

## FOCUS ON CHILDREN Rubric

Display							Points
<b>Project Identification Page</b> 0-5	<b>0</b> Project Identification Page is missing		<b>1 2 3</b> Project Identification Page is present but includes incorrect information or exceeds one page		<b>4 5</b> Project Identification Page is present and completed correctly		
<b>FCCLA Planning Process Summary Page</b> 0-5	<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 but exceeds one page	<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>Addresses a Specific Need</b> 0-5	<b>0</b> Project did not address a specific child development need	<b>1</b> Project did not show evidence of research	<b>2</b> Project addressed a specific need, concern or issue including child development	<b>3</b> Project addressed needs, concerns or issues involving child development which were researched	<b>4</b> Project addressed a specific need, concern or issued involving child development. Research methods were used to gather this data and described	<b>5</b> Extensive research and evaluation methods were presented to support the need	
<b>Impacts children and community positively</b> 0-5	<b>0</b> No evidence	<b>1</b> Limited information on how the project impacted children of the community	<b>2</b> Clear understanding of the positive effect on children, but not how it has impacted the community	<b>3</b> Impact on the community was shown	<b>4</b> Clear understanding of the positive impact on children and the community with various sources of data and information	<b>5</b> Participants were able to analyze the impact of the project and showed understanding plus application of lessons learned	
<b>Applies Child Development Concepts</b> 0-5	<b>0</b> No evidence of child development concepts being used	<b>1</b> Child development concepts were limited	<b>2</b> Little evidence of child development concepts being applied to the project	<b>3</b> Child development concepts were known to the participants	<b>4</b> Extensive evidence child development concepts were applied and utilized in the project	<b>5</b> Participants could apply child development concepts utilized in the project to new and potential projects and learning	
<b>Ability of Participants to Work with Children</b> 0-5	<b>0</b> No evidence of working with children	<b>1</b> Evidence some of the participants worked with the children, but not all of them were actively involved	<b>2</b> All participants were involved with working with children	<b>3</b> Participants were involved with children and could articulate what they had learned	<b>4</b> Evidence of all participants involved working with children during the "ACT" step of the Planning Process	<b>5</b> Extensive evidence of the scope, impact and application of learning by the participants in their work with children	
<b>Appearance</b> 0-5	<b>0</b> Display not used during presentation	<b>1</b> Display has many errors and is not aesthetically pleasing	<b>2</b> Display has minimal appeal both in design and content	<b>3</b> Display needs some improvement in content and design	<b>4</b> Display is highly creative but lacks real content/ Display has strong content and lacks creativity	<b>5</b> Display is creative, appropriate and of high quality/Display has good word, color and design choices.	

## ORAL PRESENTATION

<b>Organization/ Delivery</b>  0-10	<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>Identify concerns</b>  0-5	<b>0</b> No evidence of concerns	<b>1</b> A limited explanation of concerns was given	<b>2</b> Evidence of several concerns but no research or data given as reference	<b>3</b> Evidence of 2 or more concerns were generated with some data	<b>4</b> Evidence of 2 or more concerns were generated from current research and data	<b>5</b> Much evidence and data included on identifying concerns	
<b>Set a Goal</b>  0-5	<b>0</b> No goal was evident	<b>1</b> Goal set was not attained or achievable in the time frame of the project	<b>2</b> The goal was not clearly defined	<b>3</b> Goal was defined in a limited manner	<b>4</b> The goal was clearly defined and explained in detail, and partially measurable	<b>5</b> Goal was explained and desired outcome was understood and measurable	
<b>Form a Plan</b>  0-5	<b>0</b> Not evident	<b>1</b> Most elements were not clearly defined	<b>2</b> 3 or more elements were not clearly defined	<b>3</b> 2 elements were not clearly defined	<b>4</b> 1 element was not clearly defined	<b>5</b> All elements were clearly defined in plan: who, what, where, when, and how	
<b>Act</b>  0-5	<b>0</b> No evidence	<b>1</b> Action were limited	<b>2</b> The activity was acted upon but it was not clear	<b>3</b> Action was explained, plans were limited	<b>4</b> The activity was acted upon to meet the goal	<b>5</b> Action and plans included evidence of support from partners and collaborators	
<b>Follow-up</b>  0-5	<b>0</b> No evidence	<b>1</b> No clear understanding if the goal had been met or there were no notations of what improvements were needed	<b>2</b> There were no notations of what ideas went well and what improvements were needed	<b>3</b> Limited methods for evaluation were noted	<b>4</b> Determination if the goal and concerns were met was noted	<b>5</b> Evaluation methods were extensive and varied. Notations of what went well and ideas for improvement were noted	
<b>Knowledge of Subject matter</b>  0-5	<b>0</b> Little or no evidence of knowledge	<b>1</b> Minimal evidence of knowledge	<b>2</b> Some evidence of knowledge	<b>3</b> Knowledge of subject matter is evident but not shared in presentation	<b>4</b> Knowledge of subject matter is evident and shared at times in the presentation	<b>5</b> Knowledge of subject matter is evident and incorporated throughout the presentation.	
<b>Use of Display During Presentation</b>  0-5	<b>0</b> Display is not used during presentation	<b>1</b> Display used to limit amount of speaking time	<b>2</b> Display used minimally during presentation	<b>3</b> Display incorporated throughout presentation	<b>4</b> Display used effectively throughout presentation	<b>5</b> Presentation moves seamlessly between oral presentation, visuals and display	
<b>Voice—Pitch, Tempo, Volume</b>  0-5	<b>0</b> No voice qualities are used effectively		<b>1 2</b> Voice quality is adequate	<b>3 4</b> Voice is good but could improve	<b>5</b> Voice quality is outstanding and pleasing to listen to		

<b>Body Language/ Clothing Choice</b>  0-5	<b>0</b> Body language shows nervousness or unease/inappropriate dress	<b>1 2</b> Body language shows minimal amount of nervousness/clothing is appropriate	<b>3 4</b> Body language is good and clothing is professional	<b>5</b> Body language and clothing choice both enhance the presentation	
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<b>Grammar/ Word/ Usage/ Pronunciation</b>  0-5	<b>0</b> Extensive (more than 5) grammatical and pronunciation errors	<b>1 2</b> Some (3-5) grammatical and pronunciation errors	<b>3 4</b> Few (1-2) grammatical and pronunciation errors	<b>5</b> Presentation has no grammatical or pronunciation errors	
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<b>Responses to Judges' Questions</b>  0-5	<b>0</b> Did not answer judges' questions	<b>1</b> Unable to answer some questions	<b>2</b> Responded to all questions, but without ease or accuracy to questions	<b>3</b> Responded adequately to all questions	<b>4</b> Gave appropriate responses to questions	<b>5</b> Responses to questions were appropriate and given without hesitation	
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Reason for point deduction \_\_\_\_\_  
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<b>SUBTOTAL</b>	
<b>Point deductions from one judge's rubrics</b>	
<b>GRAND TOTAL</b>	

Comments:

Verification of total scores (please initial)

\_\_\_\_\_  
Judge

\_\_\_\_\_  
Event Chair

\_\_\_\_\_  
Tally Room