



# STAR EVENTS MANUAL



STAR Events—*Students Taking Action with Recognition*



2009–2010 | 5th Edition



# Event Rules

## Career Preparation:

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**Culinary Arts**, a *team event*, recognizes participants enrolled in *occupational* culinary arts/food service training programs for their ability to work as members of a *team* to produce a quality meal using industrial culinary arts/food service techniques and equipment. *Teams* of participants must **develop a plan** for the time allotted, **prepare menu items** given to them at the time of the event, and **present their prepared items** to evaluators.

*Culinary Arts is sponsored in part by Le Cordon Bleu Schools North America.*



Le Cordon Bleu  
Schools North America

## CAREER CLUSTER/CAREER PATHWAY

### Hospitality and Tourism—Restaurant and Food and Beverage Services Pathway

The Hospitality and Tourism Cluster prepares learners for careers in the management, marketing, and operations of restaurants and other food services, lodging, attractions, recreation events, and travel-related services. Employees working in the Restaurant and Food/Beverage Services pathway perform a variety of tasks to maintain operations and promote guest services in eating and drinking establishments.

#### Connection to National Standards for Family and Consumer Sciences

##### 8.0 Food Production and Services

Comprehensive Standard: Integrate knowledge, skills, and practices required for careers in food production, and services.

#### Content Standards/Competencies

**8.2** Demonstrate food safety and sanitation procedures.

**8.5** Demonstrate professional food preparation methods and techniques for all menu categories to produce a variety of food products that meet customer needs.

**8.5.2** Demonstrate professional skill for a variety of cooking methods including roasting, broiling, smoking, grilling, sautéing, pan frying, deep frying, braising, stewing, poaching, steaming, and baking using professional equipment and current technologies.

## EVENT CATEGORY

**Occupational:** grades 10–12

See page 29 for more information on event categories.

## ELIGIBILITY

1. States may submit one entry in this event.
2. Teams should be made up of up to three participants from the same state.
3. Participation is open to any nationally affiliated FCCLA *occupational* chapter member.
4. Participants must be or have been enrolled in a culinary arts/food service *occupational* training program (coursework for high school credit that concentrates in-class learning and/or on-the-job training in preparation for paid employment). Students enrolled in food and nutrition courses in Family and Consumer Sciences *comprehensive* programs are not eligible.
5. Participants must attend the Culinary Arts orientation session prior to competition. Participants will receive event-specific information at this time.

## PROCEDURES & TIME REQUIREMENTS

1. Participants will report to the designated room at the specified time with all required equipment and wearing appropriate, clean attire. 20 minutes will be scheduled for equipment inventory check.
2. *Teams* will be given a menu and all required recipes and ingredients.
3. *Teams* will have 30 minutes to organize work area, obtain supplies, and construct a time management plan.

4. *Teams* will have 60 minutes to prepare required food products according to recipe specifications.
5. After 60 minutes, participants will present two plates for evaluation of appearance, taste, and temperature.
6. Participants will have 15 minutes to clean up their workstations and return unused food to the central station.
7. Evaluators will use the rubric to score and write comments for each participant throughout the session by observing their work habits, techniques, development and use of planning sheet, product presentation, appearance, taste, and creativity. Then, evaluators will meet with each other to discuss participants' strengths and suggestions for improvement.
8. The total time required for this event is approximately 2 hours and 5 minutes.

## GENERAL INFORMATION

1. An equipment and tool requirements list will be provided to participants and posted on the FCCLA national website by the national office by May 1. Only items on the list may be brought to the event. Any necessary large equipment will be provided.
2. Three sample menus will be posted on the FCCLA national website by December 1. One of the three menus will be selected for the competition at the National Leadership Conference.
3. All food will be provided. Identical food items will be available to each *team*. No other food products, garnishes, or condiments may be brought to the event.
4. Participants will receive team scores on their personal appearance, and food production.
5. Spectators may not observe any portion of this event.
6. Words in *italics* are defined in the glossary.
7. **Allowable Presentation Elements.**  
Allowed: *Costumes/Uniforms*, Items on the current year's equipment list. Not Allowed: *Audio, Easel(s), File Folder, Props/Pointers, Skits, Visual Equipment, Visuals*.

### Safety and Appearance

Participants will be well groomed and wear appropriate, clean attire meeting restaurant and hotel industry standards including: chef coat or jacket (school name and logos are permitted); industry pants or commercial *uniform*; apron; hair covering or chef hat; closed-toe, low heel, nonskid leather shoes (canvas shoes are not appropriate); no jewelry (watches are acceptable); minimal make-up; no cologne or nail polish; facial hair is permitted if appropriate covering is used. Participants will also demonstrate the ability to keep their work area organized and clean in a safe and sanitary manner.

Clothing and Appearance	Wear appropriate clothing and head covering and present a well-groomed appearance.
Safety and Sanitation	Keep work area clean and organized, and demonstrate appropriate safety and sanitation procedures according to industry standards. Complete final cleanup, and return supplies after event within the designated time period.
Temperature	Food products are served at the appropriate temperature.

### Food Production

Participants will have 30 minutes after receiving recipes to work with their team members to construct a time management plan using the provided planning sheet, obtain supplies, and organize work area.

*Teams* of three individuals will have 60 minutes to prepare food products and garnish. Participants should be proficient in the preparation of a minimum of three food products. Any of the following food products may appear on the menu: appetizers, sauces, soups, vegetables, salads, breads, sandwiches, beverages, entrees, and/or desserts. Participants may bring only the items listed on the provided required equipment list to the event. No other smallwares or equipment will be allowed in the competition site. Additional items will be removed from the participants until after they have finished competing. Participants will demonstrate industry standards in use of equipment, tools, and techniques. Participants will follow directions and recipes to prepare food products that meet industry standards for appearance and taste.

Equipment, Tools, and Techniques	Use proper equipment, tools, products, vocabulary, and techniques in the preparation of food products and garnishes.
Time Management Plan	Work cooperatively with <i>team</i> members to divide duties, make a time schedule, and develop a sequential plan for completing tasks efficiently.
Follow Recipe Directions	Follow directions of recipes in proper sequence.
Teamwork	Work as an effective, contributing <i>team</i> and display leadership skills.

### Food Presentation

Each *team* will prepare two identical plates that have been attractively garnished. The *team* will present all plates for evaluation of appearance, taste, and temperature at the end of the 60-minute period. There will be no extra time allowed to complete preparation or presentation. All work must stop at the 60-minute time limit. Evaluation will be based on industry standards.

Product Appearance	Prepare two plates consistently, with creative product appearance and appropriate portion sizes.
Product Taste	Food products meet industry standards of appropriate taste for each recipe.
Garnish	Enhance presentation with garnish that reflects creativity and is appropriate to food products made.



# STAR Events Point Summary Form CULINARY ARTS



CULINARY ARTS

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

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

### 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. At the conclusion of evaluation, 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, 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.

### EVALUATORS' SCORES

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

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

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

**Total Score** \_\_\_\_\_ divided by number of evaluators = **FINAL SCORE**

**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 \_\_\_\_\_

# CULINARY ARTS

## Rubric

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

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

SAFETY AND APPEARANCE			Points					
<b>Clothing and Appearance</b> 0–5 points	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%; text-align: center;"><b>0 1 2</b></td> <td style="width: 33%; text-align: center;"><b>3 4</b></td> <td style="width: 33%; text-align: center;"><b>5</b></td> </tr> <tr> <td>Non-professional appearance, attire and/or grooming</td> <td>Neat appearance, attire and grooming but lacks polish</td> <td>Professional appearance, attire and grooming</td> </tr> </table>	<b>0 1 2</b>	<b>3 4</b>	<b>5</b>	Non-professional appearance, attire and/or grooming	Neat appearance, attire and grooming but lacks polish	Professional appearance, attire and grooming	
<b>0 1 2</b>	<b>3 4</b>	<b>5</b>						
Non-professional appearance, attire and/or grooming	Neat appearance, attire and grooming but lacks polish	Professional appearance, attire and grooming						
<b>Safety</b> 0–10 points	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%; text-align: center;"><b>0 1 2 3 4</b></td> <td style="width: 33%; text-align: center;"><b>5 6 7 8</b></td> <td style="width: 33%; text-align: center;"><b>9 10</b></td> </tr> <tr> <td>Disregard of safety creating unsafe situation during preparation</td> <td>Shows minimal safety concerns</td> <td>Follows all safety practices</td> </tr> </table>	<b>0 1 2 3 4</b>	<b>5 6 7 8</b>	<b>9 10</b>	Disregard of safety creating unsafe situation during preparation	Shows minimal safety concerns	Follows all safety practices	
<b>0 1 2 3 4</b>	<b>5 6 7 8</b>	<b>9 10</b>						
Disregard of safety creating unsafe situation during preparation	Shows minimal safety concerns	Follows all safety practices						
<b>Sanitation</b> 0–10 points	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%; text-align: center;"><b>0 1</b></td> <td style="width: 33%; text-align: center;"><b>2 3 4 5 6 7 8</b></td> <td style="width: 33%; text-align: center;"><b>9 10</b></td> </tr> <tr> <td>Unsanitary situation creates unsafe product</td> <td>Shows minimal sanitation concerns during preparation</td> <td>Follows all safety practices</td> </tr> </table>	<b>0 1</b>	<b>2 3 4 5 6 7 8</b>	<b>9 10</b>	Unsanitary situation creates unsafe product	Shows minimal sanitation concerns during preparation	Follows all safety practices	
<b>0 1</b>	<b>2 3 4 5 6 7 8</b>	<b>9 10</b>						
Unsanitary situation creates unsafe product	Shows minimal sanitation concerns during preparation	Follows all safety practices						
<b>Preparation Temperature</b> 0–7 points	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%; text-align: center;"><b>0 1</b></td> <td style="width: 33%; text-align: center;"><b>2 3 4 5 6</b></td> <td style="width: 33%; text-align: center;"><b>7</b></td> </tr> <tr> <td>Food item/ingredients not held/handled to maintain proper temperatures</td> <td>Some food items/ingredients not held/handled to maintain proper temperatures</td> <td>All food items/ingredients held/handled to maintain proper temperatures</td> </tr> </table>	<b>0 1</b>	<b>2 3 4 5 6</b>	<b>7</b>	Food item/ingredients not held/handled to maintain proper temperatures	Some food items/ingredients not held/handled to maintain proper temperatures	All food items/ingredients held/handled to maintain proper temperatures	
<b>0 1</b>	<b>2 3 4 5 6</b>	<b>7</b>						
Food item/ingredients not held/handled to maintain proper temperatures	Some food items/ingredients not held/handled to maintain proper temperatures	All food items/ingredients held/handled to maintain proper temperatures						
FOOD PRODUCTION			Points					
<b>Equipment, Tools, and Techniques</b> 0–15 points	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%; text-align: center;"><b>0 1 2 3 4 5 6 7 8</b></td> <td style="width: 33%; text-align: center;"><b>9 10 11 12 13</b></td> <td style="width: 33%; text-align: center;"><b>14 15</b></td> </tr> <tr> <td>Selection and usage of tools/equipment lacks understanding and demonstration of skills</td> <td>Selection and usage of tools/equipment occasionally lacks safe and appropriate industry techniques</td> <td>Selects and uses all tools/equipment correctly and safely</td> </tr> </table>	<b>0 1 2 3 4 5 6 7 8</b>	<b>9 10 11 12 13</b>	<b>14 15</b>	Selection and usage of tools/equipment lacks understanding and demonstration of skills	Selection and usage of tools/equipment occasionally lacks safe and appropriate industry techniques	Selects and uses all tools/equipment correctly and safely	
<b>0 1 2 3 4 5 6 7 8</b>	<b>9 10 11 12 13</b>	<b>14 15</b>						
Selection and usage of tools/equipment lacks understanding and demonstration of skills	Selection and usage of tools/equipment occasionally lacks safe and appropriate industry techniques	Selects and uses all tools/equipment correctly and safely						
<b>Time Management Plan</b> 0–5 points	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%; text-align: center;"><b>0 1 2</b></td> <td style="width: 33%; text-align: center;"><b>3 4</b></td> <td style="width: 33%; text-align: center;"><b>5</b></td> </tr> <tr> <td>Disregard of written time management plan</td> <td>Partial implementation of written time management plan</td> <td>Effectively follows written time management plan</td> </tr> </table>	<b>0 1 2</b>	<b>3 4</b>	<b>5</b>	Disregard of written time management plan	Partial implementation of written time management plan	Effectively follows written time management plan	
<b>0 1 2</b>	<b>3 4</b>	<b>5</b>						
Disregard of written time management plan	Partial implementation of written time management plan	Effectively follows written time management plan						
<b>Follow Recipe Direction</b> 0–5 points	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%; text-align: center;"><b>0 1 2</b></td> <td style="width: 33%; text-align: center;"><b>3 4</b></td> <td style="width: 33%; text-align: center;"><b>5</b></td> </tr> <tr> <td>Did not follow recipe or proper sequence</td> <td>Partially followed recipe and proper sequence</td> <td>Followed recipe and proper sequence</td> </tr> </table>	<b>0 1 2</b>	<b>3 4</b>	<b>5</b>	Did not follow recipe or proper sequence	Partially followed recipe and proper sequence	Followed recipe and proper sequence	
<b>0 1 2</b>	<b>3 4</b>	<b>5</b>						
Did not follow recipe or proper sequence	Partially followed recipe and proper sequence	Followed recipe and proper sequence						
<b>Teamwork</b> 0–10 points	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%; text-align: center;"><b>0 1 2 3 4</b></td> <td style="width: 33%; text-align: center;"><b>5 6 7 8</b></td> <td style="width: 33%; text-align: center;"><b>9 10</b></td> </tr> <tr> <td>Members lack team organization</td> <td>Members demonstrate minimal teamwork</td> <td>Members work effectively and and efficiently as a team</td> </tr> </table>	<b>0 1 2 3 4</b>	<b>5 6 7 8</b>	<b>9 10</b>	Members lack team organization	Members demonstrate minimal teamwork	Members work effectively and and efficiently as a team	
<b>0 1 2 3 4</b>	<b>5 6 7 8</b>	<b>9 10</b>						
Members lack team organization	Members demonstrate minimal teamwork	Members work effectively and and efficiently as a team						
FOOD PRESENTATION			Points					
<b>Product Appearance</b> 0–10 points	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%; text-align: center;"><b>0 1 2 3 4</b></td> <td style="width: 33%; text-align: center;"><b>5 6 7 8</b></td> <td style="width: 33%; text-align: center;"><b>9 10</b></td> </tr> <tr> <td>Presentation needs improvement</td> <td>Presentation is acceptable but lacks professional qualities</td> <td>Presentation is attractively displayed and shows creativity</td> </tr> </table>	<b>0 1 2 3 4</b>	<b>5 6 7 8</b>	<b>9 10</b>	Presentation needs improvement	Presentation is acceptable but lacks professional qualities	Presentation is attractively displayed and shows creativity	
<b>0 1 2 3 4</b>	<b>5 6 7 8</b>	<b>9 10</b>						
Presentation needs improvement	Presentation is acceptable but lacks professional qualities	Presentation is attractively displayed and shows creativity						
<b>Serving Temperature</b> 0–10 points	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%; text-align: center;"><b>0 1</b></td> <td style="width: 33%; text-align: center;"><b>2 3 4 5 6 7 8</b></td> <td style="width: 33%; text-align: center;"><b>9 10</b></td> </tr> <tr> <td>Not served at proper temperatures. Plates/bowls not prechilled or preheated</td> <td>Some food items not served at proper temperatures. Some plates/bowls not prechilled or preheated</td> <td>All food items served at proper temperatures. All plates/bowls prechilled or preheated</td> </tr> </table>	<b>0 1</b>	<b>2 3 4 5 6 7 8</b>	<b>9 10</b>	Not served at proper temperatures. Plates/bowls not prechilled or preheated	Some food items not served at proper temperatures. Some plates/bowls not prechilled or preheated	All food items served at proper temperatures. All plates/bowls prechilled or preheated	
<b>0 1</b>	<b>2 3 4 5 6 7 8</b>	<b>9 10</b>						
Not served at proper temperatures. Plates/bowls not prechilled or preheated	Some food items not served at proper temperatures. Some plates/bowls not prechilled or preheated	All food items served at proper temperatures. All plates/bowls prechilled or preheated						
<b>Product Taste</b> 0–8 points	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%; text-align: center;"><b>0 1</b></td> <td style="width: 33%; text-align: center;"><b>2 3 4 5 6</b></td> <td style="width: 33%; text-align: center;"><b>7 8</b></td> </tr> <tr> <td>Questionable taste; needs improvement</td> <td>Adequate, but not outstanding taste. Not all items served at proper temperatures</td> <td>Pleasing, appropriate taste for food/recipe</td> </tr> </table>	<b>0 1</b>	<b>2 3 4 5 6</b>	<b>7 8</b>	Questionable taste; needs improvement	Adequate, but not outstanding taste. Not all items served at proper temperatures	Pleasing, appropriate taste for food/recipe	
<b>0 1</b>	<b>2 3 4 5 6</b>	<b>7 8</b>						
Questionable taste; needs improvement	Adequate, but not outstanding taste. Not all items served at proper temperatures	Pleasing, appropriate taste for food/recipe						
<b>Garnish</b> 0–5 points	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%; text-align: center;"><b>0 1 2</b></td> <td style="width: 33%; text-align: center;"><b>3 4</b></td> <td style="width: 33%; text-align: center;"><b>5</b></td> </tr> <tr> <td>Inappropriate selection of garnish or no garnish or too much</td> <td>Adequate but not outstanding. Lacks creativity</td> <td>Appropriate for food items. Exhibits creativity</td> </tr> </table>	<b>0 1 2</b>	<b>3 4</b>	<b>5</b>	Inappropriate selection of garnish or no garnish or too much	Adequate but not outstanding. Lacks creativity	Appropriate for food items. Exhibits creativity	
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Inappropriate selection of garnish or no garnish or too much	Adequate but not outstanding. Lacks creativity	Appropriate for food items. Exhibits creativity						

**Evaluator's Comments:**

**TOTAL**  
(100 points possible)







**Early Childhood**, an *individual event*, recognizes participants who demonstrate their ability to use knowledge and skills gained from their enrollment in an *occupational* early childhood program. Participants must prepare a **portfolio** and a **resource container**. On site, participants must plan and present to evaluators an activity related to the theme in **response to a case study** provided during the event and an **oral presentation** describing the activity.

## CAREER CLUSTER/CAREER PATHWAY

### Education and Training— Teaching/Training Pathway

This diverse Career Cluster prepares learners for careers in planning, managing and providing education and training services and related learning support systems.

#### Connection to National Standards for Family and Consumer Sciences

##### 4.0 Education and Early Childhood

Comprehensive Standard: Integrate knowledge, skills, and practices required for careers in education, and services.

#### Content Standards/Competencies

**4.3** Demonstrate integration of curriculum and instruction to meet children’s developmental needs and interests.

**4.3.2** Implement learning activities in all curriculum areas that meet the developmental needs of children.

## EVENT CATEGORY

**Occupational:** grades 10–12

See page 29 for more information on event categories.

## ELIGIBILITY

1. States may submit one entry in this event.
2. Participation is open to any nationally affiliated FCCLA *occupational* chapter member.
3. Participant must be or have been enrolled in an *occupational* early childhood education

and services program (coursework for high school credit that concentrates in-class learning and/or on-the-job training in preparation for paid employment). Students enrolled in general courses in Family and Consumer Sciences or *comprehensive* child development courses are not eligible.

4. The Early Childhood project must be developed and completed within a one-year span beginning July 1 and ending June 30 of the school year before the National Leadership Conference.
5. The Early Childhood project must be planned and prepared by the participant(s) only. Supporting resources are acceptable as long as participants are coordinating their use and resources are cited appropriately verbally and/or in print during the presentation to avoid false credit for unoriginal or non-participant work.

## PROCEDURES & TIME REQUIREMENTS

1. Each participant will submit a *portfolio* to the event room consultant at the designated participation time and inform evaluators of their chosen age category (possible age categories of 2–3, 4–5, or 6–8 years old).
2. Room consultant will check the resource container and give the case study to the participant to plan for the activity.
3. Room consultants and evaluators will have 30 minutes to preview the *portfolio* while the participant plans their activity using materials from their resource container.
4. The presentation of the activity **may be up to** 15 minutes in length. A one-minute warning will be given at 14 minutes. The participant will be stopped at 15 minutes.

5. Following the presentation, evaluators will have 5 minutes to interview the participant.
6. Evaluators will use the rubric to score and write comments for each participant. Then, evaluators will meet with each other to discuss participant's strengths and suggestions for improvement.
7. The total time required for this event is approximately one hour.

## GENERAL INFORMATION

1. The theme will be posted on the FCCLA national website in May.
2. A table will be provided.
3. Spectators may not observe any portion of this event.
4. Words in *italics* are defined in the glossary.
5. **Allowable Presentation Elements.** Allowed: *Costumes/Uniforms, Easel(s), Props/Pointers, Visuals*. Not Allowed: *Audio, File Folder, Skits*.

## Portfolio

The *portfolio* is a collection of materials used to document and illustrate the student’s work in Early Childhood. Materials must be contained in the official FCCLA STAR Events binder/notebook obtained from the FCCLA national emblematic supplier. A decorative and/or informative cover may be included. All materials, including the *divider pages* and tabs, must fit within the cover. The binder/notebook must contain no more than 33 pages: 1 *project identification page*, 1 table of contents page, 1 *Planning Process* summary page, 0–5 *divider pages*, and up to 25 *content pages*. *Divider pages* may be tabbed and may contain a title, a section name, *graphic* elements, thematic decorations, and/or page numbers; they must not include any other *content*. All pages must be one-sided only. All pages except *divider pages* must be 8½" x 11". The *portfolio* will be turned in to the room consultant at the designated participation time.

<i>Project Identification Page</i>	One 8½" x 11" summary page on <i>plain paper</i> , with no <i>graphics</i> or decorations; must include participant’s name, chapter name, school, city, state, FCCLA national region, age category, and project title.
FCCLA <i>Planning Process</i> Summary Page	One 8½" x 11" summary page of 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.
Documentation of Experience/ <i>Occupational Coursework</i>	Document evidence of units, courses, volunteer, and/or paid positions related to Early Childhood.
<i>Lesson Plans</i>	Include 3–5 example <i>lesson plans</i> exhibiting a variety of Early Childhood concepts (e.g., science, math, music, art).
Evidence of Skills	Show evidence of actual implementation of a lesson plan(s) included in <i>portfolio</i> (i.e. pictures, classroom teacher evaluation, samples of hands-on activities, handouts, etc.).
Evidence of Developmental Knowledge	Show evidence of knowledge of age-appropriate activities based on developmental stages, ages 2–3, 4–5, or 6–8 years (i.e. chart, listing, diagram, essay developed by the participant).

## Resource Container

The Resource Container is a sturdy container with a lid that holds resource materials and supplies assembled by the participant for use in planning and presenting the learning activity. All materials must fit into the closed container. The container and lid must be no larger than 17½" wide x 14½" deep x 11½" high. A decorative and/or informative cover may be included. **Materials and supplies may include, but are not limited to, any of the following: crayons, colored paper, scissors, markers, craft sticks, stapler, pencil, felt, hole punch, cellophane tape, masking tape, other tape, socks, songs, straws, glue stick, paste, yarn, story books, picture books, resource books, and student-made items related to the theme, etc.** Types and quantities of materials are determined by the participant and are limited only by the size of the container.

Resource Container	Assemble resources and supplies in a container. The container with lid should be no larger than 17½" wide x 14½" deep x 11½" high.
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## Early Childhood Specifications (continued)

### Activity Plan and Presentation

On site, the participant will be given a case study (type of activity, number of children, setting) and an activity topic related to the year's theme for the age category that they have selected (possible age categories: of 2–3, 4–5, or 6–8 years old). Activity plan topics may include, but are not limited to, general areas such as physical activity, science, and reading readiness. Participants must complete a written activity plan and adaptations required by the case study for their presentation using the blank form provided. Only the materials and supplies in the participant's resource container may be used to complete the activity plan.

Activity Plan	Include objective, materials, setup, activities, and expected outcome. Submit one copy.
Selection of Activity/Activities	Choose age-appropriate activities for early childhood activity plan.
Use of Resource Materials and Supplies	Use creativity, safety, and variety in completing activity plan.
Introduction	Express objectives, instructions, and directions with clarity.
Activity	Present activity with organization; focus on content, accuracy of information, age-level appropriateness, sequence of events/activities, pace, and transitions.
Wrap-up	Reinforce lesson objective with appropriate summary.

### Presentation Skills

The oral presentation of the activity plan **may be up to** 15 minutes in length and is delivered to evaluators.

Voice	Speak clearly with appropriate pitch, tempo, and volume.
Body Language/Clothing Choice	Use appropriate body language including gestures, posture, mannerisms, eye contact, and appropriate handling of supplies and materials.
Grammar/Word Usage/Pronunciation	Use proper grammar and pronunciation.
Responses to Evaluators' Questions	Provide clear and concise answers to evaluators' questions regarding lesson plan and <i>portfolio</i> . Questions are asked after the presentation.



# STAR Events Point Summary Form EARLY CHILDHOOD



EARLY CHILDHOOD

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

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

**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	<b>5</b> The individual 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 33 pages including: • 1 project ID page • 1 table of contents page • 1 Planning Process summary page • Up to 5 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 \_\_\_\_\_

# EARLY CHILDHOOD Rubric

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

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

PORTFOLIO							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>Documentation of Coursework</b> 0–4 points	<b>0</b> Portfolio does not have a documentation of coursework that is in the pathway, career cluster or occupation for Early Childhood	<b>1</b> Portfolio shows some documentation of limited coursework and experience	<b>2</b> Portfolio shows quality documentation of an adequate amount of coursework and experience	<b>3</b> Portfolio shows quality documentation of superb coursework and experience	<b>4</b> Portfolio shows excellent documentation of superb coursework and experience		
<b>Lesson Plans</b> 0–10 points	<b>0</b> Lesson plans are missing	<b>1–2</b> Lesson plans are from one early childhood concept	<b>3–4</b> Lesson plans indicate an understanding of multiple childhood development concepts	<b>5–6</b> Lesson plans are complete, indicate knowledge of developmental ages, and stages and are age appropriate	<b>7–8</b> Lesson plans are complete with multiple evidence of the understanding of ages and stages and are age appropriate	<b>9–10</b> Innovative, interesting and creative lesson plans show a depth of understanding and an application of developmental stages and are age appropriate	
<b>Evidence of Skills</b> 0–4 points	<b>0</b> Portfolio does not have evidence of skills	<b>1</b> Portfolio has limited evidence of skills	<b>2</b> Evidence is shown through multiple varieties	<b>3</b> Evidence of skills is incredibly apparent through portfolio	<b>4</b> Portfolio has high quality evidence of superb skills		
<b>Evidence of Developmental Knowledge</b> 0–4 points	<b>0</b> Portfolio does not have evidence of developmental knowledge	<b>1</b> Portfolio shows limited evidence of developmental knowledge	<b>2</b> Portfolio shows evidence of developmental knowledge but it is somewhat unclear in its format	<b>3</b> Evidence of developmental knowledge includes a chart, diagram, essay or graphic organizer to explain the concept	<b>4</b> Portfolio indicates an exceptional level of developmental knowledge in a clear and organized format		
ACTIVITY							
<i>Activity Planning Sheet:</i> <b>Goal or Objective Rationale</b> 0–8 points	<b>0</b> No written plan	<b>1–2</b> A written plan is limited in scope	<b>3–4</b> Written plan has two two of these explained well: an objective, goal and rationale	<b>5–6</b> A written plan is evident with an objective, goal, rationale that is well thought out	<b>7–8</b> Objectives, goal, rationale are well written and thought out. Outcomes are measurable		
<i>Activity Planning Sheet:</i> <b>Setting, Supplies, Activity</b> 0–8 points	<b>0</b> Not evident	<b>1–2</b> Settings, supplies and activity are all explained	<b>3–4</b> Settings, supplies and activities are well planned and detailed in description	<b>5–6</b> Setting, supplies, and activities are well planned with creativity and appropriateness for age level	<b>7–8</b> Setting, supplies and activities have a variety of materials used. Resources are creative, safe, are appropriate for the activity. Materials may be recycled, or are environmentally friendly		
<i>Activity Planning Sheet:</i> <b>Applications and Evaluation</b> 0–8 points	<b>0</b> No applications or evaluation methods are evident	<b>1–2</b> Application includes some plans for modification and there are limited evaluation methods listed	<b>3–4</b> Application plans are complete and there is a plan for evaluation with multiple methods evident	<b>5–6</b> Application and evaluation methods both indicate an understanding of adaptation, accommodations, and revision	<b>7–8</b> Application plans are creative and thoughtful. The activity includes physical activity, science reading readiness or preparation which exceed case study requirements. There are multiple evaluation strategies		

## Early Childhood Rubric (continued)

ACTIVITY (CONTINUED)							Points
<b>Introduction</b> 0–5 points	<b>0</b> Introduction is missing	<b>1</b> Introduction is limited	<b>2</b> Introduction includes one objective	<b>3</b> Introduction includes one or more objective and limited instructions	<b>4</b> Introduction includes objectives, instructions and directions with clarity	<b>5</b> Introduction includes objectives, instructions and directions with clarity. Makes the activity seem fun and would engage children in learning	
<b>Activity</b> 0–10 points	<b>0</b> Activity is limited, short or incomplete	<b>1–2</b> Activity is evident with a focus on content	<b>3–4</b> Activity is evident with a focus on content with extensive sequence evident	<b>5–6</b> Activity is well organized, has appropriate content, and is age appropriate	<b>7–8</b> Activity is creative, well organized, rich in content and age appropriate	<b>9–10</b> Activity is well organized, has rich content, is accurate, age level appropriate, has a sequence of activity, an appropriate pace and includes transitions	
<b>Use of Resources during Activity</b> 0–5 points	<b>0</b> Resources are not used during activity	<b>1</b> Resources used to limit amount of speaking time	<b>2</b> Resources are used minimally during activity	<b>3</b> Resources are incorporated throughout activity	<b>4</b> Resources are used effectively throughout activity	<b>5</b> Activity moves seamlessly and effectively between teaching time and hands on time	
<b>Wrap Up</b> 0–5 points	<b>0</b> No wrap up	<b>1</b> Limited wrap up is evident	<b>2</b> The activity ends with a limited summary	<b>3</b> The activity ends with an adequate summary	<b>4</b> Activity ends with an appropriate summary as a reinforcement for the lesson	<b>5</b> Activity ends with an appropriate summary as a reinforcement for the lesson and it is clear what the lesson intended to accomplish	
PRESENTATION SKILLS							
<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 quality is good, but could improve	<b>3</b> Voice quality is outstanding and pleasing to listen to			
<b>Body Language/Clothing Choice</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	

**TOTAL**  
(90 points possible)

Name of Participant \_\_\_\_\_ Age of Children \_\_\_\_\_

Type of Activity \_\_\_\_\_

Name of Activity \_\_\_\_\_

1. **Learning Goal or Objective for the Activity:** What knowledge or skills will this activity help children know and be able to do?

2. **Rationale:** Why is this knowledge or skill important for children to know and be able to do at this age?

<p>3. <b>Setting:</b> Briefly describe the location, furniture, and large equipment needed to carry out the activity with the children.</p>	<p>4. <b>Supplies:</b> What supplies and resources will you use to prepare for and carry out the activity with the children?</p>
---------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------

5. **Activity:** Describe in detail the activity you plan to do with these children.

6. **Applications:** How will you modify or adapt your plan to accommodate the classroom situation—a situation where there are multiple ages in one classroom/special needs students.

7. **Evaluation:** How will you evaluate the children’s achievement of the goal or objective?

If additional space is needed, paper will be provided. Use the numbers above to label corresponding responses. Do not rewrite the questions.



**Fashion Construction** is an *individual event* that recognizes participants who apply Fashion Construction skills learned in Family and Consumer Sciences courses and create a *display* using samples of their skills. Participants construct in advance a garment or ensemble that dresses both the upper and lower body of a child or adult. Garment/ensemble must include at least eight fashion construction techniques. Display finished product along with appropriate accessories.

## CAREER CLUSTER/CAREER PATHWAY

### Arts, Audiovisual Technology & Communications—Visual Arts Pathway

Designing, producing, exhibiting, performing, writing, and publishing multimedia content including visual and performing arts and design, journalism, and entertainment services.

#### Connection to National Standards for Family and Consumer Sciences

##### 16.0 Textiles, Fashion, and Apparel

Comprehensive Standard: Integrate knowledge, skills, and practices required for careers in textiles and apparels.

##### Content Standards/Competencies

**16.4** Demonstrate skills needed to produce, alter, or repair fashion, apparel, and textile products.

## EVENT CATEGORIES

**Senior:** grades 10–12

**Occupational:** grades 10–12

See page 29 for more information on event categories.

## ELIGIBILITY

1. States may submit one entry in each category of this event.
2. Participation is open to any nationally affiliated FCCLA member.
3. The Fashion Construction project must be planned and prepared by the participant(s) only. Supporting resources are acceptable as long as participants are coordinating their use and resources are cited appropriately verbally and/or in print during the presentation to avoid false credit for unoriginal or non-participant work.
4. The project must be developed and completed within a one-year span beginning July 1 and ending June 30 of the school year before the National Leadership Conference.
5. Participants in the senior category must be or have been enrolled in a clothing course or unit of study. Participants in the occupational category must be or have been enrolled in a clothing design course or program of study that concentrates on preparation for paid employment.

## PROCEDURES & TIME REQUIREMENTS

1. Participants will submit a copy of their completed Fashion Construction Skill Area form to the Lead and Assistant Lead Consultant at Registration prior to competition.
2. At the designated time, participants will have 30 minutes to set up their *displays*. Only participants are allowed in the setup area. Other persons may not assist. *Displays* not set up at the designated time will not be allowed to present.
3. Before the participant is brought in to present the oral component of their project, the evaluators and room consultants will have up to 10 minutes to inspect the garment or ensemble for the skill areas the participant indicated should be evaluated.

4. The oral presentation **should be 4 to 5** minutes in length. A one-minute warning will be given at 4 minutes. Participants will be stopped at 5 minutes.
5. Following the presentation, evaluators will have 5 minutes to interview the participant.
6. Evaluators will use the rubric to score and write comments for each participant.
7. The total time required for this event is approximately 45 minutes.
8. Specifications for the skill area, see **Fashion Skill Area—Selection Chart**.

## GENERAL INFORMATION

1. Participants must bring all necessary supplies and/or equipment. Wall space will not be available.
2. Tables and electrical outlets must be requested through the state adviser. Extension cords and power strips are not provided.
3. Spectators are not allowed to observe any portion of this event while in progress.
4. Scrapbooks, *flip charts*, *manuals*, and photo albums are not allowed in this *display* event.
5. Participants may not carry in additional *visuals* or *props* for the oral presentation. The *display* may be used as a *visual* during the oral presentation, but movement of the *display* during the presentation must occur within the original *dimensions* only. This includes handouts, samples, etc.
6. **Allowable Presentation Elements.**  
Allowed: *Audio*, *Easel(s)*, *Props/Pointers*, *Visual Equipment*, *Visuals*. Not Allowed: *Costumes/Uniforms*, *File Folders*.

### Display

A *display* may be used to document and illustrate the work of one project.

The *display* may be either freestanding or tabletop. Freestanding *displays* should not exceed a space 48" deep by 60" wide by 72" high, including *audiovisual equipment*. Tabletop *displays* should not exceed a space 30" deep by 48" wide by 48" high, including any *audiovisual equipment*. Participants using a tabletop display are allowed a standing mannequin in addition to their table space, however, all other information or *props* outside the *display* will be considered part of the *display* and subject to penalty (tablecloths, storage items, boxes below the table, etc.). *Visuals* or *props* used during the oral presentation of the *display* must be contained within the *dimensions* of the *display*, and movement of the *display* during the presentation must occur within the original *dimensions* only. Scrapbooks, *flip charts*, *manuals*, and photo albums are not allowed. Each *display* must include a *project identification page* and a *Planning Process* summary page.

Project Identification Page	One 8½" x 11" page on <i>plain paper</i> , with no <i>graphics</i> or decorations; must include participant's name, chapter name, school, city, state, FCCLA national region, and project title.
FCCLA Planning Process Summary Page	One 8½" x 11" summary page of 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.
Contents of Display	<p>The <i>display</i> <b>must contain</b> coordinates to complement the garment/ensemble/accessory, a fabric profile, cost itemization, time log, and photo storyboard.</p> <p><b>Fabric Profile:</b> A fabric profile should be prepared front side only on paper not larger than 11" x 17" and displayed. The fabric profile will contain a fabric swatch or swatches of each fabric used to make the project and all available information about fiber content and fabric type—construction, finishes, properties, performance, and care.</p> <p><b>Cost itemization:</b> A detailed cost itemization should be prepared front side only on 8½" x 11" paper and displayed. The cost itemization will show a list of all supplies/notions used to make the product with quantities, unit costs, and total costs.</p> <p><b>Time Log:</b> A log of time invested in designing and making the garment/accessory should be prepared front side only on 8½" x 11" paper and displayed. Total hours should be shown.</p> <p><b>Photo Storyboard:</b> A storyboard of photos telling the story of the project should be prepared front side only on paper not larger than 11" x 17" and displayed.</p> <p><b>Coordinates:</b> Other garments/accessories that complement the project garment/ensemble or accessory should be arranged attractively in the display.</p>
The display MAY CONTAIN these items, but they are NOT REQUIRED:	<p><b>Thematic props or decorations:</b> These include, but are not limited to, titles, banners, flowers, balloons, furnishings, fabric drapes, cutouts, and theme-related objects. Elements may be stationary or moveable.</p> <p><b>Audiovisual:</b> Audiovisuals are permitted as long as all parts other than the electrical cord fit within the dimensions of the display area. Audiovisuals are not required.</p> <p><b>Mannequins:</b> Any type of mannequin that will fit within the display size limitations stated above is acceptable, but mannequins are neither required nor provided.</p> <p><i>Note:</i> The display may not contain a live model. The participant may not model the garment/accessory during the presentation.</p>

## Fashion Construction Specifications (continued)

### Oral Presentation

The oral presentation **should be 4 to 5** minutes in length and is delivered to evaluators. The presentation is to describe efforts in detail.

Organization/Delivery	Deliver oral presentation in an organized, sequential manner; concisely and thoroughly summarize research.
Knowledge of Construction	Demonstrate knowledge of concepts related to the selected skill areas.
Use of Visuals	Design original, appealing visuals. Use these effectively during the presentation.
Voice	Speak clearly with appropriate pitch, tempo, and volume.
Body Language/Clothing Choice	Use appropriate body language including gestures, posture, mannerisms, eye contact, and appropriate handling of notes or notecards if used.
Grammar/Word Usage/Pronunciation	Use proper grammar and pronunciation.
Responses to Evaluators' Questions	Provide clear and concise answers to evaluators' questions regarding project.

### Construction Skills

Participants are to select a project that showcases their construction skills.

Construction	The construction should exhibit effective form and function.
Workmanship	The product should exhibit high quality workmanship and should be marketable.
Creativity	The design and product should reflect creativity, imagination, and innovation.
Fashion Construction Skill Area	Products will be evaluated on eight of the fashion construction skill area(s).



# STAR Events Point Summary Form

## FASHION CONSTRUCTION



FASHION CONSTRUCTION

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

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

Category \_\_\_\_\_

**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' *display* 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	<b>5</b> The individual attended	
<b>Display Set-up</b> 0-1 points	<b>0</b> Participants did not set up their display within the allotted time period	<b>1</b> Participants set up display during the allotted time period	
<b>Display Dimensions</b> 0-1 points	<b>0</b> Does not fit within the appropriate dimensions/objects move out of the display during the presentation	<b>1</b> The display fits and stays within the appropriate dimensions	
<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 \_\_\_\_\_

# FASHION CONSTRUCTION

## Rubric

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

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

Category \_\_\_\_\_

DISPLAY							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>Fabric Swatch</b> 0–1 point	<b>0</b> No fabric swatch provided			<b>1</b> Fabric swatch provided			
<b>Information about Fiber/Fabric Construction</b> 0–1 point	<b>0</b> No information or incorrect information provided			<b>1</b> Thorough and correct			
<b>Fabric Care Information</b> 0–1 point	<b>0</b> No information or incorrect information provided			<b>1</b> Thorough and correct information provided			
<b>Cost Itemization Accuracy</b> 0–3 points	<b>0</b> No cost itemization	<b>1</b> Many omissions in itemization and errors in calculations		<b>2</b> Most items shown and only one or two errors in calculations	<b>3</b> Completely accurate and thorough		
<b>Time Log</b> 0–1 points	<b>0</b> No time log provided			<b>1</b> Time log provided			
<b>Photo Storyboard</b> 0–3 points	<b>0</b> No storyboard provided	<b>1</b> Limited photographs and confusing arrangement		<b>2</b> Adequate photographs arranged in a clear and logical format	<b>3</b> Appropriate number of photographs, arranged well to tell a story		
<b>Selection of Accessories</b> 0–3 points	<b>0</b> Not enough accessories used	<b>1</b> Accessories detract from display		<b>2</b> Somewhat complementary	<b>3</b> Well chosen, very complementary		
<b>Display</b> 0–5 points	<b>0</b> Display not used during presentation	<b>1</b> Display has many errors, does not show evidence of originality and is not aesthetically pleasing	<b>2</b> Display has minimal visual appeal and lacks originality	<b>3</b> Display needs some improvement in content and design	<b>4</b> Display has good word, color, and design choice	<b>5</b> Display is creative, appropriate, and of high quality	
ORAL PRESENTATION							Points
<b>Organization/Delivery</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 Construction</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 fashion construction is evident but not shared in presentation	<b>4</b> Knowledge of fashion construction is evident and shared at times in the presentation	<b>5</b> Knowledge of fashion construction is evident and incorporated 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 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 quality is good, but could improve	<b>3</b> Voice quality is outstanding and pleasing to listen to		

## Fashion Construction Rubric (continued)

						Points
<b>Body Language/ Clothing Choice</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
<b>CONSTRUCTION SKILLS</b>						<b>Points</b>
<b>Effectiveness of Product Construction</b> 0–3 points	<b>0</b> Both form and function need improvement	<b>1</b> Satisfactory form <i>OR</i> function but not both	<b>2</b> Good form <i>AND</i> function	<b>3</b> Outstanding form <i>AND</i> function		
<b>Overall Quality of Workmanship</b> 0–3 points	<b>0</b> Low quality, not marketable	<b>1</b> Marginal quality of workmanship	<b>2</b> Fair quality, somewhat marketable	<b>3</b> Very good quality, marketable		
<b>Creativity, Imagination, and Innovation</b> 0–3 points	<b>0</b> No evidence	<b>1</b> Little evidence	<b>2</b> Some evidence	<b>3</b> Highly creative, innovative		
<b>Selected Skill Areas</b> 0–24 points	See separate <i>Fashion Construction Skill Area Rubric</i> for additional criteria ratings. Transfer total points earned for 8 selected skill areas to the "score" column at right.					

**Evaluator's Comments:**

**TOTAL**  
(90 points possible)

# FASHION CONSTRUCTION

## Skill Area Rubric

Name of Participant \_\_\_\_\_

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

**INSTRUCTIONS:** Circle the appropriate rating for each of the eight selected skills and enter each rating in the “Points” column on the right. Provide comments on the page to help participants understand their ratings in terms of strengths and areas for improvement. Verify points total, and enter in the Selected Skill Area “Points” column on the *Fashion Construction Rubric*.

EVALUATION CRITERIA					Points
Possible Points: 0–24	NOT DONE	LOW QUALITY	QUALITY	EXCELLENT QUALITY	
<input type="checkbox"/> French, flat-felled, lapped, or slot seam	0	1	2	3	
<input type="checkbox"/> Seam finish—stitched & pinked, bound, or serged	0	1	2	3	
<input type="checkbox"/> Blind-stitched or rolled hem	0	1	2	3	
<input type="checkbox"/> Darts, tucks, and/or pleats	0	1	2	3	
<input type="checkbox"/> Graded, trimmed, clipped, and/or notched seams	0	1	2	3	
<input type="checkbox"/> Zipper—centered, lapped, or invisible	0	1	2	3	
<input type="checkbox"/> Shaped seams—princess or eased	0	1	2	3	
<input type="checkbox"/> Gathering	0	1	2	3	
<input type="checkbox"/> Set-in, raglan, or kimono sleeves	0	1	2	3	
<input type="checkbox"/> Buttons—shank or sew-through	0	1	2	3	
<input type="checkbox"/> Buttonholes—hand or machine, bound	0	1	2	3	
<input type="checkbox"/> Collar, placket, tabs, or epaulets	0	1	2	3	
<input type="checkbox"/> Waistband or sleeve band	0	1	2	3	
<input type="checkbox"/> Pockets—patch, inseam, or welt	0	1	2	3	
<input type="checkbox"/> Facings—neckline, armhole, or hemline	0	1	2	3	
<input type="checkbox"/> Napped fabric or one-way print	0	1	2	3	
<input type="checkbox"/> Hand stitching other than hemming	0	1	2	3	

**Evaluator’s Comments:**

**TOTAL SCORE FOR SKILL AREA**  
(24 points possible)

# FASHION CONSTRUCTION

## Skill Area Selection Chart

Name of Participant \_\_\_\_\_

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

**INSTRUCTIONS:** Each participant's project must represent at least 8 of the skills listed below. Upon check-in at registration, each participant will turn in 1 copy of this page with the 8 skills represented in the project checked. In the event that more than 8 skills are represented in a project, participants should check the eight that best reflect the quality and difficulty of work accomplished. If participants check more than eight skills, the first eight on the list only will be evaluated.

**FASHION CONSTRUCTION**

Include in your garment/ensemble a minimum of eight fashion construction skills from those listed below:

- French, flat-felled, lapped, or slot seam
- Seam finish—stitched & pinked, bound, or serged
- Blind-stitched (machine or hand) or rolled hem
- Darts, tucks, and/or pleats
- Graded, trimmed, clipped, and/or notched seams
- Zipper—centered, lapped, or invisible
- Shaped seams—princess or eased
- Gathering
- Set-in, raglan, or kimono sleeves
- Buttons—shank or sew-through
- Buttonholes—hand or machine, bound
- Collar, placket, tabs, or epaulets
- Waistband or sleeve band
- Pockets—patch, inseam, welt
- Facings—neckline, armhole, or hemline
- Napped fabric or one-way print
- Hand stitching other than hemming

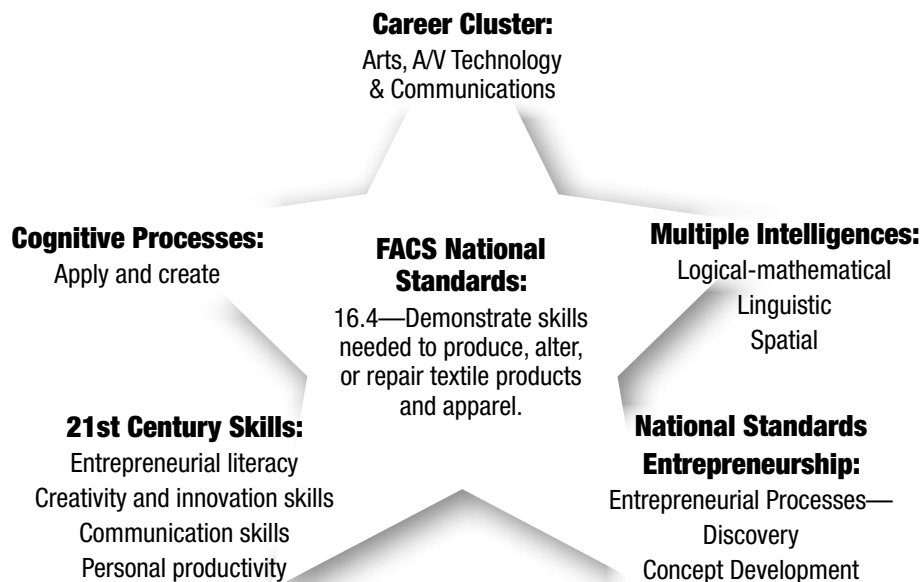
# Fashion Construction

## Teaching Tips for Advisers

The Fashion Construction Display event is a great opportunity to engage all students in your clothing classroom in projects-based learning with differentiated instruction. This works well as a culminating project after students have learned basic construction skills.

Once students have selected their skill area focuses, divide the class into teams with similar goals, to work together and plan their individual projects. Have each team create a team name to reflect their common goals—e.g., “Savvy Sewers.” Rearrange work stations, resources, and storage areas to permit team members to work in proximity and help one another. Post team name signs in each area of the room. Prepare a room layout with color coding to show layout, construction, pressing, storage, and display areas for each team.

Announce that this project will include a Parade of STARS Open House. Each student will set up his/her display in a designated area. Friends, family, and teachers will be invited to come at an appointed time. Students will staff their displays to answer questions and hear feedback of guests. Students will utilize feedback as they continue to refine their projects in preparation for class-level FCCLA competition. Also prior to class competition, students will use the event rubric to rate their own displays, and each student will be asked to select one other student in the class to rate their display. On the day of class competition, expert evaluators will be brought in to judge projects in the skill area. Those with highest ratings may be recognized by setting up displays with live models in a school showcase. Of course, these students would then represent the school at district or state competition.





**Hospitality**, an *individual* or *team event*, recognizes participants who demonstrate their ability to use knowledge and skills gained from their enrollment in a hospitality program. Participants must prepare a *portfolio*, an **oral presentation**, and a **response to a case study**.

## CAREER CLUSTER/CAREER PATHWAY

### Hospitality—Restaurant and Food/Beverage Services, Lodging, Travel and Tourism, and Recreation, Amusements and Attractions Pathways

The Hospitality and Tourism Cluster prepares learners for careers in the management, marketing, and operations of restaurants and other food services, lodging, attractions, recreation events, and travel-related services.

#### Connection to National Standards for Family and Consumer Sciences

**10.0 Hospitality, Tourism, and Recreation**  
Comprehensive Standard: Synthesize knowledge, skills, and practices required for careers in hospitality, tourism, and recreation.

#### Content Standards/Competencies

- 10.1** Analyze career paths within the hospitality, tourism and recreation industries.
- 10.1.3** Summarize education and training requirements and opportunities for career paths in hospitality.
- 10.3** Apply concepts of quality service to assure customer satisfaction.

## EVENT CATEGORIES

**Senior/Occupational:** grades 10–12

See page 29 for more information on event categories.

## ELIGIBILITY

1. States may submit one entry in this event.
2. Participation is open to any nationally affiliated FCCLA chapter member in grades 10–12.
3. Participants must be or have been enrolled in a hospitality program or unit of study (coursework for high school credit that concentrates in-class learning and/or on-the-job training in preparation for paid employment). Hospitality encompasses management, marketing, and operations in the following four career pathways: lodging; recreation, amusements, and attractions; restaurants and other food services; and travel and tourism.
4. The Hospitality project must be developed and completed within a one-year span beginning July 1 and ending June 30 of the school year before the National Leadership Conference.
5. The Hospitality project must be planned and prepared by the participant(s) only. Supporting resources are acceptable as long as participants are coordinating their use and resources are cited appropriately verbally and/or in print during the presentation to avoid false credit for unoriginal or non-participant work.

## PROCEDURES & TIME REQUIREMENTS

1. Each entry will submit a *portfolio* to the event room consultant at the designated participation time.
2. 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.

3. Participant(s) will then be given a written case study related to their project area. They will then have 10 minutes to prepare a response to the case study. During that time the room consultants and evaluators will review the *portfolio*.
4. Participant(s) will have up to 5 minutes to present the case study response to evaluators.
5. Following the case study presentation, evaluators will have 5 minutes to interview the participant(s).
6. Evaluators will use the rubric to score and write comments for each participant. Then, evaluators will meet with each other to discuss participants' strengths and suggestions for improvement.
7. The total time for this event is approximately 40 minutes.

## GENERAL INFORMATION

1. A table and blank note cards for the preparation of the case study will be provided.
2. Participant(s) may bring an easels.
3. Spectators may not observe any portion of this event.
4. *Visuals* other than the *portfolio* are not allowed.
5. Words in *italics* are defined in the glossary.
6. **Allowable Presentation Elements.**  
Allowed: *Costumes/Uniforms, Easel(s)*.  
Not Allowed: *Audio, File Folders, Props/Pointers, Skits, Visual Equipment, Visuals*.

## 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/notebook obtained from the FCCLA national emblematic supplier. A decorative and/or informative cover may be included on the outside of the binder/notebook. All materials, including the *divider pages* and tabs, must fit within the cover. The binder/notebook must contain no more than 43 pages: 1 *project identification page*, 1 table of contents page, 1 *Planning Process* summary page, 0–6 *divider pages*, and up to 34 *content pages*. *Divider pages* may be tabbed and may contain a title, a section name, *graphic* elements, thematic decorations, and/or page numbers; they must not include any other *content*. All pages must be one-sided only. All pages except *divider pages* must be 8½" x 11". The *portfolio* will be turned in to the room consultant at the designated participation time.

<i>Project Identification Page</i>	One 8½" x 11" page on <i>plain paper</i> , with no <i>graphics</i> or decorations; must include participant's name(s), chapter name, school, city, state, FCCLA national region, and career pathway (lodging; recreation, amusements, and attractions; restaurants and other food services; travel and tourism).
FCCLA <i>Planning Process</i> Summary Page	One 8½" x 11" summary page of 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.
Self-Assessment Summary	One 8½" x 11" page that summarizes participant(s)' conclusions regarding selection of a hospitality career pathway (lodging; recreation, amusements, and attractions; restaurants and other food services; travel and tourism).
Hospitality Career Pathway Summary	One 8½" x 11" page that summarizes up-to-date information about the selected career pathway, including career specialties in that pathway, descriptions of entry-level and upper-level jobs, advancement opportunities, qualifications, job outlook, and salary ranges.
Customer Service/Customer Relations Concepts	Present a summary of research into key concepts of customer service and interpersonal relationship skills needed to meet customer expectations in the selected career pathway. (May include, but would not be limited to, any of the following: ethical principles, personal standards, and codes of conduct; roles and functions of communications in work settings; positive communication skills; barriers to communication; effective listening and feedback techniques; conflict resolution; verbal and non-verbal behaviors and attitudes; impact of communication technology; teamwork and leadership skills; strategies to motivate, encourage, and involve group members in a service philosophy; collaborative group leadership; and/or techniques that develop team and community spirit.)
Customer Service/Customer Relations Investigation	Show evidence of investigation of customer service/customer relations practices and challenges in at least two and no more than three industry settings. (May include interviews; surveys; and direct observations of employees, management, customers, etc.).
Customer Service/Customer Relations Guidelines	Use conclusions and recommendations to develop guidelines for improving customer service/customer relations, and create a training manual that communicates these recommendations to employees in the selected career pathway. (May include, but are not limited to, items such as employee training materials, guidelines for improving teamwork, and/or examples of handling customer complaints, etc.) All materials must be developed or adapted by the participants. Commercially prepared pictures and <i>graphics</i> may be incorporated into these materials, but materials may not be used in their entirety.
Works Cited/ <i>Bibliography</i>	Use an organized, consistent format to cite all references in alphabetical order. Resources must be reliable and current.
Appearance	<i>Portfolio</i> must be neat, legible, <i>professional</i> , and creative and use correct grammar and spelling.

## Hospitality Specifications (continued)

### Oral Presentation

The oral presentation **may be up to** 10 minutes in length and is delivered to the evaluators. The presentation shall briefly describe self-assessment and selection of career pathway; describe research and industry investigation; and present recommendations and guidelines for customer service/customer relations. The *portfolio* shall be used, and additional copies of the training manual portion of the *portfolio* may be furnished for the evaluators to use, during the oral presentation. No other *visuals* or audiovisuals are permitted.

Organization/Delivery	Deliver oral presentation in an organized, sequential manner; concisely and thoroughly summarize research.
Knowledge of Subject Matter	Present current data and show evidence of knowledge of selected career.
Use of <i>Portfolio</i>	Use <i>portfolio</i> to describe all phases of project.
Voice	Speak clearly with appropriate pitch, tempo, and volume.
Body Language/ Clothing Choice	Use appropriate body language including gestures, posture, mannerisms, eye contact, and appropriate handling of notes or note cards if used.
Grammar/Work Usage/ Pronunciation	Use proper grammar and pronunciation.

### Case Study

Participants will be given a written case study to evaluate their ability to respond to customer service/customer relations challenges. The case study will be directly related to customer service/customer relations in the career pathway selected by the participant(s). The participant(s) will have 10 minutes to prepare a response and 5 minutes to present their response to the evaluators. Work will take place within the competition room with no spectators. No pre-written material is allowed, but blank note cards will be provided and may be used during the presentation of the response.

Knowledge of Subject	Show evidence of knowledge of subject.
Appropriate Solution(s)	Present solution(s) that are feasible and suitable for the situation.
Responses to Evaluators' Questions	Provide clear and concise answers to evaluators' questions regarding the project and case study. Questions are asked after the presentation.



# STAR Events Point Summary Form HOSPITALITY



HOSPITALITY

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

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

**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 43 pages including: • 1 project ID page • 1 table of contents page • 1 Planning Process summary page • Up to 6 divider pages • Up to 34 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 \_\_\_\_\_

# HOSPITALITY Rubric

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

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

PORTFOLIO							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>Self Assessment Summary</b> 0–5 points	<b>0</b> Page not included	<b>1</b> Summary does not address a specific career pathway	<b>2</b> Summary addresses pathway conclusions, but is very brief and inadequate	<b>3</b> Summary does not fully address the opinion(s) of and readiness for the selected career pathway	<b>4</b> Summary adequately addresses self-assessment conclusions of career pathway	<b>5</b> Summary shows substantial knowledge of career pathway and extensive self assessment	
<b>Hospitality Career Pathway Summary</b> <i>(Careers, descriptions of entry and upper level jobs, advancement opportunities, job outlook, qualifications, and salary ranges)</i> 0–5 points	<b>0</b> Page was not included	<b>1</b> Page did not include 4 or more of components noted to the left accurately	<b>2</b> Page did not include 3 or more components accurately	<b>3</b> Page was missing 2 components, accurately	<b>4</b> Page was missing one component, accurately	<b>5</b> Page was complete with accurate details of all components	
<b>Customer Service/ Customer Relations Concepts</b> 0–10 points	<b>0</b> None apply	<b>1–10 Score one point for each concept below:</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Ethical principles are clearly stated and thorough</li> <li><input type="checkbox"/> Personal standards and code conduct are clearly stated and thorough</li> <li><input type="checkbox"/> Effective listening and feedback techniques are stated clearly</li> <li><input type="checkbox"/> Roles &amp; functions of positive communication in the workplace are clearly described</li> <li><input type="checkbox"/> Conflict resolution is clearly described</li> <li><input type="checkbox"/> Barriers to communication are clearly stated</li> <li><input type="checkbox"/> Verbal and nonverbal behaviors and attitudes are included and thorough</li> <li><input type="checkbox"/> The impact of communication and technology is clearly detailed</li> <li><input type="checkbox"/> Teamwork, leadership skills, strategies to motivate, encourage and include members in a service philosophy is thoroughly explained</li> <li><input type="checkbox"/> Collaborative group leadership and techniques to develop team and community spirit is stated</li> </ul>					
<b>Customer Service/ Customer Relations Investigation</b> 0–10 points	<b>0</b> No evidence of investigation	<b>1–3</b> Evidence of investigation in customer service/ customer relations practices and challenges in one industry setting or four or more industry settings	<b>4–5</b> Evidence of investigation in customer service/ customer relations practices and challenges in at least two but no more than three industry settings, with unclear details	<b>6–7</b> Evidence of investigation in customer service/ customer relations practices and challenges in at least two but no more than three industry settings, with partial explanations	<b>8–10</b> Evidence of investigation in customer service/ customer relations practices and challenges in at least two but no more than three industry settings, with thorough explanations		
<b>Customer Service/ Customer Relations Guidelines</b> 0–10 points	<b>0</b> Guidelines for improving customer service/customer relations were not included in a training manual	<b>1–3</b> Developed guidelines for improving customer service/customer relations and created a training manual that incorporated commercial prepared pictures and graphics in their entity in/ these recommendations in the selected career pathway	<b>4–5</b> Developed guidelines for improving customer service/customer relations and created a training manual that was unclear in communicating these recommendations in the selected career pathway	<b>6–7</b> Developed guidelines for improving customer service/customer relations and created a training manual that partially communicated these recommendations in the selected career pathway	<b>8–10</b> Developed guidelines for improving customer service/customer relations and created a training manual that clearly communicated these recommendations in the selected career pathway		

# Hospitality Rubric (continued)

					Points
<b>Works Cited/ Bibliography</b> 0–3 points	<b>0</b> No resources listed	<b>1</b> Incomplete list of resources/ resources listed are not current or appropriate for project	<b>2</b> Complete list of resources but inconsistent format	<b>3</b> Complete alphabetical list of appropriate resources, in a consistent format	
<b>Appearance</b> 0–5 points	<b>0</b> Portfolio is illegible and unorganized	<b>1</b> Portfolio is neat, but may contain 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, legible, professional, correct grammar and spelling used with effective organiza- tion of information	

<b>ORAL PRESENTATION</b>						Points	
<b>Organization/ Delivery</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 informa- tion 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 matter is evident but not shared in presentation	<b>4</b> Knowledge of matter is evident and shared at times in the presentation	<b>5</b> Knowledge of subject matter is evident and incorporated through- out the presentation	
<b>Use of Portfolio during Presentation</b> 0–5 points	<b>0</b> Portfolio is not used during presentation	<b>1</b> Portfolio is used to limit amount of speaking time	<b>2</b> Portfolio is used minimally during presentation	<b>3</b> Portfolio is incorporated throughout presentation	<b>4</b> Portfolio is used effectively through- out presentation	<b>5</b> Presentation moves seamlessly between oral presentation and portfolio	
<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 quality is good, but could improve	<b>3</b> Voice quality is outstanding and pleasing to listen to			
<b>Body Language/ Clothing Choice</b> 0–3 points	<b>0</b> Body language shows nervous- ness 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) gram- matical and pronunciation errors	<b>1</b> Some (3–5) grammatical and and pronunciation errors	<b>2</b> Few (1–2) grammatical and pronunciation errors	<b>3</b> Presentation has no grammat- ical or pronunciation errors			

<b>CASE STUDY</b>				Points
<b>Knowledge of Subject</b> 0–4 points	<b>0</b> Case study response did not show evidence of current data and knowledge	<b>2</b> Case study response did include some evidence of current data and knowledge	<b>4</b> Case study response included an extensive amount of current data and knowledge	
<b>Appropriate Solution(s)</b> 0–3 points	<b>0</b> Solution was not feasible or suitable to the situation	<b>2</b> Solution was adequate to the situation	<b>3</b> Solution was very feasible and appropriate to the situation	
<b>Response to Evaluators’ Questions</b> 0–5 points	<b>0</b> Answers were incomplete or shallow in thought	<b>2</b> Adequate answers were given to the evaluator’s questions	<b>3</b> Reflective answers were given to the evaluator’s questions demonstrating lessons learned	

**Evaluator’s Comments:**

**TOTAL**  
(90 points possible)



**Interior Design**, an *individual* or *team event*, recognizes participants who apply interior design skills learned in Family and Consumer Sciences courses to design interiors to meet the living space needs of clients. In advance, participants will create a floor plan, an elevation and a furniture/interior plan addressing the specifics of the design scenario. Participants must prepare a *file folder*, an *oral presentation*, and *visuals*.

*Interior Design is sponsored in part by The National Kitchen and Bath Association.*



## CAREER CLUSTER/CAREER PATHWAY

### Architecture & Construction— Design/Pre-Construction Pathway

This diverse Career Cluster prepares learners for careers in designing, planning, managing, building, and maintaining the built environment. People employed in this cluster work on new structures, restorations, additions, alterations, and repairs.

### Connection to National Standards for Family and Consumer Sciences

**11.0 Housing, Interiors, and Furnishings**  
Comprehensive Standard: Integrate knowledge, skills, and practices required for careers in housing, interiors, and furnishings.

### Content Standards/Competencies

- 11.3** Evaluate the use of housing and interior furnishings and products in meeting specific design needs.
- 11.6.2** Assess community, family, and financial resources needed to achieve clients' housing and interior goals.
- 11.6.5** Justify design solutions relative to client needs and the design process.
- 11.7** Apply design knowledge, skills, processes, and theories and oral, written, and visual presentation skills to communicate design ideas.

## EVENT CATEGORIES

**Senior:** grades 10–12

**Occupational:** grades 10–12

See page 29 for more information on event categories.

## ELIGIBILITY

1. States may submit one entry in each category of this event. Teams may consist of up to three members.
2. Participation is open to any nationally affiliated FCCLA chapter member.
3. Participants in the senior category must be or have been enrolled in an interior design/housing course or unit of study. Participants in the occupational category must be or have been enrolled in an interior design course or program of study that concentrates on preparation for paid employment.
4. The project 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.
5. The Interior Design project must be planned and prepared by the participant(s) only. Supporting resources are acceptable as long as participants are coordinating their use and resources are cited appropriately verbally and/or in print during the presentation to avoid false credit for unoriginal or non-participant work.

## PROCEDURES & TIME REQUIREMENTS

1. Each entry will submit a *file folder* with required documents to the event room consultant at the designated participation time.
2. Participant(s) will have 5 minutes to set up for the event. Other persons may not assist.

3. Room consultants and evaluators will have 10 minutes to preview the *file folder* and display boards before each presentation begins.
4. The oral presentation **may be up to 15** minutes in length. A one-minute warning will be given at 14 minutes. Interviews will be stopped at 15 minutes.
5. The oral presentation is a time for the participant(s), in the role of designer(s), to present to the evaluators, in the role of clients, the interior design. The presentation is intended to be two-way dialogue, as in a conversation or interview, rather than a one-way illustrated talk.
6. Following the presentation, evaluators and participants will step out of character as designer(s) and clients for a 5-minute follow-up interview as evaluators and participant(s).
7. Evaluators will use the rubric to score and write comments for each participant. Then, evaluators will meet with each other to discuss participants' strengths and suggestions for improvement.
8. The total time required for this event is approximately 35 minutes per participant.

## GENERAL INFORMATION

1. A table will be provided. Participant(s) must bring all other necessary supplies and/or equipment. Wall space will not be available.
2. Spectators may not observe any portion of this event.
3. Words in italics are defined in the glossary.
4. The design scenario which all participants must base their design on will be available online by October 1.
5. **Allowable Presentation Elements.**  
 Allowed: *Easel(s), File Folders, Props/Pointers, Visuals*. Not Allowed: *Audio, Costumes/Uniforms, Skits, Visual Equipment*.

## INTERIOR DESIGN Specifications

### File Folder

Participant will submit one letter-size *file folder* containing three identical sets, with each set stapled separately, of the items listed below to the event room consultant at the designated participation time. The file folder must be labeled in the top left corner with name of event, event category, participant's name(s), state, and FCCLA national region.

Number and Size	Submit one letter-size <i>file folder</i> .
Label on Folder	Attach a label containing name of event, event category, participant's name(s), state, and FCCLA national region.
<i>Project Identification Page</i>	One 8½" x 11" page on plain paper, with no graphics or decorations; must include participant's name(s), school, city, state, FCCLA national region, and title of project.
FCCLA <i>Planning Process Summary Page</i>	One 8½" x 11" page summarizing how each step of the <i>Planning Process</i> was used to develop the Interior Design project.
Project Budget	The project budget should break down the amount of money allotted for the space by furnishing and design elements (i.e. wall finish, furniture, lighting, accessories, etc.). Each item used in the design should be noted on the project budget. The budget should be on a single, one-sided sheet of 8½" x 11" paper.
Quantity of Folder Contents	Include in the folder 3 copies each of the <i>Project Identification page</i> , <i>Planning Process Summary Page</i> , and the Project Budget.

### Board Specifications

Each *individual* or *team* will prepare two single-sided presentation boards—one to display the design overview (Design Board) and one to display the interior design elements intended to meet the needs of the clients (Samples Board). Easels may be used to present boards, but will not be provided.

Type of Board	Boards may be foam board, mat board, or mat board mounted on foam core.
Color	Board background must be either solid black or white.
Size	Boards may not exceed 22" x 30".
Business Card	Each board must have attached a standard size business card for the individual or team—to include participant's name(s), chapter name, school, city, state, and FCCLA national region.
Illustrations	Use appropriate and effective illustrations to display design choices.
Overall Effectiveness	Boards should be visually appealing and effectively convey the intended design to those who view them.

## Interior Design Specifications (continued)

### Design

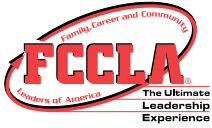
Each individual or team will design a living space as indicated by the Design Scenario, found on in the STAR Events section of the FCCLA national website. Display design on two boards which meet above specifications.

Floor Plan	Develop a floor plan that is drawn to a consistent $\frac{1}{2}''=1'$ scale with room dimensions labeled correctly, all architectural features indicated appropriately, and furniture arrangement displayed. Floor plans may be hand drawn or computer generated and should not exceed two 8 $\frac{1}{2}'' \times 11''$ pages or one 11" $\times 17''$ page. Display on the Design Board.
Furniture Arrangement	Design a furniture arrangement that is good for form and function. Show appropriately on floor plan.
<i>NKBA Planning Guidelines</i>	Follow <i>NKBA Planning Guidelines</i> as indicated in the Design Scenario.
Wall Elevation	Create a 2-D, full color, wall elevation for the space specified in the Interior Design Scenario with a $\frac{1}{2}''=1'$ scale. May be either hand drawn or computer generated. Display on the Design Board.
Samples	Coordinate design choices for flooring, wall treatment, needed furniture, window coverings, accessories, and other as needed. Display samples of all design choices on the Samples Board.
Principles of Design	Demonstrate a thorough knowledge of interior design principles and correctly apply knowledge.
Originality of Design	Develop an original design for the Interior Design Scenario.
Thoughtfulness of Design	Design a space that meets the needs of clients and their design style.
Responsible Design	Design a space that is appropriate for the well-being of both the clients situation and health and state of the environment.
Overall Effectiveness	Ensure the overall design is visually appealing and elements are functional and effective.

### Presentation to Clients

The presentation to clients **may be up to** 15 minutes in length and is delivered to evaluators. The presentation is a time for participant(s), in the role of designer, to present to the evaluators, in the role of clients. The presentation is intended to be a two-way dialogue, as in a conversation or interview, rather than a one-way illustrated talk. No other *visuals* or *audiovisual equipment* will be permitted.

Organization/Delivery	Deliver oral presentation in an organized, sequential manner; concisely and thoroughly summarize research.
Knowledge of Interior Design	Demonstrate thorough knowledge of interior design.
Rationale of Design Explained	Demonstrate a thorough understanding of the clients' living space needs and style and industry standards including knowledge of the <i>NKBA Planning Guidelines</i> where appropriate.
Use of Display Boards	Use the design boards effectively during the presentation.
Voice	Speak clearly with appropriate pitch, tempo, and volume.
Body Language/Clothing Choice	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 and pronunciation.
Responses to Evaluators' Questions	Provide clear and concise answers to evaluators' questions regarding project. Questions are asked after the presentation.



# STAR Events Point Summary Form

## INTERIOR DESIGN



INTERIOR DESIGN

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

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

Category \_\_\_\_\_

**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' *file folder* 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>File Folder</b> 0–2 points	<b>0</b> No File Folder presented	<b>1</b> File Folder presented with incorrect labeling/insufficient materials for evaluators (less than 3 copies of contents)	<b>2</b> File Folder is presented with correct labeling, and sufficient evaluator materials • Project ID Page • Planning Process Summary • Project Budget
<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	

<b>EVALUATORS' SCORES</b>	<b>ROOM CONSULTANT TOTAL</b> (10 points possible)	
Evaluator 1 _____ Initials _____	<b>AVERAGE EVALUATOR SCORE</b> (90 points possible)	
Evaluator 2 _____ Initials _____		
Evaluator 3 _____ Initials _____	<b>FINAL SCORE</b> (Average Evaluator Score plus Room Consultant Total)	
Total Score _____ divided by number of evaluators <b>= AVERAGE EVALUATOR SCORE</b>		

**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 \_\_\_\_\_



# INTERIOR DESIGN Rubric



INTERIOR DESIGN

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

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

Category \_\_\_\_\_

FILE FOLDER CONTENTS							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>Project Budget</b> 0-5 points	<b>0</b> No project budget provided	<b>1</b> Many omissions in budget	<b>2</b> Only one or two omissions, consistent format	<b>3</b> No omissions, clear and consistent format	<b>4</b> Very thorough, no omissions, clear and consistent format, shows thorough knowledge of interior design costs	<b>5</b> Very thorough, no omissions, clear and consistent format, shows thorough knowledge of interior design costs and appropriately allocates money based on clients' space needs	

BOARD SPECIFICATIONS							Points
<b>Type of Board</b> 0-1 point	<b>0</b> Another type of board used				<b>1</b> Form, mat, or mat on foam used		
<b>Color</b> 0-1 point	<b>0</b> Another color board used				<b>1</b> Solid white or black board used		
<b>Size</b> 0-1 point	<b>0</b> Board larger than 22" x 30"				<b>1</b> Board did not exceed 22" x 30"		
<b>Business Card</b> 0-1 point	<b>0</b> Does not fully meet specifications				<b>1</b> Fully meets size/contents specifications		
<b>Illustrations</b> 0-3 points	<b>0</b> No illustrations used	<b>1</b> Illustrations are limited in quality or quantity is below or above an appropriate amount	<b>2</b> Illustrations are appropriate but not overly effective	<b>3</b> Highly appropriate and effective illustrations			
<b>Overall Effectiveness</b> 0-3 points	<b>0</b> Lacking in visual appeal	<b>1</b> Minimal visual appeal	<b>2</b> Some visual appeal	<b>3</b> Great visual appeal, very effective			

DESIGN							Points
<b>Scaled Room Floor Plan</b> 0-2 points	<b>0</b> Did not appear to use any scale		<b>1</b> 1/4" scale used, but not consistently	<b>2</b> 1/4" scale used consistently			
<b>Room Dimensions</b> 0-2 points	<b>0</b> No room dimensions labeled		<b>1</b> Some dimensions labeled	<b>2</b> All room dimensions labeled			
<b>Architectural Features</b> 0-3 points	<b>0</b> No windows, doors, etc. shown		<b>1-2</b> Some windows, doors shown	<b>3</b> All architectural features shown			
<b>Furniture Arrangement</b> 0-3 points	<b>0</b> No furniture arrangement shown	<b>1</b> Poorly arranged, both form and function	<b>2</b> Good form OR function, not both	<b>3</b> Well-arranged for form and function			
<b>NKBA Planning Guidelines</b> 0-2 points	<b>0</b> Did not adhere to NKBA Planning Guidelines		<b>1</b> Inadequately followed NKBA Planning Guidelines where appropriate in design	<b>2</b> Correctly followed NKBA Planning Guidelines where appropriate in design			
<b>Wall Elevation</b> 0-3 points	<b>0</b> No wall elevation done		<b>1-2</b> Somewhat well-done/effective	<b>3</b> Well-done, very effective			
<b>Samples</b> 0-3 points	<b>0</b> No samples provided	<b>1</b> Some samples, not all, provided	<b>2</b> Some well-chosen, but not well coordinated	<b>3</b> Well-chosen and coordinated			

# Interior Design Rubric (continued)

Points

<b>Principles of Design</b> 0–3 points	<b>0</b> Principles of design not applied	<b>1</b> Principles applied only minimally	<b>2</b> Most principles of design applied	<b>3</b> Principles of design applied consistently	
<b>Originality of Design</b> 0–3 points	<b>0</b> Little evidence of originality	<b>1</b> Some evidence of originality	<b>2</b> Contains both creative elements and "copies"	<b>3</b> Highly original design	
<b>Thoughtfulness of Design</b> 0–3 points	<b>0</b> Design shows no consideration of clients' space needs	<b>1</b> Some evidence of consideration of clients' needs or design style	<b>2</b> Design meets clients' space needs but does not reflect design style	<b>3</b> Design meets clients' space needs and design style	
<b>Responsible Design</b> 0–3 points	<b>0</b> Design shows no consideration for the safety, health or welfare of the client or environment	<b>1</b> Design shows evidence that the clients' safety and health were considered and environmentally responsible products were researched	<b>2</b> Design incorporates some environmentally responsible materials and services and addresses safety and health concerns of the client	<b>3</b> Design is highly responsible for both the clients' well-being and the environment	
<b>Overall Effectiveness</b> 0–3 points	<b>0</b> Lacking in visual appeal	<b>1</b> Some visual appeal	<b>2</b> Minimal visual appeal	<b>3</b> Great visual appeal, very effective	

INTERIOR DESIGN

<b>ORAL PRESENTATION</b>						Points	
<b>Organization/Delivery</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 the 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 incorporated throughout the presentation	
<b>Rationale of Design Decisions Explained</b> 0–3 points	<b>0</b> No rationale of design decisions explained	<b>1</b> Design decisions are somewhat explained but show little understanding of clients' needs and style	<b>2</b> Design decisions are explained thoroughly and show complete understanding of clients' needs and style	<b>3</b> Design decisions are explained fully and reflect thorough understanding of clients' needs and style as well as industry standards, NKBA Planning Guidelines where appropriate, and practicality			
<b>Use of Display Boards during Presentation</b> 0–5 points	<b>0</b> Display boards are not used during presentation	<b>1</b> Display boards used to limit amount of speaking time	<b>2</b> Display boards used minimally during presentation	<b>3</b> Display boards incorporated throughout presentation	<b>4</b> Display boards used effectively throughout presentation	<b>5</b> Presentation moves seamlessly between oral presentation and display boards	
<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 quality is good, but could improve	<b>3</b> Voice quality is outstanding and pleasing to listen to			
<b>Body Language/Clothing Choice</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**  
(90 points possible)

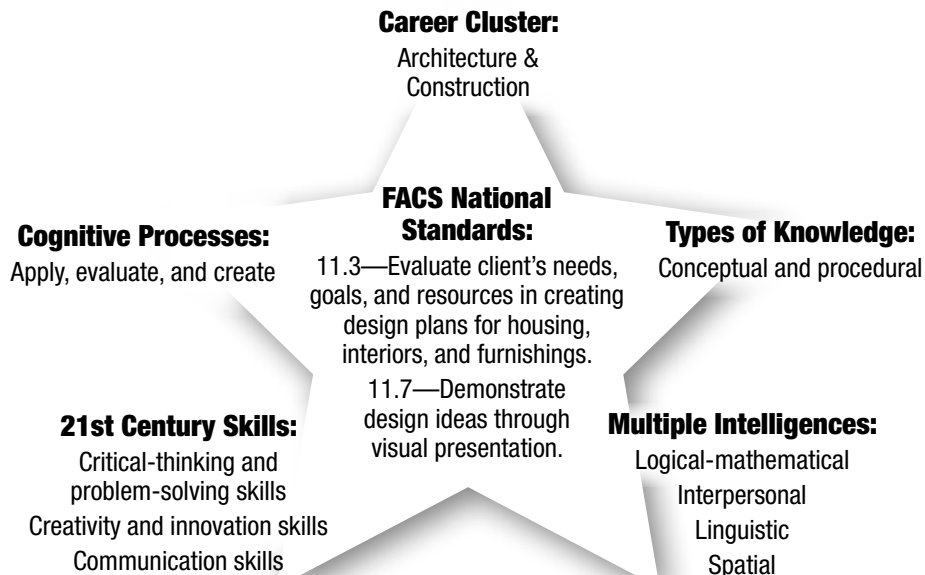
## Interior Design Teaching Tips for Advisers

The Interior Design event is a great way to provide students with an authentic learning experience in the area of custom interior design. Not only does this event allow students to hone their skills in the use of line, form, color, and texture, but it also allows them to cultivate their skills in talking with clients. Students are able to see to what extent success in interior design depends on being able to identify and interpret the needs and preferences of individual clients.

This event works well as a class project, with students deciding if they prefer to work as independent designers or on design teams. Have students approach this decision as though they were in the world of work considering all the pros and cons of each approach.

Begin by focusing attention on housing needs. Have each student use fictitious names to write on a note card a short profile of a three-member family they know. Then have them write a profile on a separate card about a hypothetical family that is unique in some way from “typical” families in the area. Divide students into design teams of three. Drop all cards into a basket and have each design team pull a card. Pair design teams so that one team can role play clients while the other role plays designers. Have paired teams work together to write interview questions that would be useful in gathering information about the clients’ living space needs. When interviews are done, hold a discussion to debrief the experience and summarize what was learned.

Have students then follow event guidelines to complete their Interior Design projects. Have them use the event rubric to rate their own work. Reserve time for them to refine the project as needed to increase ratings. Finally, bring in a team of expert evaluators to judge projects, select 1st, 2nd, and 3rd place winners, and identify the student(s) who will represent the class in the next level of FCCLA competition.





**Teach and Train**, an *individual event*, recognizes participants who demonstrate their ability to explore and experience the career of teaching or training. Participants must prepare a *portfolio* of the teaching/training career, prepare and execute a complete lesson/workshop plan and an *oral presentation*. Senior and occupational participants will also complete a shadowing experience of a “best practices” educator.

## CAREER CLUSTER/CAREER PATHWAY

### Education and Training— Teaching/Training Pathway

This diverse Career Cluster prepares learners for careers in planning, managing and providing education and training services and related learning support systems.

#### Connection to National Standards for Family and Consumer Sciences

<b>4.0</b>	<b>Education and Early Childhood</b> Comprehensive Standard: Integrate knowledge, skills, and practices required for careers in education, and services.
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#### Content Standards/Competencies

<b>4.1</b>	Analyze career paths within education & related services.
<b>4.3.1</b>	Apply and Analyze a variety of curriculum and instructional models.

## EVENT CATEGORIES

**Junior:** through grade 9

**Senior:** grades 10–12

**Occupational:** grades 10–12

See page 29 for more information on event categories.

## ELIGIBILITY

- States may submit one entry in each category of this event.
- Participation is open to any nationally affiliated FCCLA chapter member.

- Participants must be or have been enrolled in a Family and Consumer Sciences course or foundational courses preparing them for education careers, training careers, or child or human development knowledge areas.
- The project must be developed and completed within a one-year span beginning July 1 and ending June 30 of the school year before the National Leadership Conference.
- The Teach and Train project must be planned and prepared by the participant(s) only. Supporting resources are acceptable as long as participants are coordinating their use and resources are cited appropriately verbally and/or in print during the presentation to avoid false credit for unoriginal or non-participant work.

## PROCEDURES & TIME REQUIREMENTS

- Each participant will submit a *portfolio (hardcopy or electronic)* to the event room consultant at the designated participation time and inform evaluators of their chosen career area.
- The participant will have 5 minutes to set up for the event. Other persons may not assist.
- Room consultants and evaluators will have 15 minutes to preview the *portfolio (hardcopy or electronic)*. *The participant must make the electronic portfolio accessible to evaluators.*
- The presentation **may be up to 10 minutes** in length. A one-minute warning will be given at 9 minutes. The participant will be stopped at 10 minutes.
- Following the presentation, evaluators will have 5 minutes to interview the participant.
- Evaluators will use the rubric to score and write comments for each participant. The evaluators will meet with each other to discuss participant’s strengths and suggestions for improvement.

7. The *portfolio*, including the career exploration and self assessment summary, lesson/ workshop plan, and samples of the equipment, materials or supplies used are permitted to be used as visual aids during the *oral presentation*.
8. The total time required for this event is approximately 35 minutes.

## GENERAL INFORMATION

1. A table will be provided.
2. The *portfolio* may be an electronic or hard copy portfolio. The evaluators must be able to access the hardcopy or *electronic portfolio* (if electronic-on computer, or as a printed handout) prior to the presentation.
3. If presenting an electronic portfolio, participants may bring an LCD projector and computer equipment needed.
4. Spectators may not observe any portion of this event.
5. Words in *italics* are defined in the glossary.
6. **Allowable Presentation Elements**  
Allowed: *Audio, Easel(s), Props/Pointers, Visual Equipment, Visuals*. Not Allowed: *Costumes/Uniforms, File Folder, Skits*.



## TEACH AND TRAIN Specifications



### Hardcopy Portfolio

The *hardcopy 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/notebook obtained from the FCCLA national emblematic supplier. A decorative and/or informative cover may be included. All materials, including the *divider pages* and tabs, must fit within the cover. The binder/notebook must contain no more than 35 pages: 1 *project identification page*, 1 Table of Contents page, 1 *Planning Process* summary page, 0-7 *divider pages*, and up to 25 pages including the Career Exploration Summary, Self-Assessment Document, Lesson or Workshop plan, evidence of Use of Family and Consumer Sciences Coursework, evidence of prior presentations, and Works Cited/*Bibliography*. *Divider pages* may be tabbed and may contain a title, a section name, *graphic* elements, thematic decorations, and/or page numbers; they must not include any other *content*. All pages must be one-sided only. All pages except *divider pages* must be 8½" x 11". The *portfolio* will be turned in to the room consultant at the designated participation time.

### Electronic Portfolio

An *electronic portfolio* may be either a Power Point or an electronic document that can be viewed by the evaluators and room consultants prior to the oral presentation. The *electronic portfolio* may be no more than 35 pages: or 45 slides, because slides have less content than document pages. 1 *Project Identification page*, 1 Table of Contents, and up to 25 *content pages* or *content slides* including the documents listed below. (Career Exploration and Self Assessment Summary, Lesson/ Workshop plan, Family and Consumer Sciences Coursework, Bibliography, evidence of prior presentations) *Divider or Section slides* may contain a title, a section name, *graphic* elements, thematic decorations, and/or page numbers. The *electronic portfolio* and the hardware (method) to view it (*ie. 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.

## Teach and Train Specifications (continued)

### Portfolio Content

<i>Project Identification Page or Slide</i>	One slide or one 8½" x 11" page on <i>plain paper</i> , which must include participant's name, chapter name, school, city, state, FCCLA national region, and career investigated.
<i>FCCLA Planning Process Summary Page</i>	One 8½" x 11" summary page of 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.
Career Exploration Summary	Pages or slides that provide detailed research including job description; duties and responsibilities; qualifications; entry-level position and advancement opportunities; and job outlook. Refer to the Career Exploration and Self Assessment Summary Page instruction sheet.
Self-Assessment Summary	Pages or slides that include examining personal interests, values, aptitudes, skills, personality traits, and learning styles. Refer to the Career Exploration and Self Assessment Summary Page instruction sheet.
Evidence of Prior Presentations	Pages or slides that show photos, written evidence, comments, evaluations, thank you notes, etc. that indicate the lesson or workshop was presented and the outcomes.
Lesson Plan or Workshop Plan	<p><b>Planning:</b> Indicate for whom the lesson or workshop is intended and describe the audience special needs and interests in selection of this lesson. Describe desired outcomes.</p> <p><b>Organization:</b> Describe the flow of the lesson or workshop including the introduction, content, and conclusion. Maintain audience attention and productive learning. Include use of technology and supplies needed.</p> <p><b>Activity:</b> Describe the activity(s), define resource and supplies needed. Develop the handouts.</p> <p><b>Follow Up:</b> Evaluate the lesson or workshop using multiple methods and include ways to improve content and/or delivery.</p>
Evidence of Technology Used	Explain how technology was used to enhance the lesson or workshop planning and/or execution.
Works Cited/ <i>Bibliography</i>	Pages or slides that use the MLA citation style to cite all references. Resources used should be reliable and current.
Appearance	<i>Portfolio</i> must be neat, legible, and <i>professional</i> and use correct grammar and spelling.

### Shadowing Experience (Senior and Occupational Categories Only)

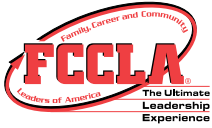
Shadowing Experiences with a <i>Best Practices Educator</i>	Document experience of shadowing and interviewing an educator who is competent and professionally excellent in selected career field. Include examples of documentation of the shadowing experience. This may include but are not limited to written summaries of interviews from business, industry, agency, and organizations personnel; written narrative of job shadowing; and photographs of shadowing experience.
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## Teach and Train Specifications (continued)

**Oral Presentation**

The oral presentation **may be up to** 10 minutes in length and is delivered to evaluators. The presentation is to describe research and career exploration, and lesson/workshop plan efforts in detail. The *portfolio* will be used by the participant during the oral presentation.

Organization/Delivery	Deliver oral presentation in an organized, sequential manner; concisely and thoroughly summarize research.
Knowledge of Selected Career	Present current data and show evidence of knowledge of selected career.
Relationship of Family and Consumer Sciences Coursework	Describe the relationship of Family and Consumer Sciences coursework to selected career.
Use of <i>Portfolio</i> and Visuals	Use <i>portfolio</i> to describe all phases of project. Show photos, written evidence, comments, evaluations, thank you notes, etc. that indicate the lesson or workshop was presented and the outcomes. Provide a short overview of the lesson, workshops and the outcomes and evaluation.
Voice	Speak clearly with appropriate pitch, tempo, and volume.
Body Language/ Clothing Choice	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 and pronunciation.
Responses to Evaluator's Questions	Provide clear and concise answers to evaluators' questions regarding project.



# STAR Events Point Summary Form TEACH AND TRAIN



TEACH AND TRAIN

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

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

**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	<b>5</b> The individual attended	
<b>Hardcopy Portfolio</b> 0-1 points <i>OR</i> <b>Electronic 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> Electronic Portfolio not in viewable format to the evaluators	<b>1</b> Electronic Portfolio in viewable format to the evaluators	
<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 \_\_\_\_\_

# TEACH AND TRAIN—Junior

## Rubric

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

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

Category \_\_\_\_\_

PORTFOLIO							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>Career Exploration</b> 0–5 points	<b>0</b> Not included	<b>1</b> Research is not current, and missing more than 3 topics	<b>2</b> Research is current but from unreliable sources, missing 1–2 required topics	<b>3</b> Research is current but only partially describes job or other topics	<b>4</b> Research is current, appropriate for topic; from reliable sources	<b>5</b> Research is current, documented correctly, and includes all six required topics	
<b>Self Assessment</b> 0–5 points	<b>0</b> Not included	<b>1</b> Missing analysis of learning or thinking styles, personality traits analysis, and no career value stated	<b>2</b> Covers areas of self assessment with limited information and detail	<b>3</b> Adequately addresses all areas of self assessment	<b>4</b> Examined personal interests in detail, and states career value, and analyzed styles	<b>5</b> Examined personal interests in detail, clearly states career value, and analyzed styles	
<i>Lesson/Workshop Plan:</i> <b>Planning</b> 0–5 points	<b>0</b> Shows no evidence of advance planning	<b>1</b> Plan shows some consideration for audience members	<b>2</b> Plan includes a rationale and shows an adequate understanding of the audience	<b>3</b> Plan includes a rationale, uses predictable teaching methods, and shows understanding of the audience	<b>4</b> Plan includes a thoughtful rationale and predictable teaching methods, shows understanding of audience, and indicates a connection to curriculum	<b>5</b> Plan includes a thoughtful rationale and varied teaching methods, shows understanding of the audience, and completely connects the lesson to curriculum, describes desired outcomes	
<i>Lesson/Workshop Plan:</i> <b>Organization</b> 0–5 points	<b>0</b> Shows no organization	<b>1</b> Plan does not include an introduction and/or conclusion and content is difficult to follow	<b>2</b> Plan includes an adequate introduction and conclusion with unorganized content	<b>3</b> Plan includes a solid introduction and conclusion, but the content is somewhat unorganized. Includes some effort to include technology	<b>4</b> Plan follows a logical organization with a creative and effective introduction and conclusion. Includes an effective use of technology	<b>5</b> Plan includes a creative, attention getting introduction, excellently placed content and activities, and a solid, effective conclusion. The shows superb effort to maintain audience attention and produce a high level of learning. Includes an effective use of technology	
<i>Lesson/Workshop Plan:</i> <b>Activity</b> 0–5 points	<b>0</b> No activity included	<b>1</b> Activity plans are missing logistical and resource information. The activity is not creative or interesting and does not relate well to lesson/workshop	<b>2</b> Activity plans include some logistical and resource information. The activity is not creative and does not tie to the lesson/workshop well	<b>3</b> Activity plans include adequate logistical and resource information. Activity is interesting	<b>4</b> Activity plans include excellent logistical and resource information. The activity(s) is interesting and beneficial to most audience members	<b>5</b> Activity plans include logistical information and an extensive list of resources. Activity(s) is creative, interesting and enhances the quality of the lesson. All audience members would benefit from the activity	
<i>Lesson/Workshop Plan:</i> <b>Follow Up</b> 0–5 points	<b>0</b> No follow up was done	<b>1</b> Outcomes are inadequately stated. No evaluation was used	<b>2</b> Outcomes are inadequately stated. An evaluation method was used, but results are not presented	<b>3</b> Outcomes are measurable and complete. A single evaluation method was used and results are explained	<b>4</b> Outcomes are measurable, complete and thoughtfully done. Multiple evaluation methods were used and results are explained well	<b>5</b> Outcomes are measurable, complete and thoughtfully done. Multiple evaluation methods were used and results are explained well. Plans to improve the lesson/workshop are included	

# Teach and Train—Junior Rubric (continued)

Points

<b>Evidence of Prior Presentation</b> 0–5 points	<b>0</b> No prior presentation done	<b>1</b> Participant indicates that the lesson/workshop plan was presented but shows no evidence of the prior presentation	<b>2</b> Minimal evidence of prior presentation of the lesson/workshop plan	<b>3</b> Extensive evidence of prior presentation of the lesson/workshop plan	<b>4</b> Extensive evidence of prior presentation of the lesson/workshop plan. Some outcomes are listed	<b>5</b> Extensive evidence of prior presentation of the lesson/workshop plan. Outcomes are listed and methods of improvement are indicated	
<b>Evidence of Technology Used</b> 0–5 points	<b>0</b> No technology used in lesson/workshop planning or execution	<b>1</b> Technology used to develop or execute lesson/workshop not explained	<b>2</b> Technology used to develop or execute lesson/workshop but not explained in portfolio	<b>3</b> Technology and techniques used to develop or execute lesson/workshop are explained	<b>4</b> Technology used to develop or execute lesson/workshop was explained thoroughly	<b>5</b> Technology used to develop or execute lesson/workshop was explained thoroughly and materials were developed to document project	
<b>Works Cited/Bibliography</b> 0–3 points	<b>0</b> No resources listed	<b>1</b> Incomplete list of resources/resources listed are not current or appropriate for project	<b>2</b> Complete list of resources but inconsistent format	<b>3</b> Complete alphabetical list of appropriate resources, in a consistent format			
<b>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			

TEACH AND TRAIN

ORAL PRESENTATION							Points
<b>Organization/Delivery</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 presentation	<b>5</b> Knowledge of subject matter is evident and incorporated throughout the presentation	
<b>Relationship of Family and Consumer Sciences Coursework</b> 0–5 points	<b>0</b> No evidence of relationship to FACS	<b>1</b> Minimal evidence of FACS knowledge and coursework	<b>2</b> Some evidence of FACS knowledge and coursework	<b>3</b> FACS knowledge and coursework is evident but not shared	<b>4</b> Coursework and knowledge of the relationship to FACS is evident and shared	<b>5</b> Coursework and knowledge of FACS relationship is evident and explained well	
<b>Use of Portfolio and Visuals during Presentation</b> 0–5 points	<b>0</b> Portfolio and visuals are not used during presentation	<b>1</b> Portfolio and visuals used to limit amount of speaking time	<b>2</b> Portfolio and visuals used minimally during presentation	<b>3</b> Portfolio and visuals incorporated throughout presentation	<b>4</b> Portfolio and visuals used effectively throughout presentation	<b>5</b> Presentation moves seamlessly between oral presentation, portfolio, and visuals	
<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 quality is good, but could improve	<b>3</b> Voice quality is outstanding and pleasing to listen to			
<b>Body Language/Clothing Choice</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**  
(90 points possible)

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

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

Category \_\_\_\_\_

PORTFOLIO							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>Career Exploration</b> 0–5 points	<b>0</b> Not included	<b>1</b> Research is not current, and missing more than 3 topics	<b>2</b> Research is current but from unreliable sources, missing 1–2 required topics	<b>3</b> Research is current but only partially describes job or other topics	<b>4</b> Research is current, appropriate for topic; from reliable sources	<b>5</b> Research is current, documented correctly, and includes all six required topics	
<b>Self Assessment</b> 0–5 points	<b>0</b> Not included	<b>1</b> Missing analysis of learning or thinking styles, personality traits analysis, and no career value stated	<b>2</b> Covers areas of self assessment with limited information and detail	<b>3</b> Adequately addresses all areas of self assessment	<b>4</b> Examined personal interests in detail, and states career value, and analyzed styles	<b>5</b> Examined personal interests in detail, clearly states career value, and analyzed styles	
<i>Lesson/ Workshop Plan:</i> <b>Planning</b> 0–5 points	<b>0</b> Shows no evidence of advance planning	<b>1</b> Plan shows some consideration for audience members	<b>2</b> Plan includes a rationale and shows an adequate understanding of the audience	<b>3</b> Plan includes a rationale, uses predictable teaching methods, and shows understanding of the audience	<b>4</b> Plan includes a thoughtful rationale and predictable teaching methods, shows understanding of audience, and indicates a connection to curriculum	<b>5</b> Plan includes a thoughtful rationale and varied teaching methods, shows understanding of the audience, and completely connects the lesson to curriculum, describes desired outcomes	
<i>Lesson/ Workshop Plan:</i> <b>Organization</b> 0–5 points	<b>0</b> Shows no organization	<b>1</b> Plan does not include an introduction and/or conclusion and content is difficult to follow	<b>2</b> Plan includes an adequate introduction and conclusion with unorganized content	<b>3</b> Plan includes a solid introduction and conclusion, but the content is somewhat unorganized. Includes some effort to include technology	<b>4</b> Plan follows a logical organization with a creative and effective introduction and conclusion. Includes an effective use of technology	<b>5</b> Plan includes a creative, attention getting introduction, excellently placed content and activities, and a solid, effective conclusion. The shows superb effort to maintain audience attention and produce a high level of learning. Includes an effective use of technology	
<i>Lesson/ Workshop Plan:</i> <b>Activity</b> 0–5 points	<b>0</b> No activity included	<b>1</b> Activity plans are missing logistical and resource information. The activity is not creative or interesting and does not relate well to lesson/workshop	<b>2</b> Activity plans include some logistical and resource information. The activity is not creative and does not tie to the lesson/workshop well	<b>3</b> Activity plans include adequate logistical and resource information. Activity is interesting.	<b>4</b> Activity plans include excellent logistical and resource information. The activity(s) is interesting and beneficial to most audience members	<b>5</b> Activity plans include logistical information and an extensive list of resources. Activity(s) is creative, interesting and enhances the quality of the lesson. All audience members would benefit from the activity	
<i>Lesson/ Workshop Plan:</i> <b>Follow Up</b> 0–5 points	<b>0</b> No follow up was done	<b>1</b> Outcomes are inadequately stated. No evaluation was used	<b>2</b> Outcomes are inadequately stated. An evaluation method was used, but results are not presented	<b>3</b> Outcomes are measurable and complete. A single evaluation method was used and results are explained	<b>4</b> Outcomes are measurable, complete and thoughtfully done. Multiple evaluation methods were used and results are explained well	<b>5</b> Outcomes are measurable, complete and thoughtfully done. Multiple evaluation methods were used and results are explained well. Plans to improve the lesson/workshop are included	

# Teach and Train—Senior and Occupational Rubric (continued)

Points

TEACH AND TRAIN

<b>Shadowing Experience</b> 0–5 points	<b>0</b> No shadowing experience done	<b>1</b> Shadowing experience was done without a best practices educator	<b>2</b> Shadowing experience done with a best practices educator but is documented minimally	<b>3</b> Shadowing experience with a best practices educator is documented extensively	<b>4</b> Shadowing experience with a best practices educator is documented extensively. Participant indicates the effect of the experience on their future career plans	<b>5</b> Shadowing experience with a best practices educator is documented extensively. Participant indicates the effect of the experience on their future career plans. The lesson/workshop plan was presented by the participant during their shadowing experience	
<b>Evidence of Technology Used</b> 0–5 points	<b>0</b> No technology used in lesson/workshop planning or execution	<b>1</b> Technology used to develop or execute lesson/workshop not explained	<b>2</b> Technology used to develop or execute lesson/workshop but not explained in portfolio	<b>3</b> Technology and techniques used to develop or execute lesson/workshop are explained	<b>4</b> Technology used to develop or execute lesson/workshop was explained thoroughly	<b>5</b> Technology used to develop or execute lesson/workshop was explained thoroughly and materials were developed to document project	
<b>Works Cited/Bibliography</b> 0–3 points	<b>0</b> No resources listed	<b>1</b> Incomplete list of resources/resources listed are not current or appropriate for project	<b>2</b> Complete list of resources but inconsistent format	<b>3</b> Complete alphabetical list of appropriate resources, in a consistent format			
<b>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			

## ORAL PRESENTATION

<b>Organization/Delivery</b> 0–5 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 presentation	<b>5</b> Knowledge of subject matter is evident and incorporated throughout the presentation	
<b>Relationship of Family and Consumer Sciences Coursework</b> 0–5 points	<b>0</b> No evidence of relationship to FACS	<b>1</b> Minimal evidence of FACS knowledge and coursework	<b>2</b> Some evidence of FACS knowledge and coursework	<b>3</b> FACS knowledge and coursework is evident but not shared	<b>4</b> Coursework and knowledge of the relationship to FACS is evident and shared	<b>5</b> Coursework and knowledge of FACS relationship is evident and explained well	
<b>Use of Portfolio and Visuals during Presentation</b> 0–5 points	<b>0</b> Portfolio and visuals are not used during presentation	<b>1</b> Portfolio and visuals used to limit amount of speaking time	<b>2</b> Portfolio and visuals used minimally during presentation	<b>3</b> Portfolio and visuals incorporated throughout presentation	<b>4</b> Portfolio and visuals used effectively throughout presentation	<b>5</b> Presentation moves seamlessly between oral presentation, portfolio, and visuals	
<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 quality is good, but could improve	<b>3</b> Voice quality is outstanding and pleasing to listen to			
<b>Body Language/Clothing Choice</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**  
(90 points possible)

# TEACH AND TRAIN

## Career Exploration and Self Assessment Summary Page

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

### **DIRECTIONS:**

Career Exploration and Self Assessment summary should not exceed 2 pages in length. Use this outline with these headings, in this order, when preparing Career Exploration and Self Assessment summary pages. Answers to these questions may be comprehensive and include data and resources for the information.

### **CAREER EXPLORATION:**

1. What are the education path and qualifications necessary for a career in the education/training field in which you are interested?
2. Please list a sample job description for your ideal education/training career.
3. What skills are needed for this career?
4. What is the current and future job outlook for this career?
5. Mentorship is a big component in education/training job sustainability. Who could be a mentor to you and what other measures could you take to ensure a long, enjoyable, and successful career?
6. What are the entry-level positions and opportunities for professional advancements in this career field?

### **SELF ASSESSMENT:**

1. Why are you personally interested in this career?
2. What personal skills and learning style do you have that indicate that you might be suited for this career choice?
3. Describe what about a career in education or training appeals to you.
4. What other aspects of your self assessment have you considered?

## TEACH AND TRAIN

### Shadowing Reflection Summary

Name of Participant \_\_\_\_\_

#### **DIRECTIONS:**

To be completed by participants entered in the senior and occupational categories. Write a reflection on the shadowing experience of a best practice teacher or a corporate trainer. The Shadowing Reflection Summary should not exceed 2 pages in length. Use this outline in this order. Include this in the electronic or hardcopy portfolio.

**I. Describe the shadowing experience, where, when, length of shadowing, why you chose this person to shadow, and the setting and classrooms or trainings sessions you observed.**

#### **II. Observations:**

1. What observations did you make about room management techniques?
2. What observations did you make about the content/curriculum being taught?
3. How did the teacher or trainer manage the lesson?
4. What evidence did you see of planning?
5. Discuss with the teacher/ trainer the following.
  - The school's or organization's mission statement
  - The curriculum standards or guidelines.
  - The career of teaching/ training.
  - Maintaining a professional motivation for the career.
  - Their "best advice" to a new teacher/ trainer or a potential teacher/trainer.
  - Why did they choose the presentation strategies methods that were used?
  - How did they choose the activities?
  - How did they accommodate diverse learning styles, or accommodations needed, learning styles, language, cultural values, and ethical standards of teaching/ training?
6. Include other applicable observations.

Use this outline with these headings in this order when preparing lesson.  
**The lesson/workshop plan may not exceed two pages in length.**

1. Presenter Name
2. Lesson/Workshop Title
3. Objective(s)
4. Audience Description
5. Location of Presentation(s)
6. Length of Lesson/Workshop

Timing	Content	Activity Instructional Methods	Technology	Supplies, Resources, Handouts
	Introduction			
	Activities/Lesson			
	Conclusion			
Curriculum Standard or Corporate Strategy addressed:				
Describe how you would address these areas when presenting your workshop/lesson plan: cultural differences, diverse learning styles, or accommodations needed, learning styles, language, cultural values, and ethical standards of teaching/training.				
Evaluation Methods				



# Resources

- *The Adviser* Newsletter
- *FCCLA...The Handbook to Ultimate Leadership*
- Current National Program CDs
- *FCCLA Information Sheet*
- *Teen Times*
- FCCLA national website ([www.fcclainc.org](http://www.fcclainc.org))
- [www.fccla-store.com](http://www.fccla-store.com)
- World Wide Web
- Library
- Magazines
- Newspapers
- Books
- State Adviser
- Chapter Adviser
- School Personnel
- Other Youth Groups
- School Counselor
- Professionals in Subject Area
- Peers
- Family

The Career Clusters are being used with permission of the States' Career Clusters Initiative, 2008, [www.careerclusters.org](http://www.careerclusters.org)

The STAR Events glossary was developed to help clarify questions about terms in the *STAR Events Manual*. Be sure you understand the rules for your event. Make certain you are following the national rules if they are different from your state rules.

**Applied academics**—The use of knowledge from general coursework (communication, math, science, social science) in projects related to Family and Consumer Sciences.

**Audience**—A group of listeners, or readers of a work, program, or performance.

**Audio equipment**—Equipment used for the broadcasting of sound (e.g., compact disc, cassette player, etc.).

**Audiovisual equipment**—Equipment that uses both sight and sound to present information (e.g., television, video-cassette recorder, LCD projector, etc.).

**Best Practices Educator**—An educator who models professional qualities, continued professional development and the use of current instructional approaches and strategies for teaching and learning. A best practice educator is committed to incorporating various teaching methods and seeks to utilize relevant content to create a classroom that is student focused. The educator should be recognized by peers for excellence and be fully certified in his/her field.

**Bibliography**—An alphabetical list of sources of information in an organized, consistent format (i.e. APA, Chicago, MLA) on a given subject, period, etc.; a list of books, articles, software, etc., used or referred to by an author.

**Campaign**—Activities to achieve a specific objective.

**Career-Related Education**—Knowledge obtained through school curriculum and *community* service projects/activities that enhances a student's ability to work in a specific occupation.

**Community**—A group of people living in the same locality and under the same governance; the region in which one lives (i.e., *family*, school, *peers*, town, city, *employment*, etc.).

**Comprehensive Student**—Students enrolled in general courses in a Family and Consumer Sciences program.

**Content**—The subject or ideas contained in something written, said, or represented.

**Content pages**—Pages of a *manual*, business plan, or *portfolio* that contain information about the project; one side of page only.

**Costume/Uniform**—Clothing of a distinctive design or fashion worn by members of a particular group and serving as a means of identification.

**Creative thinking**—The ability to generate new ideas.

**Critical thinking**—The ability to use communication and problem-solving skills effectively to direct, monitor, and evaluate.

**Current**—Current information may vary by content field. Current research should be up-to-date based on research and study in the field.

**Dimensions**—The stated or required size of a *display*, *manual*, *portfolio*, or container (i.e., measurements, number of pages, etc.). The measured *dimensions* include all items that are a part of the *display*, *manual*, *portfolio*, or container (tablecloths, audiovisuals, *props*, equipment, moving parts, etc.). Examples include but are not limited to: tablecloths placed under a *display*, a *display* with one or more panels when the panel(s) are extended, and storage of items under or around the *display* table.

**Display**—An arrangement of material that includes but is not limited to: photos, project samples, etc., used to showcase a chapter's service project, chapter program of work, or a Focus on Children project, and is contained within a specified area that includes all materials, *visuals*, and *audio-visual equipment* to be used for the presentation.

**Divider pages**—Pages of a *manual* or *portfolio* that separate sections and do not contain *content* but may include *graphic* elements, titles, logos, theme decorations, page numbers, and/or a table of contents for a section.

**Easel**—A stand or frame that may range in size used to hold materials upright, usually during a presentation or display.

**Educational Enhancement Opportunity**—Knowledge obtained through job shadowing, informational interviews, or career research projects that enhances a specific *occupational* area.

**Electronic Portfolio**—An electronic portfolio, also known as an **e-portfolio** or **digital portfolio**, is a collection of electronic evidence assembled and managed by a user, usually on the Web (also called Webfolio). Such electronic evidence may include inputted text, electronic files such as Microsoft Word and Adobe PDF files, images, multimedia, blog entries, and hyperlinks. E-portfolios are both demonstrations of the user's abilities and platforms for self-expression, and, if they are online, they can be maintained dynamically over time. Some e-portfolio applications permit varying degrees of audience access, so the same portfolio might be used for multiple purposes.

**Employment**—The work in which one is engaged; an activity to which one devotes time; may or may not include wages.

**EPA Climate Ambassadors**—Middle or high school students who meet at least one of the criteria found on the EPA Climate Ambassador website, [www.epa.gov/climate-foraction/lead/become.htm](http://www.epa.gov/climate-foraction/lead/become.htm), and submit an online Climate Ambassador form.

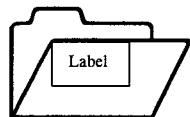
**Fabric Care**—Method(s) of cleaning and making suitable for wear.

**Fabric Characteristics**—Information about a fabric including, ease of use, special requirements of constructing garments with this fabric, limitations/advantages of using the fabric, and typical uses.

**Family**—Two or more persons, sometimes living under one roof, who nurture and support one another physically and emotionally, share resources, share responsibility for decisions, share values and goals, and have commitment to one another; environment created by caring people—regardless of blood, legal ties, adoption, or marriage—where individuals learn to be productive members of society; a context for discovery where one can comfortably accept challenges, make mistakes, have successes, be self-expressive, and grow as an individual.

**Fiber Content**—The types and amounts of different fibers in a fabric or garment.

**File folder**—A letter-size folder 8½" x 11" with one fold on lower horizontal edge and open on the other 3 sides; may have a tab at the top or may be straight cut. Within the *file folder*, each set of materials should be stapled separately.



**Flip chart**—A chart consisting of sheets hinged on one side that can be flipped over to present information sequentially.

**Focus Group**—A small group of individuals, not participating in the event, who test and/or evaluate an idea, event, or product with the intent of suggesting revisions for improvement.

**Graphic**—A picture, border, map, graphic font, or graph used for illustration or demonstration.

**Hard copy**—Readable printed copy of the output of a machine, such as a computer.

**In-depth service project**—A detailed project that addresses one specific interest, concern, or need.

**Individual event**—An event completed by one person.

**Lesson plan**—A set of plans for teaching a concept that includes objective(s), plan of action, time schedule, resources, supplies, equipment, and evaluation process.

**Manual**—An arrangement of materials in an FCCLA scrapbook containing information about an in-depth chapter service project or chapter program of work that may include but is not limited to pictures, news clippings, and program booklets.

**Model**—A 3-D object which represents, in detail, the intent of a final version of a product.

**National programs**—Frameworks for FCCLA action that encourage members to enhance their personal growth and build leadership skills.

**Occupational student**—An *occupational student* is one who has completed or is currently taking a concentrated program that prepares individuals for paid *employment*.

**Peer**—A person who is equal to another in a particular category such as ability, age, rank, and/or qualifications.

**Peer education**—To provide with information, teach, or instruct a person or group equal in ability, age, rank, and/or qualifications (e.g., teens teaching teens).

**Plain paper**—8½" x 11" paper with no *graphics* or design. Paper may be any solid color. Watermark is not allowed.

**Planning Process**—A five-step method (identify concerns, set a goal, form a plan, act, and follow up) to help FCCLA chapter members and advisers plan individual, group, or chapter activities.

**Pointer**—See *prop*. Laser *pointers* are not allowed.

**Portfolio**—A record/collection of a person’s work organized in a format that best suits the project and meets the requirements of the event. Portfolio may be either hardcopy or electronic. See event specifications for allowable format.

**Problem solving**—The ability to recognize problems and devise and implement plans of action to solve the problems.

**Professional**—Worthy of the high standards of a profession.

**Project identification page**—A page at the front of a document or display containing headings specifically called for by event rules.

**Prop**—An object used to enhance a theme or presentation (e.g., book, puppet, *pointer*, etc.) that does not include *visuals*, audiovisuals, or *costumes/uniforms*. Live objects are not allowed.

**Prototype Formula**—The ingredients, their quantities, and the process directions used to produce a food item.

**Reliable**—Sources should be respected in the field and information found in the source should be able to be backed up by other sources or legitimate research.

**Resources**—Any source of information or assistance in carrying out a project. May be any medium (e.g. book, internet, chapter member, speaker, etc.) but must be cited appropriately when used.

**School relationships**—Relationships within an educational institution (e.g., student to student, student to educator, student to organization, etc.).

**Seating and Traffic Standards**—Standards for the amount of space needed for and around seating areas with various levels of traffic produced by the National Kitchen and Bath Association (Kitchen Planning Guidelines 8 & 9). NKBA Planning Guidelines can be found online at: <http://www.nkba.com/guidelines/kitchen.aspx>.

**Skit**—A short, rehearsed, theatrical sketch that could include interaction with others (also called role play).

**Sound business practices**—Practices that are *comprehensive*, ethical, realistic, and profitable.

**Steward Project**—A project carried out by participants in their home, school, or community which actively works to counteract, reverse, or prevent the presence of an environmental concern or issue.

**Team**—A *team* may be composed of one, two, or three participants from the same chapter and/or school with the following exception: the Parliamentary Procedure *team* may have four to eight participants from the same chapter and/or school.

**Team event**—An event that can be completed by an entire chapter but may be presented by a *team* of one, two, or three members.

**Technology**—A method, system, or process for handling a specific, technical problem.

**Uniform**—See *costume*.

**Visual equipment**—Equipment used for visual projection without sound (e.g., projectors, VCRs, LCD projector).

**Visuals**—Posters, charts, slides, transparencies, presentation software, etc.