

## NATIONAL PROGRAMS IN ACTION Rubric

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

File Folder						Points
<b>File Folder</b> 0-5 Points	<b>0</b> No file folder presented		<b>1 2 3</b> File folder presented with incorrect labeling/insufficient materials for judges (less than 2 copies of contents)		<b>4 5</b> File folder presented with correct labeling and sufficient judges material	
<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 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 project; each step is fully explained
<b>Identify Concerns (Relationships to the National Program)</b> 0-4 points	<b>0</b> No concern is identified	<b>1</b> Concern is identified	<b>2</b> Concern is identified with 1-2 statements of the issue	<b>3</b> Concern is identified with 2-3 statements of issue and how it related to the national program	<b>4</b> Concern is written well with 4 or more compelling statements of the need and relation to the national program	
<b>Identify Concerns (Knowledge of the National Program)</b> 0-4 points	<b>0</b> No knowledge apparent	<b>1</b> Knowledge of the national program seems limited	<b>2</b> Participant(s) seems to have sufficient knowledge but it is not explicitly stated	<b>3</b> National program knowledge is explained in presentation	<b>4</b> Extensive knowledge is explained and applied to the project	
<b>Set a Goal (Structure)</b> 0-4 points	<b>0</b> Goal is missing	<b>1</b> Goal is simplistically stated	<b>2</b> Goal is adequately stated	<b>3</b> Goal is stated strongly with some steps identified	<b>4</b> Ambitious goal is stated and articulated with clear steps and evaluation methods	
<b>Set a Goal (Appropriate Goal)</b> 0-4 points	<b>0</b> Goal is missing	<b>1</b> Goal is inappropriate For the project	<b>2</b> Goal is relevant but does not relate to a national program	<b>3</b> Goal related to a national program	<b>4</b> Goal explicitly states relationship to a community, school, national, or international issue, and a national program	
<b>Form a Plan (Organization)</b> 0-4 points	<b>0</b> No plan is presented	<b>1</b> Plan is presented with minimal steps	<b>2</b> Plan is stated with 3-5 steps	<b>3</b> Plan is clearly stated with 3-5 steps and a timeline identified	<b>4</b> Plan is multi-phased, chronologically sequenced, has measurable expectations and is realistic and challenging for participants' level	

<b>Form a Plan (Logistics and Timeline)</b> 0-5 points	<b>0</b> Plan does not include logistics	<b>1</b> Logistical and timeline information have been considered but no evidence is given in the plan	<b>2</b> Logistics and timeline are somewhat unclear	<b>3</b> Logistics and timeline have some gaps and need more detailed descriptions	<b>4</b> Logistics and timeline are complete but could explain with more detail	<b>5</b> Plan identified who, what, where, when, why, how, and lists abilities, resources, possible barriers and ways to recognize and measure accomplishments	
<b>Act (Action Taken on Plan)</b> 0-5 points	<b>0</b> No action plan presented	<b>1</b> Some actions are explained	<b>2</b> All actions are explained	<b>3</b> All actions are explained with mention of possible barriers and outcomes expected	<b>4</b> Each action step is taken but explanation given is limited	<b>5</b> Each action step is taken and full explanation is given of actions and outcomes	
<b>Act (Use of Resources and Partners)</b> 0-5 points	<b>0</b> No evidence of partnerships or resources	<b>1</b> Limited evidence of partnerships and resources	<b>2</b> Evidence of partnerships and resources exploration but not action to develop relationships was taken	<b>3</b> Evidence of search for partners and resources with appropriate action taken to begin relationships	<b>4</b> The project identified action taken to identify and build relationships with partners and resources who are relevant to the project	<b>5</b> The project identified possibilities and attempts to develop relationships with partners and resources who enhance the project	
<b>Follow up (Publicity &amp; Recognition)</b> 0-5 points	<b>0</b> There are not publicity or recognition strategies	<b>1</b> Publicity and recognition are acknowledge but not an intentional component	<b>2</b> Publicity and recognition strategies are limited in use	<b>3</b> Publicity is utilized at many steps of the action plan, recognition is evident	<b>4</b> Publicity is utilized throughout the action plan, recognition is evident and appropriate	<b>5</b> Publicity is utilized throughout, recognition is evident; both are creative and purposeful	
<b>Follow up (Evaluation)</b> 0-5 points	<b>0</b> Evaluation methods are not evident in the plans	<b>1</b> Evaluation methods are mentioned	<b>2</b> Evaluation methods are included in the plans and results	<b>3</b> Evaluation methods are evident but their purpose outcomes are insufficient	<b>4</b> Evaluation methods are evident, purposefully used and broad outcomes are listed	<b>5</b> Evaluation methods are evident. Purposefully used, and measurable outcomes listed	

### 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 now evidence	<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>Relationship of FCS Coursework</b> 0-5 points	<b>0</b> No evidences of relationship with FCS	<b>1</b> Minimal evidence of FCS coursework and knowledge	<b>2</b> Some evidence of FCS relationship	<b>3</b> Knowledge of FCS coursework is evident but not shared	<b>4</b> Knowledge of relationship to FCS is evident and shared	<b>5</b> Knowledge of FCS relationship is evident and explained well	

<b>Use of Visuals and Technology During Presentation</b> 0-6 points	<b>0</b> Visuals are not used during presentation	<b>1 2</b> Visuals were of poor quality or used to limit amount of speaking time	<b>3</b> Low quality of visuals or used minimally during presentation	<b>4</b> Adequately chosen and prepared visuals are incorporated throughout presentation	<b>5</b> Excellent visuals are used effectively throughout presentation	<b>6</b> Presentation moves seamlessly between oral presentations and high quality visuals; Visuals are superbly chosen and enhance presentation	
<b>Voice-Pitch, Tempo, Volume</b> 0-3 points	<b>0</b> No voice qualities are used effectively		<b>1</b> Voice quality is adequate	<b>2</b> Voice is good, but could improve		<b>3</b> Voice quality is outstanding and pleasing to listen to	
<b>Body Language/ Clothing Choice</b> 0-3 points	<b>0</b> Body language shows nervousness/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 Judges' Questions</b> 0-5 points	<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	<b>3</b> Responded adequately to all questions	<b>4</b> Gave appropriate responses to judges' questions	<b>5</b> Responses to questions were appropriate and given without hesitation	

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