

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

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

Oral Presentation

Points

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| Organization/Delivery 0-10 points | 0 Presentation is not done or speaks briefly and does not cover components of the project | 1 2 Presentation covers some topic elements | 3 4 Presentation covers all topic elements but with minimal information | 5 6 Presentation gives complete information but does not explain the project well | 7 8 Presentation covers information completely but does not flow well | 9 10 Presentation covers all relevant information with a seamless and logical delivery | |
| Knowledge of Subject Matter 0-5 points | 0 Little or now evidence | 1 Minimal evidence of knowledge | 2 Some evidence of knowledge | 3 Knowledge of subject matter is evident but not shared in presentation | 4 Knowledge of subject matter is evident and shared at times in the presentation | 5 Knowledge of subject matter is evident and incorporated throughout the presentation | |
| Relationship of FCS Coursework 0-5 points | 0 No evidences of relationship with FCS | 1 Minimal evidence of FCS coursework and knowledge | 2 Some evidence of FCS relationship | 3 Knowledge of FCS coursework is evident but not shared | 4 Knowledge of relationship to FCS is evident and shared | 5 Knowledge of FCS relationship is evident and explained well | |

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| Use of Visuals and Technology During Presentation 0-6 points | 0 Visuals are not used during presentation | 1 2 Visuals were of poor quality or used to limit amount of speaking time | 3 Low quality of visuals or used minimally during presentation | 4 Adequately chosen and prepared visuals are incorporated throughout presentation | 5 Excellent visuals are used effectively throughout presentation | 6 Presentation moves seamlessly between oral presentations and high quality visuals; Visuals are superbly chosen and enhance presentation | |
| Voice-Pitch, Tempo, Volume 0-3 points | 0 No voice qualities are used effectively | | 1 Voice quality is adequate | 2 Voice is good, but could improve | | 3 Voice quality is outstanding and pleasing to listen to | |
| Body Language/ Clothing Choice 0-3 points | 0 Body language shows nervousness/unease/inappropriate clothing | | 1 Body language shows minimal amount of nervousness/ clothing is appropriate | 2 Body language is good and clothing is professional | | 3 Body language and clothing choice both enhance the presentation | |
| Grammar/ Word Usage/ Pronunciation 0-3 points | 0 Extensive (more than 5) grammatical and pronunciation errors | | 1 Some (3-5) grammatical and pronunciation errors | 2 Few (1-2) grammatical and pronunciation errors | | 3 Presentation has no grammatical or pronunciation errors | |
| Responses to Judges' Questions 0-5 points | 0 Did not answer judges questions | 1 Unable to answer some questions | 2 Responded to all questions, but without ease or accuracy | 3 Responded adequately to all questions | 4 Gave appropriate responses to judges' questions | 5 Responses to questions were appropriate and given without hesitation | |

Reason for point deduction _____

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| SUBTOTAL | |
| Point deductions from one judge's rubrics | |
| GRAND TOTAL | |

Comments:

Verification of total scores (please initial)

Judge

Event Chair

Tally Room