language is good and clothing is professional	<b>3</b> Body language and clothing choice both enhance the presentation			
<b>Grammar/Word Usage/Pronunciation</b> 0–3 points	<b>0</b> Extensive (more than 5) grammatical and pronunciation errors	<b>1</b> Some (3–5) grammatical and pronunciation errors	<b>2</b> Few (1–2) grammatical and pronunciation errors	<b>3</b> Presentation has no grammatical or pronunciation errors			
<b>Responses to Evaluators' Questions</b> 0–5 points	<b>0</b> Did not answer evaluators' questions	<b>1</b> Unable to answer some questions	<b>2</b> Responded to all questions, but without ease or accuracy	<b>3</b> Responded adequately to all questions	<b>4</b> Gave appropriate responses to evaluators' questions	<b>5</b> Responses to questions were appropriate and given without hesitation	

NATIONAL PROGRAMS IN ACTION

**Evaluator's Comments:**

**TOTAL**



## STAR Events Point Summary Form

# PROMOTE AND PUBLICIZE FCCLA!



**PROMOTE AND PUBLICIZE FCCLA!**

Name(s) of Participant(s) \_\_\_\_\_

State \_\_\_\_\_ Team # \_\_\_\_\_ Group # \_\_\_\_\_

Category:  Junior     Senior     Occupational

**DIRECTIONS:**

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, please write "No Show" across the top and return with other forms. Do **NOT** change team or group 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. 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 paper clip all items related to the presentation together. Please do **NOT** staple.
4. 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 or Assistant Lead Consultant.
5. Please check with the Lead or Assistant Lead Consultant if there are any questions regarding the evaluation process.

ROOM CONSULTANT CHECK			Points
<b>Registration</b> 0 or 5 points	<b>0</b> Did not attend/incomplete team attendance	<b>5</b> The individual or ALL participating members of the team attended	
<b>Portfolio</b> 0–1 points	<b>0</b> Binder is not the Official FCCLA Binder	<b>1</b> Binder is the Official FCCLA Binder	
<b>Portfolio Pages</b> 0–1 points	<b>0</b> Portfolio exceeds the page limit	<b>1</b> Portfolio contains no more than 35 pages including: • 1 project ID page • 1 table of contents page • 1 Planning Process summary page • Up to 7 divider pages • Up to 25 content pages	
<b>Project Identification Page</b> 0–2 points	<b>0</b> Project ID page is missing	<b>1</b> Project ID page is present but includes incorrect information	<b>2</b> Project ID page is present and completed correctly
<b>Punctuality</b> 0–1 points	<b>0</b> Participant was late for presentation	<b>1</b> Participant was on time for presentation	

**EVALUATORS' SCORES**

Evaluator 1 \_\_\_\_\_ Initials \_\_\_\_\_

Evaluator 2 \_\_\_\_\_ Initials \_\_\_\_\_

Evaluator 3 \_\_\_\_\_ Initials \_\_\_\_\_

Total Score \_\_\_\_\_ divided by number of evaluators

**= AVERAGE EVALUATOR SCORE**

**ROOM CONSULTANT TOTAL**

(10 points possible)

**AVERAGE EVALUATOR SCORE**

(90 points possible)

**FINAL SCORE**

(Average Evaluator Score plus Room Consultant Total)

**RATING ACHIEVED** (circle one)

**Gold:** 90–100

**Silver:** 70–89.99

**Bronze:** 1–69.99

**VERIFICATION OF FINAL SCORE AND RATING** (please initial)

Evaluator 1 \_\_\_\_\_ Evaluator 2 \_\_\_\_\_ Evaluator 3 \_\_\_\_\_ Adult Room Consultant \_\_\_\_\_ Event Lead Consultant \_\_\_\_\_