Florida FCCLA PROFICIENCY EVENTS Manual



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Introduction to Competitive Events

Competitive Events promote the FCCLA mission to focus on the multiple roles of family member, wage earner, and community leader. Each event is designed to help members develop specific lifetime skills in character development, creative and critical thinking, interpersonal communication, practical knowledge, and applied technology preparation. This is done through utilizing the FCCLA Planning Process.

Competitive Events encourage active student participation and recognize accomplishments of its members. Cooperation and competition are stressed in positive and constructive ways.

Participants that receive a score of 70 or above will receive a medal at the awards ceremony during the State Leadership Conference. A Gold medal will be received when the average score is 90-100. A Silver medal will be received when the average score is 70-89.99. Bronze medals will be included in the chapter packets that will be picked up by advisers at the conclusion of the conference for students receiving a score of 50-69.99. Students scoring below 50 points will not receive a medal.

Each competitive event is divided up into three levels. Level one is for students in 6^{th} – 8^{th} grade. Level two is for students in 9^{th}-10^{th} grades. Level three is for students in 11^{th}-12^{th} grade.

Florida Proficiency Events & Entries Per Chapter

An individual event is one that the individual completes. A team event is one that 1-3 team members complete.

Event	Entries per Chapter	Individual Event		Team Event	Event	Entries per Chapter	Individual Event		Team Event
Artistic Reflections					**Chicken Fabrication**				
Level 1	2	■							
Level 2	2	■			Level 2	2	■		
Level 3	2	■			Level 3	2	■		
Culinary Knife Skills					**Cupcake Decorating Skills**				
Level 1	2	■			Level 1	2	■		
Level 2	2	■			Level 2	2	■		
Level 3	2	■			Level 3	2	■		
Decorative Food Centerpiece					**Dessert Chopped**				
Level 1	2	■			Level 1	2	■		
Level 2	2	■			Level 2	2	■		
Level 3	2	■			Level 3	2	■		
Fashion Sketch					**FCCLA Creed Speaking and Interpretation**				
Level 1	1	■			Level 1	3	■		
Level 2	1	■			Level 2	3	■		
Level 3	1	■			Level 3	3	■		
FCCLA Pin Design					**FCCLA Writes**				
Level 1	1	■			Level 1	2	■		
Level 2	1	■			Level 2	2	■		
Level 3	1	■			Level 3	2	■		
Garment Techniques & Production					**Impromptu Speaking**				
Level 1	2	■			Level 1	3	■		
					Level 2	3	■		
					Level 3	3	■		
Interior Design Sketch					**Lesson Plan Development & Modification**				
Level 1	1	■			Level 1	1	■		
Level 2	1	■			Level 2	1	■		
Level 3	1	■			Level 3&4	1	■		
Server Relay					**Storytelling**				
Level 1	1			■	Level 1	2	■		
Level 2	1			■	Level 2	2	■		
Level 3	1			■	Level 3 & 4	2	■		
#Teach FCS					**Ultimate Leadership Productions**				
Level 1	2	■			Level 1	2	■	or	■
Level 2	2	■			Level 2	2	■	or	■
Level 3	2	■			Level 3	2	■	or	■

Requirements for entering a Florida FCCLA Proficiency Competitive Event

1. A student must be affiliated through the National FCCLA Portal no later than October 31st.
2. Each member entering an event must complete the Florida FCCLA Proficiency Competitive Event Permission Entry Form found in this booklet and turn into their chapter adviser by the deadline designated by your adviser. (page 6)
3. **Each chapter must submit adult volunteers to judge an event. There must be one volunteer judge for every eight registered competitors to be eligible to compete at the State Leadership Conference. Failure to provide volunteers will result in chapter advisors being required to judge.**
4. All FCCLA Writes, Pin Design, Ultimate Leadership Productions, and Artistic Reflections participants will serve as a runner / assistant for a specific competitive event on the day of the State Competitive Events to be eligible to receive a medal.
5. **Failure to set-up displays in the assigned time and/or arriving after competition time the day of Competitive Events will result in disqualification at state competitions.**
6. The participant/representative must be present during the Recognition session to be eligible to receive a medal.

Event Policies

EVENT CATEGORIES

1. An event category is determined by the participant's current or previous enrollment in Family and Consumer Sciences coursework and grade in school.
2. Event categories are defined as:
   - **Level 1**- FCCLA chapter members in grades 6- 8th grade.
   - **Level 2**- FCCLA chapter members in grades 9-10th grade.
   - **Level 3**- FCCLA chapter members in grades 11-12th grade.
   - **Level 4**- FCCLA chapter members in postsecondary programs
3. A team composed of two different category levels **must enter the highest level**. *An example would be a 9th grade- Level 2 student working with an 11th grade - Level 3 student. This team would be categorized as Level 3.*
4. A team may NOT be composed of a Level 1 and Level 2 or Level 3 member. Middle school grades **cannot** compete with high school.
5. No project can be entered in more than one category of a single event, or in more than one event.

POLICIES

1. Identical presentations of the same project are prohibited from being entered in the same level and same category in the same year or following year. (For example, a project completed in Entrepreneurship cannot be plagiarized/copied in the same year at different levels or copied from year to year.)
2. Participants are responsible for making their own arrangements for audio and/or visual equipment and assume all costs for equipment rental.
3. Participants are not allowed to distribute any materials to the evaluators unless the event rules specifically allow it. **Evaluators are not allowed to keep any items given to them by participants.**
4. Participants are responsible for their own event materials. Any items left behind are not the responsibility of FCCLA and may be discarded.

FCCLA Florida Proficiency Event
Parent Consent Form

Event Name _____

EVERY PARTICIPANT SHOULD COMPLETE THIS FORM IF ENTERING A COMPETITIVE EVENT.

Applicant's Name _____

Home Address _____

City _____ Zip Code _____

Home Phone Number (with area code) _____

Student's signature _____

School name _____

School Address _____

City _____ Zip Code _____

School phone number (with area code) _____

Chapter Adviser's name _____

Adviser's signature _____

Parent's signature _____

Artistic Reflections

ARTISTIC REFLECTIONS

Artistic Reflections, an ***individual event***, recognizes participants who express their abilities and their creative talent through art or photography that relates to Family and Consumer Sciences, FCCLA in general or the State theme or one of the targets for the current school year. A **file folder** containing the artwork, the 100 word or less essay requirement, and a single document identifying the artist and target must be compiled. **Note: this event will no longer receive a medal, a ribbon system has replaced medals.** **This event will only compete at state level.**

ELIGIBILITY & GENERAL INFORMATION

- Each chapter may submit up to two (2) entries in each level of this event.
- All participants must be a nationally affiliated FCCLA member.
- All participants must attend the State Leadership Conference.
- The Artistic Reflections entry must have been developed and completed within one-year before the State Leadership Meeting.
- The Artistic Reflections entry and all supporting materials must be planned, conducted, and prepared by the participant only.
- A participant may enter only one category.
- Participants in this event must serve as a room runner or timer during the State Competitive Events competition to be eligible for a medal.
- The participant will be informed during State Proficiency registration of his/her assigned duty during SLC.

CAREER PATHWAYS ALIGNMENT			
Human Services	**Hospitality & Tourism**	**Education & Training**	**Visual Arts & Design**
			■

EVENT LEVELS			
Level 1: Grades 6-8	**Level 2: Grades 9–10**	**Level 3: Grades 11–12**	**Level 4: Postsecondary**
■	■	■	■

GENERAL INFORMATION			
Number of Participants per Entry	**Prepare Ahead of Time**	**Equipment Provided for Competition**	**Competition Dress Code**
1	*Artistic Piece*	Table–Yes Electrical Access–No Wall Space–No Supplies–No Wi-Fi – No	N/A

PRESENTATION ELEMENTS ALLOWED								
Audio	**Easel(s)**	**File Folder**	**Flip Chart(s)**	**Portfolio**	**Props/ Pointers**	**Skits**	**Presentation Equipment**	**Visuals**
	■	■						■

COMPETITION PROCEDURES & TIME REQUIREMENTS

	LEVEL 1	LEVEL 2	LEVELS 3 & 4
1	Each entry will submit one piece of artwork specific to the category in which they entered at the registration area upon arrival at the State Leadership Conference.		
2	Each entry **must** provide a tabletop display stand for the Artistic Reflections Gallery Exhibit at the State Leadership Conference.		
3	If the participant does not attend the State Leadership Conference, he/she will be ineligible to receive a medal.		
4	Evaluators will use the rating sheet to score and write comments for participant(s). Then evaluators will meet with each other to discuss participants' strengths and suggestions for improvement.		

EVENT DETAILS

EVENT DETAILS	LEVEL 1	LEVEL 2	LEVELS 3 & 4
Artistic Entry	The participant will be evaluated on the creation of an artwork or photograph related to the field of Family and Consumer Sciences. This event is divided into five categories: **Sketch-Black & White, Sketch-Color, Painting, Photography-Black & White or Photography-Color.** Subject matter must relate in some way to Family and Consumer Sciences, FCCLA in general or the current Theme or Targets of Florida FCCLA. Subject matter must be appropriate with the goals of the organization in mind. Any subject matter deemed inappropriate by the Executive Director will be disqualified. Participants must explain in 100 words or less how they feel their artistic reflections entry relates to this subject. Major Digitally Enhanced pictures or pictures using AI elements are not allowed, however mild adjustment of contrast, color, etc. are allowed, but not recommended. Participants may **not** use images with a copyright /trademark or already existing artwork/image (example: Mickey Mouse, Coca-Cola, etc).They also may not use artwork completed by someone else. Plagiarism of artwork will result in disqualification. Entries must be completed by the participant.		
Size Guidelines	Size guidelines for **Photography**: the picture must not exceed 1 ½ X 1 ½ feet (18 inches) of the total entry (matting, frame, picture, border, etc.). **Painting or Sketch**: the total dimensions may not exceed 2ft X 2ft (24 inches). The entry may be free standing, or flat. The back support (found on most picture frames) will not be counted in the required dimension size. Students may choose freely in regards to how they present their entries. However, judging will include workmanship and creativity. Each entry **MUST** provide a tabletop display stand when submitted at the State Leadership Conference in order to be properly displayed for judging. Entries will be on display for a specified timeframe during the conference in the Artistic Reflections Gallery Exhibit.		
File Folder	Participants will submit a one page document containing the competition entry information. The document must be labeled in the following manner: on the top left corner of the page, list the participant's name, school name, district number, and the name of the event and the event category. Another document will be submitted containing the 100 word explanation of how the entry relates to Family and Consumer Sciences and/or the Florida FCCLA State Theme and Targets.		

ARTISTIC REFLECTIONS

FLORIDA EVENTS POINT SUMMARY FORM

Participant Name: _____

Chapter: _____ ***Team* #:** _____ **Station #:** _____ **Level:** _____

1. Make sure all information at the top is correct. If a student does not show to complete their assigned task during competition day, , write "No Show" across the top and return with other forms.
2. At the end of the competition in the room, double-check all scores and names to ensure accuracy. Sort results by name order and turn them into the Lead Consultant.
3. Check with the Lead Consultant if there are any questions regarding the evaluation process.

ROOM CONSULTANT CHECK			POINTS
Punctuality for assigned task 0 or 1 point	**0** Participant was late for assigned task	**1** Participant was on time for assigned task	
Dress Code 0 or 1 point	**0** Event dress code was not followed	**1** Event dress code was followed	
EVALUATORS' SCORES Evaluator 1: _____ Evaluator 2: _____	Initials: _____ Initials: _____	**ROOM CONSULTANT TOTAL** (2 Points Possible) **AVERAGE EVALUATOR SCORE** (98 Points Possible)	
Total Score: _____ _____	*Divided by # of Evaluators* *Rounded only to the nearest hundredth (i.e., 79.99 not 80.00)*	**FINAL SCORE** Room Consultant Score)	

RATING ACHIEVED (circle one) **Blue:** 90–100 **Red:** 70–89.99 **White:** 50–69.99

VERIFICATION OF FINAL SCORE & RATING (please initial)

Evaluator 1: _____ Evaluator 2: _____ Adult Room Consultant: _____ Event Lead Consultant: _____

Artistic Reflections

Sketching: Black and White Rating Sheet

Participant Name: _____

Chapter:_____ **Level:** _____

Identification Page	Poor	Fair	Good	Very Good	Excellent	POINTS
Information Complete in the folder	0 1	2	3	4	5	
Writing describes relationship to FACS and FL FCCLA or Targets	0 1	2 3	4 5	6 7	8 9	
Elements of Design	**Poor**	**Fair**	**Good**	**Very Good**	**Excellent**	**POINTS**
Black and Shading Use- Is there a wide variety of values from pure black to pure white?	0 1 2	3 4	5 6	7 8	9 10	
Shape and Form- Do the lines serve a purpose, such as outlining shapes, create texture or suggest movement?	0 1	2	3	4	5	
Line Variety- Does the artist use a variety of line weights and types to create texture, depth and interest?	0 1	2	3	4	5	
Principles of Design	**Poor**	**Fair**	**Good**	**Very Good**	**Excellent**	**POINTS**
Emphasis- Is there a clear focal point that draws the viewer's attention?	0 1	2	3	4	5	
Contrast- Are the light and dark areas balanced, creating visual interest and emphasizing focal points?	0 1	2	3	4	5	
Balance- Are the elements in the sketch balanced, both visually and conceptually?	0 1	2	3	4	5	
Appearance	**Poor**	**Fair**	**Good**	**Very Good**	**Excellent**	**POINTS**
Craftsmanship- Are the proportions and perspective accurate and tell a story?	0 1 2	3 4	5 6	7 8	9 10	
Expression/Visual Appeal- Does the sketch evoke an emotional response and is visually pleasing and engaging?	0 1 2	3 4	5 6	7 8	9 10	
Detailed- Is the subject matter clear and understandable?	0 1 2	3 4	5 6	7 8	9 10	
Use of Materials- Are the transitions smooth and gradual or abrupt and jarring? Are the lines defined or smudged and inconsistent?	0 1 2	3 4	5 6	7 8	9 10	
Reflects FACS and/or FL FCCLA Themes or Targets	0 1	2 3	4 5	6 7	8 9	
Evaluator's Comments–Include two things done well and two opportunities for improvement:				**TOTAL**		
Evaluators Initials: _____				**98 Points Possible**		

Artistic Reflections

Sketching: Colored Pencil Rating Sheet

Participant Name:_____

Chapter: _____ **Level:** _____

Identification Page	Poor	Fair	Good	Very Good	Excellent	POINTS
Information Complete in the folder	0 1	2	3	4	5	
Writing describes relationship to FACS and FL FCCLA or Targets	0 1	2 3	4 5	6 7	8 9	
Elements of Design	**Poor**	**Fair**	**Good**	**Very Good**	**Excellent**	**POINTS**
Color Harmony- Do the colors work well together and are pleasing to the eye?	0 1 2	3 4	5 6	7 8	9 10	
Shape and Form- Do the lines serve a purpose, such as outlining shapes, create texture or suggest movement?	0 1	2	3	4	5	
Space and Unity- Do all of the elements work together to create a cohesive whole?	0 1	2	3	4	5	
Principles of Design	**Poor**	**Fair**	**Good**	**Very Good**	**Excellent**	**POINTS**
Emphasis- Is there a clear focal point that draws the viewer's attention?	0 1	2	3	4	5	
Contrast/Value Range- Is there a sufficient range of light and dark values to create depth and dimension?	0 1	2	3	4	5	
Balance- Are the elements in the sketch balanced, both visually and conceptually?	0 1	2	3	4	5	
Appearance	**Poor**	**Fair**	**Good**	**Very Good**	**Excellent**	**POINTS**
Craftsmanship- Are the proportions and perspective accurate and tell a story?	0 1 2	3 4	5 6	7 8	9 10	
Expression/Visual Appeal- Does the sketch evoke an emotional response and is visually pleasing and engaging?	0 1 2	3 4	5 6	7 8	9 10	
Detailed- Is the subject matter clear and understandable?	0 1 2	3 4	5 6	7 8	9 10	
Use of Materials- Did the artist use color layering effectively to create depth and is the blending smooth and seamless or patchy?	0 1 2	3 4	5 6	7 8	9 10	
Reflects FACS and/or FL FCCLA Themes or Targets	0 1	2 3	4 5	6 7	8 9	

Evaluator's Comments–Include two things done well and two opportunities for improvement:

TOTAL

98
Points Possible

Evaluators Initials: _____

Artistic Reflections

Painting Rating Sheet

Participant Name:_____

Chapter: _____ **Level:** _____

Identification Page	Poor	Fair	Good	Very Good	Excellent	POINTS
Information Complete in the folder	0 1	2	3	4	5	
Writing describes relationship to FACS and FL FCCLA or Targets	0 1	2 3	4 5	6 7	8 9	
Elements of Design	**Poor**	**Fair**	**Good**	**Very Good**	**Excellent**	**POINTS**
Color Harmony- Do the colors work well together and are pleasing to the eye?	0 1 2	3 4	5 6	7 8	9 10	
Shape and Form- Do the lines serve a purpose, such as outlining shapes, create texture or suggest movement?	0 1	2	3	4	5	
Space and Unity- Do all of the elements work together to create a cohesive whole?	0 1	2	3	4	5	
Principles of Design	**Poor**	**Fair**	**Good**	**Very Good**	**Excellent**	**POINTS**
Emphasis- Is there a clear focal point that draws the viewer's attention?	0 1	2	3	4	5	
Contrast/Value Range- Is there a sufficient range of light and dark values to create depth and dimension?	0 1	2	3	4	5	
Balance- Are the elements in the painting create a sense of balance, tension and movement?	0 1	2	3	4	5	
Appearance	**Poor**	**Fair**	**Good**	**Very Good**	**Excellent**	**POINTS**
Craftsmanship- Are the proportions and perspective accurate and tell a story?	0 1 2	3 4	5 6	7 8	9 10	
Expression/Visual Appeal- Does the painting evoke an emotional response and is visually pleasing and engaging?	0 1 2	3 4	5 6	7 8	9 10	
Detailed- Is the subject matter clear and understandable?	0 1 2	3 4	5 6	7 8	9 10	
Use of Materials- Did the artist use brush work effectively to create depth and is the perspective realistic or distorted?	0 1 2	3 4	5 6	7 8	9 10	
Reflects FACS and/or FL FCCLA Themes or Targets	0 1	2 3	4 5	6 7	8 9	

Evaluator's Comments–Include two things done well and two opportunities for improvement:

Evaluator Initials: _____

TOTAL

98
Points Possible

Artistic Reflections

Photography: Colored Rating Sheet

Participant Name: _____

Chapter: _____ **Level:** _____

Identification Page	Poor	Fair	Good	Very Good	Excellent	POINTS
Information Complete in the folder	0 1	2	3	4	5	
Writing describes relationship to FACS and FL FCCLA or Targets	0 1	2 3	4 5	6 7	8 9	
Technical Qualities	**Poor**	**Fair**	**Good**	**Very Good**	**Excellent**	**POINTS**
Exposure- Is the image properly exposed with a balanced ratio of light and dark areas?	0 1	2	3	4	5	
Focus/Clarity- Is the subject in sharp focus, or are there intentional blurs or depth of field effects?	0 1	2	3	4	5	
Color Balance- Are the colors accurate and natural looking, or do they look unbalanced or modified?	0 1	2	3	4	5	
Noise- Is the photo free from clutter, distortion or graininess in image?	0 1	2	3	4	5	
Composition/Artistic Elements	**Poor**	**Fair**	**Good**	**Very Good**	**Excellent**	**POINTS**
Color Palette- Are the colors harmonious and complementary, or do they create a sense of contrast?	0 1	2	3	4	5	
Leading Lines- Are there any lines in the image that lead the viewer's eye to a focal point?	0 1	2	3	4	5	
Space Usage/Framing- Does the image use elements within the scene to frame the subject?	0 1	2	3	4	5	
Balance- Is the composition balanced, with equal weight given to different elements?	0 1	2	3	4	5	
Appearance/Overall Impact	**Poor**	**Fair**	**Good**	**Very Good**	**Excellent**	**POINTS**
Visual Appeal- Is the image visually appealing and engaging?	0 1 2	3 4	5 6	7 8	9 10	
Emotional Impact- Does the image evoke a strong emotional response?	0 1 2	3 4	5 6	7 8	9 10	
Originality- Does the image offer a unique perspective or approach?	0 1 2	3 4	5 6	7 8	9 10	
Reflects FACS and/or FL FCCLA Themes or Targets	0 1	2 3	4 5	6 7	8 9	
Clean- Free from stains/scratches	0 1	2	3	4	5	

Evaluator's Comments–Include two things done well and two opportunities for improvement:

Evaluator Initials: _____

TOTAL

98
Points Possible

Artistic Reflections

Photography: Black and White Rating Sheet

Participant Name: _____

Chapter: _____ **Level:** _____

Identification Page	Poor	Fair	Good	Very Good	Excellent	POINTS
Information Complete in the folder	0 1	2	3	4	5	
Writing describes relationship to FACS and FL FCCLA or Targets	0 1	2 3	4 5	6 7	8 9	
Technical Qualities	**Poor**	**Fair**	**Good**	**Very Good**	**Excellent**	**POINTS**
Exposure- Is the image properly exposed with a balanced ratio of light and dark areas?	0 1	2	3	4	5	
Focus/Clarity- Is the subject in sharp focus, or are there unintentional blurs or graininess?	0 1	2	3	4	5	
Lighting/Contrast – Is the contrast between light and dark balanced and enhances the image's mood or story?	0 1	2	3	4	5	
Noise- Is the photo free from clutter, distortion or graininess in image?	0 1	2	3	4	5	
Composition/Artistic Elements	**Poor**	**Fair**	**Good**	**Very Good**	**Excellent**	**POINTS**
Black and White Context- Does the image provide enough context for the viewer to understand the meaning?	0 1	2	3	4	5	
Leading Lines- Are there any lines in the image that lead the viewer's eye to a focal point?	0 1	2	3	4	5	
Space Usage/Framing- Does the image use elements within the scene to frame the subject?	0 1	2	3	4	5	
Balance- Is the composition balanced, with equal weight given to different elements?	0 1	2	3	4	5	
Appearance/Overall Impact	**Poor**	**Fair**	**Good**	**Very Good**	**Excellent**	**POINTS**
Visual Appeal- Is the image visually appealing and engaging?	0 1 2	3 4	5 6	7 8	9 10	
Visual/Emotional Impact- Does the image evoke a strong emotional response that leads to a lasting impact?	0 1 2	3 4	5 6	7 8	9 10	
Originality- Does the image offer a unique perspective or approach?	0 1 2	3 4	5 6	7 8	9 10	
Reflects FACS and/or FL FCCLA Themes or Targets	0 1	2 3	4 5	6 7	8 9	
Clean- Free from stains/scratches	0 1	2	3	4	5	

Evaluator's Comments–Include two things done well and two opportunities for improvement:

TOTAL

98
Points Possible

Evaluator Initials: _____

Chicken Fabrication

CHICKEN FABRICATION

An ***individual event*** that will showcase the best of the participants' knife skills. The participant will safely fabricate a chicken into eight pieces meeting industry standards and demonstrating proper safety and sanitation procedures. **This event will only compete at state level.**

ELIGIBILITY & GENERAL INFORMATION

- Each chapter may submit up to two (2) entries in each level of this event.
- Eligible participants are members who are currently or have been enrolled in a Family and Consumer Sciences culinary arts industry training program, as determined by their state department of education.
- Participants must be registered to attend the State Leadership Conference .
- Table space will be provided. Each participant will have approximately 6' of workspace.
- Entries will be scored by industry standards, and participants must follow proper sanitation procedures.
- Spectators are allowed to observe this event as space allows. Participants may only observe after they have already presented.
- Participants are not allowed to discuss this event with other participants or receive coaching from any spectators. Doing so will result in disqualification.

CAREER PATHWAYS ALIGNMENT			
Human Services	**Hospitality & Tourism**	**Education & Training**	**Visual Arts & Design**
	■		

EVENT LEVELS			
Level 1: Through Grade 8	**Level 2: Grades 9-10**	**Level 3: Grades 11-12**	**Level 4: Postsecondary**
	■	■	■

GENERAL INFORMATION			
Number of Participants per Entry	**Prepare Ahead of Time**	**Equipment Provided for Competition**	**Competition Dress Code**
1	Equipment	6' of Table Space – Yes Wall Space – No Supplies – No	Chef's Attire (as described)

PRESENTATION ELEMENTS ALLOWED								
Audio	**Easel(s)**	**File Folder**	**Flip Chart(s)**	**Portfolio**	**Props/ Pointers**	**Skits**	**Presentation Equipment**	**Visuals**

COMPETITION PROCEDURES & TIME REQUIREMENTS

• Participants must check in to the event holding area where they will be given a brief overview of the event and present tools and equipment for an equipment check, including the properly stored chicken (see event specifications). • Participants will bring all necessary tools and equipment for this event, as listed in the event specifications. Additional items are not allowed. Participants may not bring reference materials for use in the holding room. • Participants will remain in the holding area until their assigned presentation time and following the presentation may not return to the holding room.	
Evaluators will score participants as they work.	
5 minutes	Participants will have 5 minutes to set up their workstation. Other persons may not assist.
20 minutes	Participants will have 20 minutes to fabricate and present chicken.
5 minutes	Participants will have 5 minutes to clean their workstation.
Total Time: 30 Minutes	

SPECIFICATIONS

Safety and Appearance	
Clothing and Appearance	Clean and appropriate uniform including professional chef attire (chef coat/jacket; industry pants or commercial uniform pants; apron; hair covering or chef hat; closed-toe, low heel, kitchen shoes made with non-slip soles and sealed non-melting uppers (canvas shoes are not appropriate). Facial jewelry is concealed with bandages. No additional jewelry, with the exception of a watch, is allowed. Facial hair is permitted if appropriate covering is used. Hair is properly restrained with a hairnet if hair extends past the neck line. Minimal makeup, no cologne or nail polish. Acceptable graphics on the uniform include the FCCLA logo, school, chapter, or state name or logo, and individual name. No additional logos are permitted. Present a well-groomed appearance.
Safety and Sanitation	Keep the work area clean and organized, and demonstrate appropriate safety and sanitation procedures according to industry standards. Participants have 5 minutes to set up their work area and 5 minutes to clean the work area upon completion of parted chicken..
Temperature	Food products are held and served at the appropriate temperature. Evaluators will test product temperature upon inspection of the product and upon product plating. Temperature shall not exceed 41 degrees Fahrenheit.

Chicken Fabrication	
Equipment, Tools, and Techniques	Use proper equipment, tools, products, vocabulary, and techniques. The participant must provide all tools and equipment needed for this event. The following tools are allowed: Knives- 8" French, paring, boning, cleaver; cutting board and mat; sanitation buckets, solution, towels, water; gloves; 2 full-size hotel pans; plastic wrap; parchment paper and pen. No additional tools or equipment will be provided or allowed. Additional items will be removed from the participants until they have finished competing. The participant will supply one (1) 3.5-5.0 pound chicken for fabrication. The chicken must be whole and in the original , unopened package. Evaluators will inspect the chickens prior to competition.
Time Management/ Scraps and Wasting of Supplies	Demonstrate careful planning for completing tasks efficiently. All scraps will be presented for evaluation of product waste.

Knife Skills / Food Presentation	
Food Presentation	The participant will present the parted chicken for evaluation of appearance, temperature, and waste at the end of the competition. There will be no extra time allowed to complete preparation or presentation. All work must stop at the time limit. Evaluation will be based on industry standards.
Chicken Fabrication	Each participant is required to fabricate one (1) whole chicken into eight (8) standard pieces of two (2) each of breast, thigh, leg, and wings. Breasts must be deboned and skinned.
Overall Product Appearance & Presentation	Upon completion of fabrication, chicken and all waste should be displayed in one hotel pan over ice. All pieces must be labeled (identifying the piece) and categorized (white or dark meat), using the pen and parchment paper. All cuts are made correctly- clean cuts are made through joints and both halves of chicken are cut uniformly.

CULINARY CHICKEN FABRICATION

EQUIPMENT CHECK-IN FORM

Participant Name:_____

Chapter: _____ **State:** _____ **Team #:** _____ **Station #:** _____ **Level:** _____

1. Only the following items are allowed in Culinary Chicken Fabrication. Any additional items will not be allowed for competition and must be removed from the participant's supplies.
2. Each student must have their own set of equipment and may not share items during the competition.
3. Participants bringing all items as required will earn 5 points on the Point Summary Form.

REQUIRED EQUIPMENT, TOOLS AND SUPPLIES:			
Properly stored chicken (thermometer, storage container, 4.5-5 lb chicken in original, unopened package)	**Paring Knife**	**8" French Knife**	**Boning Knife**
Cleaver	**Cutting Board and Mat**	**Sanitizer (bucket/solution)**	**Towels**
Gloves	**2 Full -sized Hotel Pans**	**Plastic Wrap**	**Parchment Paper and Pen**
Small Compost /Waste Basket or Bowl	**Water (station will be provided in the competition room)**	**Ice for Chicken**	

Event Consultant/Volunteer Initials: _____

CULINARY CHICKEN FABRICATION SKILLS

POINT SUMMARY FORM

Participant Name:_____

Chapter: _____ **State:** _____ **Team #:** _____ **Station #:** _____ **Level:** _____

1. Make sure all the information at the top is correct. If the participant does not show, write "No Show" across the top and return with other forms.
2. At the conclusion of scoring, 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 staple all items related to the participant together.
3. At the end of competition, double check all scores and participant information to ensure accuracy.
4. Check with the Event Consultant or Florida FCCLA Staff if there are any questions regarding the evaluation process.

ROOM CONSULTANT CHECK			POINTS
Check-in 0 or 5 points	**0** Did not arrive on time for participant check-in	**5** Arrived on time for participant check-in	
Required Equipment 0 or 5 points	**0** Did not bring all required equipment per participant	**5** Brought all required equipment participant	

EVALUATORS' SCORES Evaluator 1: _____	Initials: _____	**ROOM CONSULTANT TOTAL** (10 points possible)	
Evaluator 2: _____	Initials: _____	**AVERAGE EVALUATOR SCORE** (90 points possible)	
Total Score: _____	*Divided by # of Evaluators* **= AVERAGE EVALUATOR SCORE**	**FINAL SCORE** (Average Evaluator Score plus Room Consultant Score)	
VERIFICATION OF FINAL SCORE	(please initial)	**FINAL SCORE**	

Event Consultant/Volunteer Initials: _____

CULINARY CHICKEN FABRICATION SKILLS

EVENT RUBRIC

Participant Name: _____

Chapter: _____ **Level:** _____

SAFETY AND APPEARANCE				POINTS
Clothing and Appearance 0–10 points	**0 1 2** Non-professional appearance, attire and/or grooming	**3 4** Neat appearance, attire, and grooming, but lacks professionalism	**5** Professional appearance, attire and grooming	
Safety 0–10 points	**0 1 2 3 4** Disregard of safety practices, creating unsafe situation during preparation	**5 6 7 8** Shows minimal safety concerns during preparation	**9 10** Follows all safety practices	
Sanitation 0–10 points	**0 1 2 3 4** Disregard of sanitation practices, creating unsafe situation during preparation	**5 6 7 8** Shows minimal sanitation concerns during preparation	**9 10** Follows all sanitation practices	
Preparation Temperature 0 - 10 points	**0** Food Items not held/handled to maintain proper temperature	5 Some food items not held/handled to maintain proper temperature	**10** All food items were held/handled at proper temperatures	

FOOD PREPARATION				POINTS
Equipment, Tools, and Techniques 0-10 points	**0 1 2 3 4** Selection and usage of tools/equipment, lacks understanding and demonstration of skills	**5 6 7 8** Selection and usage of tools/equipment, occasionally lacks appropriate industry techniques	**9 10** Selects and uses all tools and equipment correctly	
Mise en place, Time Management, Scraps and Waste 0–10 points	**0 1 2 3 4** Did not manage time or utilize Mise en Place to complete each task, excessive waste	**5 6 7 8** Managed time and Mise en Place to complete most tasks on time, some waste	**9 10** Utilized time and Mise en Place to complete each task on time, minimum waste	

KNIFE SKILLS/FOOD PRESENTATION					POINTS
Overall Product Appearance / Presentation Consistent, correct proportions 0-15 points	**0 1 2 3** Lacks workmanship, some of the display exhibits unacceptable proportions	**4 5 6 7** Ordinary quality of workmanship, improvement needed in proportions	**8 9 10 11** Competent workmanship, acceptable proportions	**12 13 14 15** Extremely high-quality workmanship, accurate proportions	
Chicken Fabrication 0-10 points	**0 1** None cut uniformly or to industry standards	**2 3 4** One or two pieces cut uniformly, minimal attempt to debone and/or skin breast	**5 6 7** Most pieces cut uniformly, made cleanly, breasts deboned and skinned to industry standards	**8 9 10** Both halves cut uniformly, clean cuts made through joints, breasts deboned and skinned to industry standards	
Knife Cuts: 0-10 points	**0 1** Incorrect cut not uniform in size or shape	**2 3 4** Some assigned techniques , but little growth in skill and performance	**5 6 7** Most of assigned techniques, some growth in skill/performance needed	**8 9 10** All assigned techniques, student is competent in skill/performance	

Evaluator's Comments – Include two things done well and two opportunities for improvement:	**TOTAL (90 Points Possible)**	
	Evaluator #: _____ **Evaluator Initials:** _____ **RC Initials:** _____	

Culinary Knife Skills

CULINARY KNIFE SKILLS

An ***individual event*** that will showcase the best of the participants' knife skills. Participants will produce six uniform pieces for each knife cut meeting industry standards and demonstrating proper safety and sanitation procedures.
This event will only compete at state level.

ELIGIBILITY & GENERAL INFORMATION

- Each chapter may submit up to two (2) entries in each level of this event.
- Eligible participants are members who are currently or have been enrolled in a Family and Consumer Sciences culinary arts industry training program, as determined by their state department of education.
- Participants must be registered to attend the State Leadership Conference .
- Table space will be provided. Each participant will have approximately 6' of workspace.
- Entries will be scored by industry standards, and participants must follow proper sanitation procedures.
- Spectators are allowed to observe this event as space allows. Participants may only observe after they have already presented.
- Participants are not allowed to discuss this event with other participants or receive coaching from any spectators. Doing so will result in disqualification.

CAREER PATHWAYS ALIGNMENT			
Human Services	**Hospitality & Tourism**	**Education & Training**	**Visual Arts & Design**
	■		

EVENT LEVELS			
Level 1: Through Grade 8	**Level 2: Grades 9-10**	**Level 3: Grades 11-12**	**Level 4: Postsecondary**
■	■	■	■

GENERAL INFORMATION			
Number of Participants per Entry	**Prepare Ahead of Time**	**Equipment Provided for Competition**	**Competition Dress Code**
1	Equipment	6' of Table Space – Yes Wall Space – No Supplies – No	Chef's Attire (as described)

PRESENTATION ELEMENTS ALLOWED								
Audio	**Easel(s)**	**File Folder**	**Flip Chart(s)**	**Portfolio**	**Props/ Pointers**	**Skits**	**Presentation Equipment**	**Visuals**

COMPETITION PROCEDURES & TIME REQUIREMENTS

- Participants must check in to the event holding area where they will be given a brief overview of the event and present tools and equipment for an equipment check, including the properly stored (washed, uncut) food items.
- Participants will bring all necessary tools and equipment for this event, as listed in the event specifications. Additional items are not allowed. Participants may not bring reference materials for use in the holding room.
- Participants will remain in the holding area until their assigned presentation time and following the presentation may not return to the holding room.

Evaluators will score participants as they work.

5 minutes	Participants will have 5 minutes to set up their workstation. Other persons may not assist.
15 minutes	Participants will have 15 minutes to produce and arrange each of the knife cuts.
5 minutes	Participants will have 5 minutes to clean their workstation.
Total Time: 25 Minutes	

SPECIFICATIONS

EVENT FORMAT	
Safety and Appearance	Clean and appropriate uniform including professional chef attire (chef coat/jacket; industry pants or commercial uniform pants; apron; hair covering or chef hat; closed-toe, low heel, kitchen shoes made with non-slip soles and sealed non-melting uppers (canvas shoes are not appropriate)). For level 1 students, a FCCLA shirt, black pants, closed toe shoes, apron, and hair covering are permitted. Facial jewelry is concealed with bandages. No additional jewelry, with the exception of a watch, is allowed. Facial hair is permitted if appropriate covering is used. Hair is properly restrained with a hairnet if hair extends past the neck line. Minimal makeup, no cologne or nail polish. Acceptable graphics on the uniform include the FCCLA logo, school, chapter, or state name or logo, and individual name. No additional logos are permitted.

SPECIFICATIONS	
Clothing and Appearance	Wear appropriate clothing and head covering, and present a well-groomed appearance.
Safety and Sanitation	Keep the work area clean and organized, and demonstrate appropriate safety and sanitation procedures according to industry standards. Participants have 5 minutes to set up their work area and 5 minutes to clean the work area upon completion of the knife cuts.

EVENT FORMAT	
Food Production	Participants may bring only the items listed below to the event. No other 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.

SPECIFICATIONS	
Equipment, Tools, and Techniques	Use proper equipment, tools, products, vocabulary, and techniques. No external rulers are allowed. Only the following tools are allowed: • Vegetable Peeler • Paring Knife • 8" or 10" French Knife • Cutting Board and Mat • Parchment Paper and Pen • Small Compost/Waste Bucket or Bowl • Prepared Sanitizer • Towels • Gloves • ½ Sheet Pan
Food Product	Participants must bring **one** each of each of the following vegetables: **carrot, potato, onion**. No substitutions are allowed. All items must be uncut, whole, and unpeeled. No pre-processed items are allowed.
Time Management/Scraps and Wasting of Supplies	Demonstrate careful planning for completing tasks efficiently. All scraps will be presented for evaluation of product waste.

EVENT FORMAT	
Knife Skills/Food Presentation	The participant will present all food items for evaluation of appearance, temperature and waste at the end of the competition. There will be no extra time allowed to complete preparation or presentation. All work must stop at the time limit. Evaluation will be based on industry standards.

SPECIFICATIONS	
Knife Cuts	A total of six (6) uniform and appropriate pieces are cut from the vegetable provided to demonstrate three (3) of the following list: Julienne; fine julienne; brunoise; fine brunoise; small, medium, large dice; paysanne; batonnet; rondelle; peel and small dice. Event evaluators will determine which three (3) cuts from specific vegetables all participants will demonstrate during the competition. Dimensions are based on the basic classical knife cuts described in American Culinary Federation (ACF) published guidelines. Knife cuts will be displayed on one (1) 1/2 sheet pan, and all cuts will be identified using the pen and parchment paper.
Overall Product Appearance and Presentation	Prepare knife cuts consistently, with appropriate proportions. Demonstrate a high quality of workmanship.

CULINARY KNIFE SKILLS

EQUIPMENT CHECK-IN FORM

Participant Name:_____

Chapter: _____ **State:** _____ **Team #:** _____ **Station #:** _____ **Level:** _____

1. Only the following items are allowed in Culinary Knife Skills. Any additional items will not be allowed for competition and must be removed from the participant's supplies.
2. Each student must have their own set of equipment and may not share items during the competition.
3. Participants bringing all items as required will earn 5 points on the Point Summary Form.

REQUIRED EQUIPMENT, TOOLS AND SUPPLIES:			
Vegetable Peeler	**Paring Knife**	**8" or 10" French Knife**	**Cutting Board and Mat**
Parchment Paper and Pen	**Pen**	**Prepared Sanitizer**	**Towels**
Gloves	**1/2 Sheet Pan**	**Small Compost/Waste Bucket or Bowl**	**One Each: Carrot, Onion, And Potato**

CULINARY KNIFE SKILLS

POINT SUMMARY FORM

Participant Name:_____

Chapter: _____ **State:** _____ **Team #:** _____ **Station #:** _____ **Level:** _____

1. Make sure all the information at the top is correct. If the participant does not show, write "No Show" across the top and return with other forms.
2. At the conclusion of scoring, 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 staple all items related to the participant together.
3. At the end of competition, double check all scores and participant information to ensure accuracy.
4. Check with the Event Consultant or Florida FCCLA Staff if there are any questions regarding the evaluation process.

ROOM CONSULTANT CHECK			POINTS
Check-in 0 or 5 points	**0** Did not arrive on time for participant check-in	**5** Arrived on time for participant check-in	
Required Equipment 0 or 5 points	**0** Did not bring all required equipment per participant	**5** Brought all required equipment participant	

EVALUATORS' SCORES Evaluator 1: _____	Initials: _____	**ROOM CONSULTANT TOTAL** (10 points possible)	
Evaluator 2: _____	Initials: _____	**AVERAGE EVALUATOR SCORE** (90 points possible)	
Total Score: _____	*Divided by # of Evaluators* **= AVERAGE EVALUATOR SCORE**	**FINAL SCORE** (Average Evaluator Score plus Room Consultant Score)	
VERIFICATION OF FINAL SCORE	(please initial)	**FINAL SCORE**	

Event Consultant/Volunteer Initials: _____

CULINARY KNIFE SKILLS

EVENT RUBRIC

Participant Name: _____

Chapter: _____ **Level:** _____

SAFETY AND APPEARANCE				POINTS
Clothing and Appearance 0–10 points	**0 1 2 3 4** Non-professional appearance, attire and/or grooming	**5 6 7 8** Neat appearance, attire, and grooming, but lacks professionalism	**9 10** Professional appearance, attire and grooming	
Safety & Sanitation 0–10 points	**0 1 2 3 4** Disregard of safety and sanitation practices, creating unsafe situation during preparation	**5 6 7 8** Shows minimal safety and sanitation concerns during preparation	**9 10** Follows all safety and sanitation practices	
Clean Up 0 - 5 points	**0** Work area not completed cleaned upon completion of event	**1 2 3 4** Work area clean, but not to standards of competition upon completion of event	**5** Work area completely cleaned upon completion of event	

FOOD PRODUCTION				POINTS
Equipment, Tools, and Techniques 0-10 points	**0 1 2 3** Selection and usage of tools/equipment, lacks understanding and demonstration of skills	**5 6 7 8** Selection and usage of tools/equipment, occasionally lacks appropriate industry techniques	**9 10** Selects and uses all tools and equipment correctly	
Mise en place, Time Management, Scraps and Waste 0–10 points	**0 1 2 3 4** Did not manage time or utilize Mise en Place to complete each task, excessive waste	**5 6 7 8** Managed time and Mise en Place to complete most tasks on time, some waste	**9 10** Utilized time and Mise en Place to complete each task on time, minimum waste	

KNIFE SKILLS/FOOD PRESENTATION					POINTS
Overall Product Appearance / Presentation Consistent, correct proportions 0-15 points	**0 1 2 3** Lacks workmanship, some of the display exhibits unacceptable proportions	**4 5 6 7** Ordinary quality of workmanship, improvement needed in proportions	**8 9 10 11** Competent workmanship, acceptable proportions	**12 13 14 15** Extremely high-quality workmanship, accurate proportions	
Knife Cut #1: 0-10 points	**0 1** Incorrect cut not uniform in size or shape	**2 3 4** Correct but pieces Inconsistent in size and shape	**5 6 7** Correct cut, nearly all consistent in size and shape	**8 9 10** Correct cut, identical in size and shape	
Knife Cut #2: 0-10 points	**0 1** Incorrect cut not uniform in size or shape	**2 3 4** Correct but pieces Inconsistent in size and shape	**5 6 7** Correct cut, nearly all consistent in size and shape	**8 9 10** Correct cut, identical in size and shape	
Knife Cut #3: 0-10 points	**0 1** Incorrect cut not uniform in size or shape	**2 3 4** Correct but pieces Inconsistent in size and shape	**5 6 7** Correct cut, nearly all consistent in size and shape	**8 9 10** Correct cut, identical in size and shape	

Evaluator's Comments – Include two things done well and two opportunities for improvement:

TOTAL (90 Points Possible)

Evaluator #: _____

Evaluator Initials: _____

RC Initials: _____

Cupcake Decorating Skills

CUPCAKE DECORATING SKILLS

An **individual event** recognizes participants for their ability to demonstrate their decorating skills by creating an original cupcake themed display based on the current Florida FCCLA state theme or current National FCCLA theme.
This event will only compete at state level.

ELIGIBILITY & GENERAL INFORMATION

- Each chapter may submit up to two (2) entries in each level of this event.
- Eligible participants are members who are currently or have been enrolled in a Family and Consumer Sciences culinary arts industry training program.
- Participants must be registered to attend the State Leadership Conference .
- Table space will be provided. Each participant will have approximately 6' of workspace.
- Entries will be scored by industry standards, and participants must follow proper sanitation procedures.
- Spectators are allowed to observe this event as space allows. Participants may only observe after they have already presented.
- Participants are not allowed to discuss this event with other participants or receive coaching from any spectators.
- Doing so will result in disqualification.

CAREER PATHWAYS ALIGNMENT			
Human Services	**Hospitality & Tourism**	**Education & Training**	**Visual Arts & Design**
	■		

EVENT LEVELS			
Level 1: Grades 6- 8	**Level 2: Grades 9-10**	**Level 3: Grades 11-12**	**Level 4: Postsecondary**
■	■	■	■

GENERAL INFORMATION			
Number of Participants per Entry	**Prepare Ahead of Time**	**Equipment Provided for Competition**	**Competition Dress Code**
1	Equipment	6' of Table Space – Yes Wall Space – No Supplies – No	Chef's Attire (as described)

PRESENTATION ELEMENTS ALLOWED								
Audio	**Easel(s)**	**File Folder**	**Flip Chart(s)**	**Portfolio**	**Props/ Pointers**	**Skits**	**Presentation Equipment**	**Visuals**

COMPETITION PROCEDURES & TIME REQUIREMENTS

- Participants must check in to the event holding area where they will be given a brief overview of the event.
- Participants are required to bring 6 undecorated cupcakes for the event. Cupcakes may be any flavor and vary in sizes.
- Participants are required to bring all needed equipment, including the properly stored food / decorating items to complete the cupcake display.
- Participants may not bring reference materials, other than the required, outlined cupcake drawing plan.
- The cupcake display and all supporting materials must be planned, conducted, and prepared by the participant only.

Evaluators will score participants as they work.

5 minutes	Participants will have 5 minutes to set up their workstation. Other persons may not assist.
40 minutes	Participants will have 40 minutes to decorate their cupcakes and prepare their cupcake display. A one-minute warning will be given at 39 minutes. The participant will be stopped at 40 minutes.
5 minutes	Participants will have 5 minutes to clean their workstation.
5 minutes	Following the preparation, evaluators will have 5 minutes to interview the participant.
Total Time: 55 Minutes	

SPECIFICATIONS	
Safety and Appearance	Clean and appropriate uniform including, but not limited to: professional chef attire (chef coat/jacket; industry pants or commercial uniform pants; apron; hair covering or chef hat; closed-toe, low heel, kitchen shoes made with non-slip soles and sealed non-melting uppers (canvas shoes are not appropriate). For level 1 students, a FCCLA shirt, black pants, closed toe shoes, apron, and hair covering are permitted. Facial jewelry is concealed with bandages. No additional jewelry, with the exception of a watch, is allowed. Facial hair is permitted if appropriate covering is used. Hair is properly restrained with a hairnet if hair extends past the neck line. Minimal makeup, no cologne or nail polish. Acceptable graphics on the uniform pieces include the FCCLA logo, school, chapter, or state name or logo, and individual name. No additional logos are permitted.
Safety and Sanitation	Keep the work area clean and organized, and demonstrate appropriate safety and sanitation procedures according to industry standards. Participants have 5 minutes to set up their work area, and 5 minutes to clean the work area upon completion of the products.
Equipment **Tools** **Techniques**	Participants may bring only the items listed on the equipment check-in form to the event. No other 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 use proper equipment, tools, products, vocabulary, and techniques.

EVENT FORMAT	
Food Production	The participant will prepare a cupcake themed display based on the current Florida FCCLA state theme or current National FCCLA theme. A drawing of the three planned cupcake designs must be presented on the workspace of the participant. All work must stop at the designated time limit. Evaluation will be based on the quality of techniques used in display, as well as originality of display.

SPECIFICATIONS	

Required Information	• At the time of competition, participants will provide an index card with the following information:
	  ○ Name of participant
	  ○ Level of participant
	  ○ School name
	  ○ Title of cupcake display
	• Participants will also provide a drawing of the planned cupcake design on a plain 8 ½ " x 11" paper. Drawing must be framed and displayed in front of the participant's workstation.

Decorating Skills Decorating Techniques	• Participants will create an original and creative cupcake display based on the current Florida FCCLA theme or the current National FCCLA theme. • The display must include at least three different cupcake designs. • Each design must be represented by two cupcakes. • This means the total display will include six cupcakes (3 designs × 2 cupcakes each). • Each cupcake must include **two** different techniques/ design features. • Any of the following decorating skills may be included in the display: numbers, individual flowers, flower clusters, script writing, block writing, borders, and any other design elements. • Skills may include, but are not limited to: Cornelli lace, brush embroidery, flower petals and blossoms, roses, stems with leaves, shells, stars, ruffles, beadwork, lattice, scrolls. • No sprinkles or embellishments may be used. This includes edible cake decor or non-edible cake decor. All embellishments and designs must be created with icing and fondant on site, no premade decorations will be allowed.
Overall Appearance and Presentation	Appropriate sizing of elements used for size of product, clean workmanship and display of techniques. Cupcake displays must include, but not limited to: cupcake stand(s), tiered stand, or cake stand/ board to showcase cupcake presentations. The cupcake display must fit a 14" X 14" area.
Responses to Evaluator's Questions	Participants will provide clear and concise answers to evaluators questions regarding their cupcake design choices, creativity, techniques used, and how the cupcake connects to the current FCCLA state or national theme.

CUPCAKE DECORATING SKILLS

EQUIPMENT CHECK-IN FORM

Participant Name:_____

Chapter: _____ **State:** _____ **Team #:** ____ **Station #:** ___ **Level:** _____

1. The following items are required in Cupcake Decorating Skills. No additional items may be utilized.
2. Each student must have their own set of equipment and may not share items during competition.
3. Participants bringing all items, as required, will earn 5 points on the Point Summary Form.

REQUIRED EQUIPMENT CHECKLIST

EQUIPMENT	YES	NO
6 pre-baked, undecorated cupcakes		
Pre-made Fondant (needed colors)		
Pre-made icing (white, needed colors)		
Bowls		
Rubber Spatulas		
Spoons		
Whisk		
Pastry Bags		
knife/scissors		
Pastry Decorating Tips/ coupler (if needed) • **One cup to assist with filling of piping bag**		
Straight / Offset Spatulas		
Wax/ Parchment paper		
Cutting Board		
Rolling Pin		
Cookie Cutters		

EQUIPMENT	YES	NO
Cupcake Stand/ Way to display cupcakes		
Gloves		
Prepared Sanitizer		
Towels		
Waste Bowl / Bucket		
Fondant Tools		

CUPCAKE DECORATING SKILLS

POINT SUMMARY FORM

Participant Name: _____

Chapter: _____ **State:** ____**Team #:** ___ **Station #:** _____ **Level:** _____

1. Make sure all the information at the top is correct. If the participant does not show, write "No Show" across the top and return with other forms.
2. At the conclusion of scoring, 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 staple all items related to the participant together.
3. At the end of competition, double check all scores and participant information to ensure accuracy.
4. Check with the Event Consultant or State FCCLA Staff if there are any questions regarding the evaluation process.

ROOM CONSULTANT CHECK			POINTS
Check-in 0 or 5 points	**0** Did not arrive on time for participant check-in	**5** Arrived on time for participant check-in	
Required Equipment 0 or 5 points	**0** Did not bring all required equipment per participant	**5** Brought all required equipment per participant	

EVALUATORS' SCORES Evaluator 1: _____	Initials: _____	**ROOM CONSULTANT TOTAL** (10 points possible)	
Evaluator 2: _____	Initials: _____	**AVERAGE EVALUATOR SCORE** (95 points possible)	
Total Score: _____	*Divided by # of Evaluators* **= AVERAGE EVALUATOR SCORE**	**FINAL SCORE** (Average Evaluator Score plus Room Consultant Score)	
VERIFICATION OF FINAL SCORE (please initial)		**FINAL SCORE**	

Event Consultant/Volunteer Initials: _____

CUPCAKE DECORATING SKILLS

EVENT RUBRIC

Participant Name: _____

Chapter: _____ **Level:** _____

SAFETY AND APPEARANCE					POINTS
Clothing and Appearance 0–10 points	**0 1 2 3 4** Non-professional appearance, attire and/or grooming	**5 6 7 8** Neat appearance, attire, and grooming, but lacks professionalism	**9 10** Professional appearance, attire and grooming		
Safety and Sanitation 0–10 points	**0 1 2 3 4** Disregard of safety and sanitation practices, creating unsafe situation during preparation	**5 6 7 8** Shows minimal safety and sanitation concerns during preparation	**9 10** Follows all safety and sanitation practices		
Clean Up 0-10 points	**0** Work area not organized, not cleaned upon completion of event, time limits not met	**5** Work area mostly organized, completely cleaned upon completion of event within time limits	**10** Work area organized, completely cleaned upon completion of event within time limits		

EQUIPMENT AND TOOLS					POINTS
Equipment, Tools, and Techniques 0-10 points	**0 1 2 3 4** Selection and usage of tools/equipment lacks understanding and demonstration of skills	**5 6 7 8** Selection and usage of tools/equipment occasionally lacks appropriate industry techniques	**9 10** Selects and uses all tools and equipment correctly		

CUPCAKE DECOR & PRESENTATION						POINTS
Creative Planning 0-10 points	**0 1** Cupcake drawing plan was not presented or not easily understood	**2 3** Fair cupcake plan – somewhat comparable to finished product	**4 5** Cupcake plan comparable to finished product	**6 7** Cupcake plan was neatly drawn or explained well on the paper	**8 9 10** Cupcake plan is exceptional, highly detailed, neat and has a strong connection between the plan and the finished cupcakes.	
Creativity 0-10 points	**0 1** No evidence of creativity	**2 3** Very little evidence of creativity of state or national theme	**4 5** Little evidence of creativity of state or national theme	**6 7** Some evidence of creativity of state or national theme	**8 9 10** Highly creative and innovative of state or national theme	
Design Elements 0-10 points	**0 1** Did not attempt any special design elements	**2 3** Demonstration of skill is below acceptable quality expectation	**4 5 6** Demonstration of skill meets acceptable quality expectation	**7 8** Demonstration of skill meets quality expectations	**9 10** Demonstration of skill exceeds quality expectations	
Overall Appearance and Presentation 0- 20 points	**0 1 2 3** Below acceptable expectation for appearance, presentation, color, size, and workmanship for most items	**4 5 6 7** Below acceptable expectation for appearance, presentation, color, size, and workmanship for some items	**8 9 10 11** Meets quality expectations for some appearance, presentation, color, size, and workmanship	**12 13 14 15** Meets acceptable quality expectations for appearance, presentation, color, size, and workmanship	**16 17 18 19 20** Meets exceptional quality expectations for appearance, presentation, color, size, and workmanship	
Responses to Evaluators Questions 0-5 points	**0 1** Poor	**2** Fair	**3** Good	**4** Very Good	**5** Excellent	

Evaluator's Comments – Include two things done well and two opportunities for improvement:

TOTAL (95 Points Possible)

Evaluator #: _____

Evaluator Initials: _____

RC Initials: _____

Decorative Food Centerpiece

DECORATIVE FOOD CENTERPIECE

An ***individual event*** that recognizes participants who create a decorative food centerpiece based on a self-selected theme. The participants will explain nutritional information, product availability , and preparation techniques after the completion of the centerpiece. **This event will compete at state level.**

ELIGIBILITY & GENERAL INFORMATION

- Each chapter may submit up to two (2) entries in each level of this event.
- Eligible participants are members who are currently or have been enrolled in a Family and Consumer Sciences culinary arts industry training program, as determined by their state department of education.
- Participants must be registered to attend the State Leadership Conference .
- Table space will be provided. Each participant will have approximately 6' of workspace.
- Entries will be scored by industry standards, and participants must follow proper sanitation procedures.
- Spectators are allowed to observe this event as space allows. Participants may only observe after they have already presented.
- Participants are not allowed to discuss this event with other participants or receive coaching from any spectators. Doing so will result in disqualification.

CAREER PATHWAYS ALIGNMENT			
Human Services	**Hospitality & Tourism**	**Education & Training**	**Visual Arts & Design**
	■		

EVENT LEVELS			
Level 1: Grades 6- 8	**Level 2: Grades 9-10**	**Level 3: Grades 11-12**	**Level 4: Postsecondary**
■	■	■	■

GENERAL INFORMATION			
Number of Participants per Entry	**Prepare Ahead of Time**	**Equipment Provided for Competition**	**Competition Dress Code**
1	Equipment	6' of Table Space – Yes Wall Space – No Supplies – No	Chef's Attire (as described)

PRESENTATION ELEMENTS ALLOWED								
Audio	**Easel(s)**	**File Folder**	**Flip Chart(s)**	**Portfolio**	**Props/ Pointers**	**Skits**	**Presentation Equipment**	**Visuals**

COMPETITION PROCEDURES & TIME REQUIREMENTS

- Participants must check in to the event holding area where they will be given a brief overview of the event. Participants are required to bring all needed equipment, including the properly stored (washed, uncut) food items to complete the centerpiece.
- Participants may not bring reference materials for use in the holding room.
- Decorative Food Centerpiece presentation and all supporting materials must be planned, conducted, and prepared by the participant only.

Evaluators will score participants as they work.

5 minutes	Participants will have 5 minutes to set up their workstation. Other persons may not assist.
40 minutes	Participants will have 40 minutes to prepare their decorative centerpiece. A one-minute warning will be given at 39 minutes. The participant will be stopped at 40 minutes.
5 minutes	Participants will have 5 minutes to clean their workstation.
5 minutes	Following the preparation, evaluators will have 5 minutes to interview the participant.
Total Time: 55 Minutes	

SPECIFICATIONS

Requirements for Centerpiece	• The participant must use fruits and/or vegetables as the centerpiece ingredients. • The following items may be used as enhancements to the centerpiece : skewers, toothpicks, gelatin / aspic, nuts, coconut, food coloring, fresh/dried herbs and spices, edible flowers and dry ice. There is no limit to the number of items used. Skewers and toothpicks may show only if they are an integral part of the piece. • The finished piece must be displayed on a tray, mirror, plate, etc. that are no larger than 18 inches. • No advance preparation (other than the preparation of aspic or gelatin) may be done. • Fruits and vegetables must be washed prior to the event.
Acceptable Centerpiece Displays	• The level of difficulty of the garnishing and knife skills should reflect the level of the event entered - Level 1, Level 2, or Level 3. • The decorative food centerpiece should illustrate a theme of the participant's choosing. The participant should be ready to explain the theme during the interviewing section of the event. • The decorative food centerpiece should be a creative, original design of the participant. The ideas may come from researched materials that the participant has arranged differently.

Place Card	Upon completion of the centerpiece, the participant will place a 3" x 5" index card to the right of the centerpiece with the following information: ● Name of centerpiece ● Name of Event and Level of Participant ● Participant's Name ● Name of School

SPECIFICATIONS	
Clothing and Appearance	Clean and appropriate uniform including, but not limited to: professional chef attire (chef coat/jacket; industry pants or commercial uniform pants; apron; hair covering or chef hat; closed-toe, low heel, kitchen shoes made with non-slip soles and sealed non-melting uppers (canvas shoes are not appropriate). For level 1 students, a FCCLA shirt, black pants, closed toe shoes, apron, and hair covering are permitted. Facial jewelry is concealed with bandages. No additional jewelry, with the exception of a watch, is allowed. Facial hair is permitted if appropriate covering is used. Hair is properly restrained with a hairnet if hair extends past the neck line. Minimal makeup, no cologne or nail polish. Acceptable graphics on the uniform pieces include the FCCLA logo, school, chapter, or state name or logo, and individual name. No additional logos are permitted.
Appropriate Mise en Place	During the preparation of the decorative food centerpiece, all materials, supplies, and equipment should be kept neat and organized in its place when not used.
Work Space	The work space must be kept near and organized throughout the presentation. Everything should be in its place.
Safe use of equipment	Participants will provide their own display products, knives, and other cutting or decorative tools. They should demonstrate the use of their equipment in a safe manner.
Sanitation of Work Space	Participants are expected to keep and leave their work space/station in a sanitary manner.
Clean Fruits and Vegetables	Fruits and vegetables should be washed prior to the event. Leafy greens may be separated in order to thoroughly wash them. Canned, dried, or frozen items may be opened prior to the event.
Ability to Explain Technique	The participant will explain the nutritional information, seasonality, product availability , costs, and preparation techniques. Note cards may be used.
Response to Evaluator's Questions	After the completion of the decorative food centerpiece , the evaluators will ask questions during a 5 minute time period. The participant does not talk during the preparation of the centerpiece display.

DECORATIVE FOOD CENTERPIECE

POINT SUMMARY FORM

Participant Name: _____

Chapter: _____ **State:** _____ **Team #:** _____ **Station #:** _____ **Level:** _____

1. Make sure all the information at the top is correct. If the participant does not show, write "No Show" across the top and return with other forms.
2. At the conclusion of scoring, 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 staple all items related to the participant together.
3. At the end of competition, double check all scores and participant information to ensure accuracy.
4. Check with the Event Consultant or Florida FCCLA Staff if there are any questions regarding the evaluation process.

ROOM CONSULTANT CHECK			POINTS
Check-in 0 or 5 points	**0** Did not arrive on time for participant check-in	**5** Arrived on time for participant check-in	
Appropriate Clothing 0 or 5 points	**0** Did not wear appropriate chef attire for the event	**5** Wears appropriate chef attire for event (apron, chef jacket, close toed shoes, chef hat/hair net)	

EVALUATORS' SCORES Evaluator 1: _____	Initials: _____	**ROOM CONSULTANT TOTAL** (10 points possible)	
Evaluator 2: _____	Initials: _____	**AVERAGE EVALUATOR SCORE** (90 points possible)	
Total Score: _____	*Divided by # of Evaluators* **= AVERAGE EVALUATOR SCORE**	**FINAL SCORE** (Average Evaluator Score plus Room Consultant Score)	
VERIFICATION OF FINAL SCORE	(please initial)	**FINAL SCORE**	

Event Consultant/Volunteer Initials: _____

DECORATIVE FOOD CENTERPIECE

EVENT RUBRIC

Participant Name: _____

Chapter: _____ **State:** ____**Team #:** _____ **Station #:** _____ **Level:** _____

SAFETY AND APPEARANCE				POINTS
Clothing and Appearance 0–5 points	**0 1** Non-professional appearance, attire and/or grooming. Missing most of the following: • Chef coat • Black or checkered pants • Apron • Closed toes shoes • Hat/hair net	**2 3 4** Neat appearance, attire,and grooming, but lacks professionalism Missing one or more of the following: • Chef coat • Black or checkered pants • Apron • Closed toes shoes • Hat/hair net	**5** Professional appearance, attire and grooming. • Chef coat • Black or checkered pants • Apron • Closed toes shoes • Hat/hair net • Uniform clean and presentable	
Safety & Sanitation 0–5 points	**0 1** Disregard of safety and sanitation practices, creating unsafe situation during preparation	**2 3 4** Shows minimal safety and sanitation concerns during preparation	**5** Follows all safety and sanitation practices • Proper knife safety • Proper use of handling of food contact surfaces	
Clean Up 0 - 5 points	**0** Work area not completed or cleaned upon completion of event	1 2 3 4 Work area clean, but not to standards of competition upon completion of event	**5** Work area completely cleaned upon completion of event	

CENTERPIECE PRODUCTION				POINTS
Clean fruit and vegetables 0-10 points	**0 1** Participant does not clean/prep fruits and vegetables adequately prior to prep of the centerpiece	**2 3 4** Participants clean/prep fruits and vegetables adequately prior to prep of the centerpiece.	**5** Participants clean/prep fruit and vegetables properly prior to the prep of the centerpiece.	
Precision of cuts 0-5 points	**0 1** • Sloppy knife work • All cuts are simple	**2 3 4** • Mostly clean cuts with a few rough cuts • Has limited intricate and detailed knife cuts.	**5** Including but not limited to: • Clean cuts • Intricate and detailed knife work	
Equipment, Tools, and Techniques 0-10 points	**0 1 2 3 4** Selection and usage of tools/equipment, lacks understanding and demonstration of skills	**5 6 7 8** Selection and usage of tools and equipment, occasionally lacks appropriate industry techniques	**9 10** Selects and uses all tools and equipment correctly	
Mise en place, Time Management 0–10 points	**0 1 2 3 4** Did not manage time or utilize Mise en Place to complete each task • Does not have a plan • Did not finish all of the tasks planned.	**5 6 7 8** Managed time and Mise en Place to complete most tasks on time • Seams to have a limited plan • Mostly stays on task • Most of Mise en place is done correctly	**9 10** Utilized time and Mise en Place to complete each task on time • Utilization of a plan • Proper time management • Proper Mise en Place	
Illustrates Theme 0-10 points	**0 1 2 3 4** The theme is not easily identified.	**5 6 7 8** The theme is able to be identified, but parts of the centerpiece may not be easily relatable.	**9 10** The theme is clearly identified.	

Reflects Creativity & Originality 0-10 points	**0 1 2 3 4** The centerpiece is very basic with minimal creativity.	**5 6 7 8** The centerpiece reflects some creativity and originality of the participant.	**9 10** The centerpiece reflects creativity and originality.	
Level of Difficulty 0-5 points	**0 1** There is minimal difficulty to the centerpiece for the level of the participant competing. Techniques are simple	**2 3 4** The level of difficulty is somewhat reflective of the skills the student is capable of demonstrating. Most of the techniques are complicated.	**5** The level of difficulty is adequate for the level of skill the student is capable of demonstrating. Demonstrates complicated techniques.	
Skills demonstrated effectively 0-10 points	**0 1 2 3 4** Appropriate skills are not demonstrated throughout the centerpiece.	**5 6 7 8** Some appropriate skills are demonstrated throughout the centerpiece.	**9 10** Skills are demonstrated effectively throughout the entirety of the centerpiece.	
Appearance 0-5 points	**0 1** Including but not limited to ● Balance of color ● Shape ● texture	**2 3 4** Including but not limited to ● Balance of color ● Shape ● texture	**5** Including but not limited to ● Balance of color ● Shape ● texture	
Responses/ Ability to explain techniques to evaluators 0-10 points	**0 1** Participant does not respond correctly to questions from the evaluator. Participant is unable to explain techniques used appropriately.	**2 3 4** Participant responds , but does not elaborate or explain techniques used in detail.	**5** Participant responds and explains all techniques in detail without hesitation.	

Evaluator's Comments – Include two things done well and two opportunities for improvement:	**TOTAL (90 Points Possible)**	
	Evaluator #: _____ **Evaluator Initials: _____** **RC Initials: _____**	

Dessert Chopped

DESSERT CHOPPED

An ***individual event*** that recognizes participants who express their culinary abilities and their creative talent through making a non-baked dessert only from the ingredients found in their basket. **This event will only compete at state level.**

ELIGIBILITY & GENERAL INFORMATION

- Each chapter may submit up to two (2) entries in each level of this event.
- Eligible participants are members who are currently or have been enrolled in a Family and Consumer Sciences culinary arts industry training program, as determined by their state department of education.
- Participants must be registered to attend the State Leadership Conference .
- Table space will be provided. Each participant will have approximately 6' of workspace.
- Entries will be scored by industry standards, and participants must follow proper sanitation procedures.
- Spectators are allowed to observe this event as space allows. Participants may only observe after they have already presented.
- Participants are not allowed to discuss this event with other participants or receive coaching from any spectators. Doing so will result in disqualification.

CAREER PATHWAYS ALIGNMENT			
Human Services	**Hospitality & Tourism**	**Education & Training**	**Visual Arts & Design**
	■		

EVENT LEVELS			
Level 1: Through Grade 8	**Level 2: Grades 9-10**	**Level 3: Grades 11-12**	**Level 4: Postsecondary**
■	■	■	■

GENERAL INFORMATION			
Number of Participants per Entry	**Prepare Ahead of Time**	**Equipment Provided for Competition**	**Competition Dress Code**
1	Equipment	6' of Table Space – Yes Wall Space – No Mystery Basket Supplies- Yes	Chef's Attire (as described)

COMPETITION PROCEDURES & TIME REQUIREMENTS

- Participants must check in to the event holding area where they will be given a brief overview of the event. Participants are required to bring **all needed equipment** to assist in making a non-baked dessert for evaluators, as well as all necessary cleaning supplies.
  - Required Equipment: One serving dish, 3 plastic forks, 3 plastic spoons, cleaning supplies
  - Allowable Equipment: Culinary Tools, Non-Electric Equipment, Battery- Operated Equipment, ISI, bowls, serving dishes, flatware, any other equipment needed to make the non-baked dessert. Level 2 and 3 are allowed to bring 1 butane burner with a gas canister.
  - Allowable Ingredients: Spices, herbs, butter, sugar, oil, flour, leavening agents, extracts
  - Equipment **not** allowed: electrical equipment, torches
- Participants may not bring reference materials for use.
- Dessert Chopped presentations and all supporting materials must be planned, conducted, and prepared by the participant only.
- Spectators may not speak or give hints, clues, advice during the event.
- Mystery ingredients will be provided for each participant.
  - Every participant in each level will receive the same ingredients.
  - Each level will receive different ingredients. Level 2, 3 , and 4 will be provided additional ingredients from Level 1.

Evaluators will score participants as they work.

5 minutes	Participants will have 5 minutes to set up their workstation and evaluate their ingredients in the mystery basket. Other persons may not assist.
20 minutes	Participants will have 20 minutes to make and plate one dessert.
5 minutes	Participants will have 5 minutes to clean their workstation with their own cleaning supplies.
5 minutes	Following the completion of the event, evaluators will have 5 minutes to interview the participant about the dessert that was created.
Total Time: 35 Minutes	

SPECIFICATIONS

Requirements for Dessert Chopped Presentation	● The participant will set up their own workstation with his/her personal equipment and evaluate the ingredients provided in the mystery basket to make a non-baked dessert. ● One non-baked dessert must be completed using only the ingredients provided. No additional ingredients may be added. All ingredients (quantity is determined by the participant) from the basket must be used in the dessert. ● The participant will also provide a 3" x 5" index card with specific information to designate their non-baked dessert. ● Each participant will use their own cleaning supplies to clean the area upon completion of dessert. ● Participants will answer evaluator's questions concerning the decision-making process, techniques used, non-baked dessert choice, etc about their prepared non-baked dessert.
Place Card	Upon completion of the event, the participant will place a 3" x 5" index card to the right of the non-baked dessert with the following information: ● Name of dessert ● Participant's Name ● Name of School

SPECIFICATIONS		
Clothing and Appearance	Clean and appropriate uniform including, but not limited to: professional chef attire (chef coat/jacket; industry pants or commercial uniform pants; apron; hair covering or chef hat; closed-toe, low heel, kitchen shoes made with non-slip soles and sealed non-melting uppers (canvas shoes are not appropriate). For level 1 students, a FCCLA shirt, black pants, closed toe shoes, apron, and hair covering are permitted. Facial jewelry is concealed with bandages. No additional jewelry, with the exception of a watch, is allowed. Facial hair is permitted if appropriate covering is used. Hair is properly restrained with a hairnet if hair extends past the neck line. Minimal makeup, no cologne or nail polish. Acceptable graphics on the uniform pieces include the FCCLA logo, school, chapter, or state name or logo, and individual name. No additional logos are permitted.	
Appropriate Mise en Place **Time Management**	During the preparation of the non-baked dessert, all materials, supplies, and equipment should be kept neat and organized in its place when not used. Participants must also demonstrate careful planning for completing tasks efficiently in the time frame allowed.	
Work Space	The work space should be clean and organized during the event. It should demonstrate appropriate safety and sanitation procedures according to industry standards. *Please note that if at any time, a participant is exhibiting unsafe practices, the event consultant or evaluator has the authority to correct the behavior.	
Equipment, Tools, and Techniques	Participants will use proper equipment, tools, products, vocabulary, and techniques. They will also provide all tools and equipment needed for the event, including 1 serving dish, 3 plastic forks, and 3 plastic spoons for the evaluation of the non-baked dessert. All participants should demonstrate the use of their equipment in a safe manner.	
Sanitation of Work Space	Participants are expected to keep and leave their work space/station in a sanitary manner. Participants are also required to bring all necessary cleaning equipment to keep their work space/station clean and sanitary.	
Creativity **Appearance**	All ingredients provided are used in the non-baked dessert. The amount of use is determined by the creativity of the non-baked dessert and attractive appearance.	
Flavor **Texture**	The participant will create a non-baked dessert that has flavor and texture that is appealing to the palate.	
Response to Evaluator's Questions	After the completion of the non-baked dessert , the evaluators will ask questions during a 5 minute time period. These questions will include information about the decision-making process, techniques used, and non-baked dessert choice. The participant does not talk during the preparation of the centerpiece display.	

DESSERT CHOPPED

POINT SUMMARY FORM

Participant Name: _____

Chapter: _____ **Level:** _____

1. Make sure all the information at the top is correct. If the participant does not show, write "No Show" across the top and return with other forms.
2. At the conclusion of scoring, 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 staple all items related to the participant together.
3. At the end of competition, double check all scores and participant information to ensure accuracy.
4. Check with the Event Consultant or Florida FCCLA Staff if there are any questions regarding the evaluation process.

ROOM CONSULTANT CHECK			POINTS
Check-in 0 or 5 points	**0** Did not arrive on time for participant check-in	**5** Arrived on time for participant check-in	
Appropriate Clothing 0 or 5 points	**0** Did not wear appropriate chef attire for the event	**5** Wears appropriate chef attire for event (apron, chef jacket, close toed shoes, chef hat/hair net)	
EVALUATORS' SCORES Evaluator 1: _____	Initials: _____	**ROOM CONSULTANT TOTAL** (10 points possible)	
Evaluator 2: _____	Initials: _____	**AVERAGE EVALUATOR SCORE** (90 points possible)	
Total Score: _____	*Divided by # of Evaluators* **= AVERAGE EVALUATOR SCORE**	**FINAL SCORE** (Average Evaluator Score plus Room Consultant Score)	
VERIFICATION OF FINAL SCOI (please initial)		**FINAL SCORE**	

Event Consultant/Volunteer Initials: _____

DESSERT CHOPPED

EVENT RUBRIC

Participant Name:_____

Chapter: _____ **Level:** _____

SAFETY AND APPEARANCE				POINTS
Clothing and Appearance 0–5 points	**0 1** Non-professional appearance, attire and/or grooming. Missing most of the following: ● Chef coat ● Black or checkered pants ● Apron ● Closed toes shoes ● Hat/hair net	**2 3 4** Neat appearance, attire,and grooming, but lacks professionalism Missing one or more of the following: ● Chef coat ● Black or checkered pants ● Apron ● Closed toes shoes ● Hat/hair net	**5** Professional appearance, attire and grooming. ● Chef coat ● Black or checkered pants ● Apron ● Closed toes shoes ● Hat/hair net ● Uniform clean and presentable	
Safety & Sanitation 0–5 points	**0 1** Disregard of safety and sanitation practices, creating unsafe situation during preparation	**2 3 4** Shows minimal safety and sanitation concerns during preparation	**5** Follows all safety and sanitation practices	
Clean Up 0 - 5 points	**0** Work area not completed cleaned upon completion of event	**1 2 3 4** Work area clean, but not to standards of competition upon completion of event	**5** Work area completely cleaned upon completion of event	

NON-BAKED DESSERT PRODUCTION				POINTS
Use of mystery basket ingredients 0-10 points	**0 1 2 3 4** The participant does not use all or at least half of the mystery basket ingredients adequately in their non-baked dessert.	**5 6 7 8** The participant uses over half, but not all of the mystery basket ingredients adequately in their non-baked dessert.	**9 10** The participant uses all of the ingredients adequately in their non-baked dessert.	
Equipment, Tools, and Techniques 0-10 points	**0 1 2 3 4** Selection and usage of tools/equipment, lacks understanding and demonstration of skills	**5 6 7 8** Selection and usage of tools and equipment, occasionally lacks appropriate industry techniques	**9 10** Selects and uses all tools and equipment correctly	
Mise en place, Time Management 0–10 points	**0 1 2 3 4** Did not manage time or utilize Mise en Place to complete each task ● Does not have a plan ● Did not finish all of the tasks planned.	**5 6 7 8** Managed time and Mise en Place to complete most tasks on time ● Seams to have a limited plan ● Mostly stays on task ● Most of Mise en place is done correctly	**9 10** Utilized time and Mise en Place to complete each task on time ● Utilization of a plan ● Proper time management ● Proper Mise en Place	
Skills demonstrated effectively 0-10 points	**0 1 2 3 4** Appropriate skills are not demonstrated throughout the presentation of the non-baked dessert.	**5 6 7 8** Some appropriate skills are demonstrated throughout the non-baked dessert.	**9 10** Skills are demonstrated effectively throughout the entirety of the creation of the non-baked dessert.	
Reflects Creativity & Originality 0-10 points	**0 1 2 3 4** The non-baked dessert is very basic with minimal creativity.	**5 6 7 8** The non-baked dessert reflects some creativity and originality of the participant.	**9 10** The non-baked dessert reflects creativity and originality.	
Level of Difficulty 0-5 points	**0** There is minimal difficulty to the non-baked dessert for the level of the participant competing.	**1 2 3 4** The level of difficulty is somewhat reflective of the skills the student is capable of demonstrating.	**5** The level of difficulty is adequate for the level of skill the student is capable of demonstrating.	

Finished product: Taste of product 0-10 points	**0 1 2 3 4** Participant presents an unfinished product with little to no appeal in taste.	**5 6 7 8** Participant presents a product with what appears to be a finished product. Non-baked dessert is edible, but lacks flavor.	**9 10** Participant presents a finished product with great flavor profiles, great texture, and great plate presentation.	
Responses/ Ability to explain techniques to evaluators 0-10 points	**0 1 2 3 4** Participant does not respond correctly to questions from the evaluator. Participant is unable to explain techniques used appropriately.	**5 6 7 8** Participant responds , but does not elaborate or explain techniques used in detail.	**9 10** Participant responds and explains all techniques in detail without hesitation.	

Evaluator's Comments – Include two things done well and two opportunities for improvement:	**TOTAL (90 Points Possible)**	
	Evaluator #: _____ **Evaluator Initials: _____** **RC Initials: _____**	

Fashion Sketch

FASHION SKETCH

An ***individual event*** that recognizes members for their ability to design and sketch a croquis based on a provided design scenario.**This event will only compete at state level.**

ELIGIBILITY & GENERAL INFORMATION

- Each chapter may submit up to one(1) entry in each level of this event.
- Participation is open to any nationally affiliated FCCLA member.
- Participants must be registered to attend the State Leadership Conference.
- Spectators are not allowed.
- Participants are not allowed to discuss the event with other participants. Doing so will result in disqualification.
- Participants must follow the approved conference dress code for participation in this event.

CAREER PATHWAYS ALIGNMENT			
Human Services	**Hospitality & Tourism**	**Education & Training**	**Visual Arts & Design**
			■

EVENT LEVELS			
Level 1: Grades 6-8	**Level 2: Grades 9-10**	**Level 3: Grades 11-12**	**Level 4: Postsecondary**
■	■	■	■

GENERAL INFORMATION			
Number of Participants per Entry	**Prepare Ahead of Time**	**Equipment Provided for Competition**	**Competition Dress Code**
1	Equipment	Table – Yes Wall Space – No Supplies – No	FCCLA Official Dress

PRESENTATION ELEMENTS ALLOWED								
Audio	**Easel(s)**	**File Folder**	**Flip Chart(s)**	**Portfolio**	**Props/ Pointers**	**Skits**	**Presentation Equipment**	**Visuals**
		■						

COMPETITION PROCEDURES & TIME REQUIREMENTS

TIME	
Participants must check-in at the beginning of the event. Participants are **<u>required</u>** to bring the following supplies: 1 file folder (plain, of any color); colored pencils, crayons, and/or markers; erasers; pencil sharpener(s), and ruler(s). No reference materials are allowed. FCCLA will provide one copy of the Elements and Principles of Design worksheet, one croquis, and plain paper per participant. Participants may draw their own croquis if they choose. Croquis of various sexes, ages, and body sizes will be provided. Contents of the file folder will be returned to the participant.	
40 minutes	The event consultant will give the participant a design scenario. Participants will have 40 minutes to design, sketch, color croquis, and complete the Elements and Principles of Design worksheet.
5 minutes	Using the completed Croquis and completed Elements and Principles of Design worksheet, participants will have 5 minutes to deliver an oral presentation. A 1-minute warning will be given at 4 minutes. Participants will be asked to stop at the 5 minute mark. Following the oral presentation, the participant will provide the completed croquis and worksheet to evaluators in the file folder.
5 minutes	Evaluators have up to 5 minutes to ask questions, score, and write comments for each entry. The decision of the evaluators is final.
Total Time: 50 Minutes	

SPECIFICATIONS

EVENT FORMAT	
Fashion Sketching	At the designated time, each participant will receive a design scenario. Participants will have 40 minutes to design, sketch, and color one outfit on a croquis. Participants will complete the Principles and Elements of Design worksheet.
Sketching Techniques	Produce a design that is neatly rendered, sketched, colored and includes extra details (zippers, stitching, buttons, seam lines, etc.)
Design Scenario	Make appropriate choices to meet the design scenario.
Elements of Design	Evidence that all 4 parts of the elements of design are included in the sketch—color, line, texture, and shape.
Accessories	Incorporate accessories into sketch (jewelry, gloves, hats, sunglasses, scarves, handkerchiefs, etc.)
Creative & Original Designs	Execute original thought and planned out designs of croquis.
Craftsmanship	Croquis is clean and crisp with no excessive eraser marks. Outline the croquis in black pen or pencil.

EVENT FORMAT	
Oral Presentation	The oral presentation may be up to five (5) minutes in length and is delivered to evaluators. Evaluators will ask questions following the presentation.

SPECIFICATIONS	
Organization/ Delivery	Deliver oral presentation in an organized, sequential manner; concisely and thoroughly summarize the project. This delivery will need to explain the use of elements and principles of design in the sketch.
Content Knowledge	Show evidence of fashion design knowledge and skills. Participants may use the Elements and Principles of Design worksheet if desired.
Voice	Speak with appropriate force, pitch, and articulation.
Body Language Clothing Choice	Use appropriate body language including gestures, posture, and mannerisms. Wear clothing that meets the conference dress code.
Grammar **Word Usage Pronunciation**	Use proper grammar, word usage and pronunciation.
Responses to Evaluators' Questions	Provide clear and concise answers to evaluators' questions regarding the project.

FASHION SKETCH

FLORIDA EVENTS POINT SUMMARY FORM

Participant Name:_____

Chapter: _____ **Level:** _____

1. Make sure all the information at the top is correct. If the participant does not show, write "No Show" across the top and return with other forms.
2. At the conclusion of scoring, 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 staple all items related to the participant together.
3. At the end of competition, double check all scores and participant information to ensure accuracy.
4. Check with the Event Consultant or State FCCLA Staff if there are any questions regarding the evaluation process.

ROOM CONSULTANT CHECK			POINTS
Check-in 0 or 5 points	**0** Did not arrive on time for participant check-in	**5** Arrived on time for participant check-in	
File Folder and Supplies 0 or 5 points	**0** Did not bring all required supplies participant	**5** Brought all required supplies per participant	

EVALUATORS' SCORES Evaluator 1: _____	Initials: _____	**ROOM CONSULTANT TOTAL** (10 points possible)	
Evaluator 2: _____	Initials: _____	**AVERAGE EVALUATOR SCORE** (90 points possible)	
Total Score: _____ **Total Score:** _____	*Divided by # of Evaluators* **= AVERAGE EVALUATOR SCORE**	**FINAL SCORE** (Average Evaluator Score plus Room Consultant Score)	
VERIFICATION OF FINAL SCORE	(please initial)	**FINAL SCORE**	

Event Consultant/Volunteer Initials: _____

FASHION SKETCH

EVENT RUBRIC

Participant Name:_____

Chapter: _____ **Level:** _____

SKETCH					POINTS
Sketching Technique 0-14 points	**0 1 2 3** No attempt has been made to add realistic detail, shading or a variety of line to add texture and interest	**4 5 6 7** An attempt has been made to add realistic detail, shading or a variety of line to add texture and interest	**8 9 10 11** Student is able to add realistic detail, shading or a variety of line to add texture and interest	**12 13 14** Drawing techniques are applied in an expressive, thoughtful manner to add realistic detail, shading or a variety of lines to add texture and interest	
Design Scenario 0-4 points	**0** Scenario was not taken into consideration when planning the outfit	**1 2 3** Scenario was somewhat considered, but not fully realized in the planning of the outfit	**4** Scenario was taken into consideration when planning this outfit		
Elements of Design 0-14 points	**0 1 2 3** Only one element was utilized in the outfit	**4 5 6 7** Only two out of the four elements were visible in the outfit	**8 9 10 11** Only three out of the four elements were visible in the outfit	**12 13 14** It was evident that color, shape, texture, and line all played a role in designing the outfit	
Principles of Design 0-14 points	**0 1 2 3** Only one principle was utilized in the outfit	**4 5 6 7** Only two or three out of the five elements were visible in the outfit	**8 9 10 11** Only four out of the five elements were visible in the outfit	**12 13 14** It was evident that balance, rhythm, proportion, emphasis and harmony all played a role in designing the outfit	
Accessories 0-3 points	**0** No evidence of accessories	**1** One accessory was used	**2** Accessories were used to complement the outfit, but were not various in assortments	**3** Accessories were creatively used to complement the basic outfit. Various types of accessories were included	
Creative Original Design 0-3 points	**0** Design shows little or no evidence of original thought	**1** Design lacks sincere originality	**2** Design demonstrates originality	**3** Design demonstrates a unique level of originality	
Craftsmanship 0-3 points	**0** Final sketch is not outlined. There are excessive erase marks. Lacks neat and clean in presentation	**1** Final figure somewhat outlined. There are some eraser marks on the sketch. It is neat and somewhat clean in presentation	**2** Final figure mostly outlined with eraser marks not apparent. There are some small scuffs or other markings on paper. It is a neat and clean presentation.	**3** Final figure outlined with eraser marks not apparent. There are no scuffs or other markings on paper. It is a neat and clean in presentation	

ORAL PRESENTATION					POINTS
Organization Delivery 0-10 points	**0 1 2** Presentation is not completed or does not explain the elements and principles of design	**3 4 5** Presentation covers all project elements and principles of design, however with minimal explanation	**6 7 8** Presentation gives complete information the elements and principles of design, however it does not flow well	**9 10** Presentation covers all relevant information with a seamless and logical delivery	
Content Knowledge 0-5 points	**0** None shared or information shared was incorrect	**1 2** Minimal knowledge shared during presentation	**3 4** Knowledge of fashion design concepts is evident and shared at times during the presentation	**5** Knowledge of fashion design concepts is evident and incorporated throughout the presentation	
Voice 0-5 points	**0** No voice qualities are used effectively	**1 2** Voice quality is adequate	**3 4** Voice quality is good, though could improve	**5** Voice quality is outstanding and pleasing to listen to	
Body Language Clothing Choice 0- 5 points	**0** Body language displays unease and nervousness Not in FCCLA official dress	**1 2** Body language displays minimal amount of nervousness appropriate FCCLA official dress	**3 4** Body language portrays participant at ease appropriate FCCLA official dress	**5** Body language enhances the presentation. Appropriate FCCLA official dress	
Grammar **Word Usage** **Pronunciation** 0-5 points	**0** Extensive (more than 5) grammatical and pronunciation errors	**1 2** Some (3-5) grammatical and pronunciation errors	**3 4** Few (1-2) grammatical and pronunciation errors	**5** Presentation has no grammatical or pronunciation errors	
Responses to Evaluators' Questions 0-5 points	**0** Did not answer evaluators' questions	**1 2** Responses to questions did not indicate adequate understanding of skills needed	**3 4** Responses to questions were appropriate and reflect good understanding of skills needed	**5** Responses to questions were appropriate and reflect excellent understanding of skills needed	

Evaluator's Comments – Include two things done well and two opportunities for improvement:	**TOTAL (90 Points Possible)**	
	Evaluator #: _____ **Evaluator Initials: _____** **RC Initials: _____**	

FASHION SKETCH

ELEMENTS AND PRINCIPLES OF DESIGN WORKSHEET

Participant Name: _____

Chapter: _____ **Level:** _____

1. To be completed by the participant at the designated participation time.
2. Place completed worksheet in file folder, along with completed croquis, and provide to evaluators following the oral presentation.

ELEMENTS OF DESIGN	
Element	**Explain Element and how it has been incorporated in the sketch**
Line	
Shape	
Texture	
Color	

PRINCIPLES OF DESIGN	
Principle	**Explain the Principle and how it has been utilized in the sketch**
Proportion	
Balance	
Emphasis	
Rhythm	
Harmony	

FASHION SKETCH

SUPPLIES CHECK-IN FORM

Participant Name: _____

Chapter: _____ Level: _____

1. Only the following items are allowed in Fashion Sketch. Any additional items will not be allowed for competition and must be removed from the participant's supplies.
2. Each student must have their own set of equipment and may not share items during the competition.
3. Participants bringing all items as required will earn 5 points on the Point Summary Form.

CHECK WHICH ITEMS PARTICIPANTS BROUGHT:				
(1) File Folder (Plain, of Any Color)	**Colored Pencils, Crayons, and/or Markers**	**Erasers**	**Pencil Sharpener(s)**	**Ruler(s)**

FCCLA Creed Speaking & Interpretation

FCCLA CREED SPEAKING & INTERPRETATION

An ***individual event*** recognizes members for their ability to recite and interpret the FCCLA creed within the context of their personal philosophy. This event provides an opportunity for members to gain self-confidence in public speaking while learning the values and philosophy expressed by the organization in which they hold membership.
This event will only compete at state level.

ELIGIBILITY & GENERAL INFORMATION

- All participants must be a nationally affiliated FCCLA member.
- All participants must attend the State Leadership Conference.
- Each chapter may submit up to three (3) entries in each level of this event.
- No additional set-up is provided.
- Spectators are not allowed.
- Participants must follow the approved conference dress code for participation in this event.

CAREER PATHWAYS ALIGNMENT			
Human Services	**Hospitality & Tourism**	**Education & Training**	**Visual Arts & Design**
■			■

EVENT LEVELS			
Level 1: Grades 6- 8	**Level 2: Grades 9-10**	**Level 3: Grades 11-12**	**Level 4: Postsecondary**
■	■	■	■

GENERAL INFORMATION			
Number of Participants per Entry	**Prepare Ahead of Time**	**Equipment Provided for Competition**	**Competition Dress Code**
1	Equipment	Table – No Wall Space – No Supplies – No	FCCLA Official Dress

PRESENTATION ELEMENTS ALLOWED								
Audio	**Easel(s)**	**File Folder**	**Flip Chart(s)**	**Portfolio**	**Props/ Pointers**	**Skits**	**Presentation Equipment**	**Visuals**
		■						

COMPETITION PROCEDURES & TIME REQUIREMENTS

TIME	
At the designated time, an event volunteer will introduce each participant. The participant may not offer introductory remarks or concluding remarks. The participant will greet or thank the evaluators and shake their hands either before or after their event presentation. Participants may not use note cards. No other presentation elements such as music or visuals are allowed.	
2 minutes	The individual participant will recite the creed from memory to the evaluators. There is a maximum of 2 minutes for the creed presentation. Once the participant has begun reciting the creed, he/she may not stop and start over.
3 minutes	At the conclusion of the creed presentation, the evaluators will ask the participant to answer three (3) questions concerning the meaning of the creed and how the creed fits the participant's personal philosophy. There will be a 3-minute time limit for questions and answers.
5 minutes	Evaluators will score and write comments for each entry for approximately 5 minutes. The decision of the evaluators is final.
Total Time: 10 Minutes	

PROJECT FORMAT

EVENT FORMAT	
Presentation and Interview	At the designated time, an event volunteer will introduce each participant. The participant may not offer introductory remarks or concluding remarks. The participant will greet or thank the evaluators and shake their hands either before or after their event presentation. The individual participant will recite the creed from memory to the evaluators. There is a maximum of two (2) minutes for the creed presentation. Once the participant has begun reciting the creed, he/she may not stop and start over. At the conclusion of the creed presentation, the evaluators will ask the participant to answer three (3) questions concerning the meaning of the creed and how the creed fits the participant's personal philosophy. There will be a 3-minute time limit for questions and answers.

CONTENTS OF PRESENTATION

SPECIFICATIONS	
Creed Memorization	Orally deliver the FCCLA creed in the correct order and with all the correct words.
Stage Presence/ Professionalism	Deliver creed and interpretation with poise, confidence and ease. Greet or thank evaluators and shake their hands in a professional manner.
Gestures/Mannerisms	Use appropriate gestures, movements that enhance the presentation.
Posture	Stand straight and face the audience in a relaxed and natural way.
Eye Contact	Maintain eye contact with evaluators and audience.
Enthusiasm	Facial expressions and body language generate a strong interest and enthusiasm about the topics.
Voice	Speak with appropriate force, pitch, and articulation.
Tempo	Use tempo or pauses to improve meaning and/or add dramatic impact.
Volume	Speak loudly enough to be heard by all throughout the presentation.
Clothing Choice	Wear clothing that meets the conference dress code.
Grammar/Word Usage/Pronunciation	Use proper grammar, word usage, and pronunciation in both creed presentation and interpretation responses.
Interpretation and Responses to Questions	Answer questions with concise, well-constructed, honest responses, and place the answers in context of their personal philosophy.

FCCLA CREED SPEAKING & INTERPRETATION

POINT SUMMARY FORM

Participant Name:_____

Chapter: _____ **Level:** _____

1. Make sure all the information at the top is correct. If the participant does not show, write "No Show" across the top and return with other forms.
2. At the conclusion of scoring, 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 staple all items related to the participant together.
3. At the end of competition, double check all scores and participant information to ensure accuracy.
4. Check with the Event Consultant or State FCCLA Staff if there are any questions regarding the evaluation process.

ROOM CONSULTANT CHECK			POINTS
Check-in 0 or 5 points	**0** Did not arrive on time for participant check-in	**5** Arrived on time for participant check-in	
EVALUATORS' SCORES Evaluator 1: _____	Initials: _____	**ROOM CONSULTANT TOTAL** (5 points possible)	
Evaluator 2: _____	Initials: _____	**AVERAGE EVALUATOR SCORE** (95 points possible)	
Total Score: _____	*Divided by # of Evaluators* **= AVERAGE EVALUATOR SCORE**	**FINAL SCORE** (Average Evaluator Score plus Room Consultant Score)	
Rating Achieved (circle one):	**Gold:** 90-100 **Silver:** 70-89.99 **Bronze:** 50-69.99	**FINAL SCORE**	
VERIFICATION OF FINAL SCORE	(please initial)		

Event Consultant/Volunteer Initials: _____

FCCLA CREED SPEAKING & INTERPRETATION

EVENT RUBRIC

Participant Name: _____

Chapter: _____ **Level:** _____

PRESENTATION						POINTS
Creed Memorization 0–18 points	**0 1 2 3** Attempted to recite the creed, started, but did not finish	**4 5 6 7** Recited the creed ,but omitted one or more sentences	**8 9 10 11** Recited the creed ,but not in the correct order	**12 13 14 15** Recited the creed in correct order, with 2 errors or omissions	**16 17 18** Recited the creed in correct order with no more than 1 error or omission	
Stage Presence Professionalism 0–17 points	**0 1 2 3** Delivery and interpretation were shaky, overly nervous, or overaggressive Did not greet or thank evaluators and shake hands	**4 5 6 7** Fair delivery and interpretation, somewhat nervous, poise and confidence, and interaction with evaluators needs improvement	**8 9 10** Good delivery, interpretation and poise, though did not greet or thank evaluators	**11 12 13 14** Good delivery and interpretation, speaks with poise, confidence and ease. Greeted or thanked evaluators and shook hands in a professional manner	**15 16 17** Excellent delivery and interpretation, speaks with poise, confidence and ease. Greeted or thanked evaluators and shook hands in a professional manner	
Gestures Mannerisms 0–5 points	**0** None used	**1 2** Overuse of hand motions too much movement	**3 4** Limited use of gestures	**5** Gestures appear natural and are appropriate		
Posture 0–5 points	**0** Poor posture turns away from audience	**1 2** Leans, sways, slouched Posture is very tense	**3 4** Generally good posture Faces the audience	**5** Straight posture, relaxed Faces the audience		
Eye Contact 0–5 points	**0** No eye contact with evaluators or audience	**1 2** Limited eye contact with evaluators or audience	**3 4** Inconsistent eye contact with evaluators or audience	**5** Good eye contact with evaluators or audience		
Enthusiasm 0- 5 points	**0** No enthusiasm for the presentation	**1 2** Very little use of facial expression or body language. Did not generate much interest in topic	**3 4** Facial expressions or body language are used to try to generate enthusiasm, but seem somewhat forced	**5** Facial expressions or body language sometimes generate a strong interest and enthusiasm about the topic in others		
Voice 0–5 points	**0** Monotone voice, no difficult to understand words	**1 2** Below average use of emphasis, pitch and articulation	**3 4** Good use of emphasis, pitch, and articulation	**5** Excellent use of force, emphasis, pitch, and articulation		
Tempo 0–5 points	**0** Tempo or pauses were used in such a way that they were distracting	**1 2** Tempo or pauses were not used to improve meaning or dramatic impact	**3 4** Tempo or pauses were intentionally used, but were not effective in improving meaning or dramatic impact	**5** Tempo or pauses were helpful in improving meaning or impact		
Volume 0–5 points	**0** Unable to hear the presentation	**1 2** Volume often too soft to be heard by all	**3 4** Volume is loud enough to be heard by all at least 80% of the time	**5** Volume is loud enough to be heard at least 90% of the time		

Clothing Choice 0-5 points	**0** Inappropriate clothing not meeting FCCLA official dress	**1 2** Appropriate FCCLA official dress, but clothing is wrinkled, ill fitting, or stained	**3 4** Appropriate FCCLA official dress	**5** Appropriate FCCLA official dress, fits well and gives best impression		
Grammar **Word Usage** **Pronunciation** 0-5 points	**0** Extensive (more than 5) grammatical and pronunciation errors	**1 2** Some (3-5) grammatical and pronunciation errors	**3 4** Few (1-2) grammatical and pronunciation errors	**5** Presentation has no grammatical or pronunciation errors		
Interpretation Responses to Questions 0-15 points	**0 1 2** Does not respond to questions	**3 4 5 6** Answers ,but fails to elaborate or explain Shows little understanding of the Creed	**7 8 9** Appropriate responses but appear rehearsed, unsure, or does not reflect good understanding of the Creed	**10 11 12** Concise, well-constructed, and genuine responses that convey thought, meaning and understanding of the Creed	**13 14 15** Concise, well-constructed and genuine responses that convey thought, meaning and understanding of the Creed within the context of their personal philosophy	
Evaluator's Comments – Include two things done well and two opportunities for improvement:					**TOTAL (95 Points Possible)**	
					Evaluator #: _____ **Evaluator Initials: _____** **RC Initials: _____**	

FCCLA Creed

We are the Family, Career, and Community Leaders of America.

We face the future with warm courage and high hope.

For we have the clear consciousness of seeking old and precious values.

For we are the builders of homes,

homes for America's future,

homes where living will be the expression of everything that is good and fair,

homes where truth and love and security and faith will be reality, not dreams.

We are the Family, Career, and Community Leaders of America.

We face the future with warm courage and high hope.

FCCLA Pin Design

FCCLA PIN DESIGN

FCCLA Pin Design, ***an individual event***, displays an FCCLA member's ability to create a design that will be produced into trading pins for the FCCLA National Leadership Conference in representation of the FLorida FCCLA organization. *All images must be licensed for commercial use and be accompanied with a works cited page.* **This event will only compete at state level.**

ELIGIBILITY & GENERAL INFORMATION

- Each chapter may submit up to one (1) entry in each level of this event.
- All participants must be a nationally affiliated FCCLA member.
- All participants must attend the State Leadership Conference.
- The FCCLA pin design entry must have been developed and completed within a one-year span beginning July 1 and ending May 30 of the school year before the State Leadership Conference.
- The FCCLA pin design entry and all supporting materials must be planned, conducted, and prepared by the participant only.
- All participants will compete for the winning design. There will be no separation of levels as a deciding factor for the winning design.
- All participants in this event must serve as an event runner or timer during the State Proficiency Events competition to be eligible for a medal.
- The participant will be informed during State Proficiency registration his/her assigned duty.

CAREER PATHWAYS ALIGNMENT			
Human Services	**Hospitality & Tourism**	**Education & Training**	**Visual Arts & Design**
			■

EVENT LEVELS			
Level 1: Through Grade 8	**Level 2: Grades 9–10**	**Level 3: Grades 11–12**	**Level 4: Postsecondary**
■	■	■	

COMPETITION PROCEDURES & TIME REQUIREMENTS

Each entry will:
Submit entry to https://flfccla.org/competitive-events/ with required documents by February 15.
If the participant does not attend the State Leadership Conference, he/she will be ineligible to receive a medal even though the judges have already evaluated the entry.
The top two entries will be displayed for the current Florida State Executive Council to choose from as the representation of Florida at the upcoming National Leadership Conference.

SPECIFICATIONS

DIGITAL FILE FOLDER	
Project Identification Page	One 8 ½" x 11" page, plain, with no graphics or decorations; must include participant's name, school, city, state, and Florida District number.
Works Cited Page **Graphic Credibility Page**	One 8 ½" x 11" page will refer to any graphics that are licensed for commercial use. Each image must include the associated website. Works Cited page must be in MLA format.
Entry Relation	One 8 ½" x 11" page will contain a 100 word or less explanation of the pin design entry and its representation to Florida, as well as FCCLA.

PIN DESIGN SPECIFICATIONS	
Pin Design Requirements	• The participant's name may **NOT** appear anywhere on the output pin design. • Participants must incorporate the official Florida FCCLA logo in the pin. Participants may choose between the emblem, logotype, swoop, or tagline logos found in the FCCLA Portal Brand Hub. • Images on the pin must be representative of Florida (ex. oranges, shells, palm trees). • Pin design should reflect all areas/aspects of the state of Florida. • Pin design needs to be in color. • The state theme does not have to be utilized in the pin design.

Pin Size
Pin Technology Requirements
	• The pin design must not exceed 1.25 " x 1.25 ".
	• It is recommended that you use at least 300 dpi or better in the following softwares/sharewares:
	  ○ Illustrator
	  ○ Photoshop
	  ○ Canva
	• Entries of the pin design must be in a PDF format , **as well as** one of the following formats:
	  ○ .ai
	  ○ .png
	  ○ .eps
	• All images must be licensed for commercial use.
	• All images and pin designs must be original.
	• Images cannot be a copied template (ex. Canva).
	
	Participants will be disqualified for copyright violations. This includes replicating a previous Florida

	FCCLA pin design.

EVENT DETAILS

EVENT DETAILS	
Pin Design Selection	● All documents including the FCCLA pin design will be submitted online by February 15 at https://flfccla.org/competitive-events/. ● Upon submission, all designs will be verified following the verification checklist on the following page. ● Valid pin designs will then be compiled into a display for a vote by the Florida FCCLA membership at Florida State Leadership Conference. ● Pending a majority vote, the top two entries will be displayed for the Florida State Executive Council to choose for the winning design to represent Florida FCCLA at the upcoming National Leadership Conference.

FCCLA PIN DESIGN
FLORIDA EVENTS CHECKLIST

Participant Name: _____

Chapter Name: _____ **District #:** _____

Make sure all the information at the top is correct before proceeding.

Pin Design Checklist		
The participant violated the Copyright and/or Fair use guidelines.	**YES** _____ If checked yes, the participant is **disqualified**. Do not continue with the checklist.	**NO** _____ If checked no, continue with the pin design checklist.
If checked yes, provide a brief reason for disqualification of pin design.	**Explanation:**	
The participant has the pin design in full color.	**YES** _____	**NO** _____
The participant's pin design is the appropriate size. , (1.25 " x 1.25")	**YES** _____	**NO** _____
The participant incorporated the words: FLORIDA FCCLA	**YES** _____	**NO** _____
The pin design represents the state of Florida as a whole.	**YES** _____	**NO** _____
The pin design is in the correct format.	**YES** _____ **Check the format(s) provided:** **PDF (required)** _____ **.ai** _____ **.png** _____ **.eps** _____	**NO** _____
EVALUATOR VERIFICATION	**The pin design met all of the requirements on the checklist .** _____	**The pin design did NOT meet all the requirements on the checklist.** _____

Event Consultant/Volunteer Initials: _____

FCCLA Writes

FCCLA WRITES

FCCLA Writes, an ***individual event***, recognizes participants who express their abilities to write short stories or poetry that relates to the State theme or one of the targets for the current school year. A digital file folder containing a project identification page, an introductory explanation and the short story or poem must be compiled. **This event will only compete at state level.**

This event was previously titled "Pauline Willoughby Literary Event." Pauline Willoughby started her career as a Family and Consumer Sciences teacher (then called Home Economics) and then served the state as a Regional Specialist. She was a great supporter of FACS and the members involved in FCCLA (then FHA/HERO). The literary event was the first competition offered in FCCLA and honored Ms. Willoughby's commitment and dedication to the organization through its title.

ELIGIBILITY & GENERAL INFORMATION

- Each chapter may submit up to two (2) entries in each level of this event.
- All participants must be a nationally affiliated FCCLA member.
- All participants must attend the State Leadership Conference.
- The FCCLA Writes entry must have been developed and completed within a one-year span beginning July 1 and ending May 30 of the current school year before the State Leadership Meeting.
- The FCCLA Writes entry and all supporting materials must be planned, conducted, and prepared by the participant only.
- A participant may not enter both short story and poetry categories.
- All participants in this event must serve as an event runner or timer during the State Proficiency Events competition to be eligible for a medal.
- The participant will be informed during State Proficiency registration his/her assigned duty.

CAREER PATHWAYS ALIGNMENT			
Human Services	**Hospitality & Tourism**	**Education & Training**	**Visual Arts & Design**
		■	

EVENT LEVELS			
Level 1: Through Grade 8	**Level 2: Grades 9–10**	**Level 3: Grades 11–12**	**Level 4: Postsecondary**
■	■	■	■

COMPETITION PROCEDURES & TIME REQUIREMENTS

LEVEL 1	LEVEL 2	LEVEL 3
Each entry will:		
Submit entry to https://flfccla.org/competitive-events/ with required documents by February 15.		
If the participant does not attend the State Leadership Conference, he/she will be ineligible to receive a medal even though the judges have already evaluated the entry.		
Evaluators will use the rating sheet to score and write comments for participant(s).		
Evaluators will meet with each other to discuss participants' strengths and suggestions for improvement.		

EVENT DETAILS

	LEVEL 1	LEVEL 2	LEVEL 3
Literary Entry	The participant will be evaluated on the creation of a short story or poem that incorporates language arts skills in the writing materials for and related to the field of Family and Consumer Sciences. The event is divided into two categories: **short story** or **poetry**. Topics must be selected from the current year's theme or one of the targets. The entry shall contain a maximum of 1,000 words. The short story must be a typed, double-spaced manuscript. The poem may be single-spaced, with double spacing between verses. If any illustrations are used on the pages of the entry, credit must be given.		
Digital File Folder	Participants will submit a *PDF* to the online registration for the State Leadership Conference. The *PDF* must include the following:		
Project Identification Page	One 8 ½" x 11" page on plain paper, with no graphics or decorations; must include participant's name, school, city, state, Florida district number, presentation title, and theme or state target chosen.		
Introductory Explanation	One 8 ½" x 11" page which denotes the relationship of the creative entry to the particular state target or theme in 100 words or less.		
Creative Entry	Short story or poem related to current state theme or one of the state targets. Maximum of 1,000 words. Any illustrations must be credited as a footnote at the end of the entry. If quotes are presented, credit must be given. Follow typing style instructions stated above.		

FCCLA WRITES

FLORIDA EVENTS POINT SUMMARY FORM

Participant Name: _____

Chapter: _____ **Level:** _____

1. Make sure all information at the top is correct. If a student does not show to complete their assigned task during competition day, , write "No Show" across the top and return with other forms.
2. At the end of the competition in the room, double-check all scores and names to ensure accuracy. Sort results by name order and turn them into the Lead Consultant.
3. Check with the Lead Consultant if there are any questions regarding the evaluation process.

ROOM CONSULTANT CHECK			POINTS
Punctuality for assigned task 0 or 1 point	**0** Participant was late for assigned task	**2** Participant was on time for assigned task	
Dress Code 0 or 1 point	**0** Event dress code was not followed	**3** Event dress code was followed	
EVALUATORS' SCORES Evaluator 1: _____	Initials: _____	**ROOM CONSULTANT TOTAL** (5 Points Possible)	
Evaluator 2: _____	Initials: _____	**AVERAGE EVALUATOR SCORE** (95 Points Possible)	
Total Score: _____	*Divided by # of Evaluators*	**FINAL SCORE**	
	Rounded only to the nearest hundredth (i.e., 79.99 not 80.00)	Room Consultant Score)	

RATING ACHIEVED (circle one) **Gold:** 90–100 **Silver:** 70–89.99 **Bronze:** 1–69.99

VERIFICATION OF FINAL SCORE & RATING (please initial)

Event Consultant/Volunteer Initials: _____

FCCLA WRITES

ALL LEVELS RUBRIC

Participant Name: _____

Chapter: _____ **Level:** _____

EVALUATION CRITERIA						POINTS
File Folder						
Project Identification Page	**0 1** Poor	**2** Fair	**3** Good	**4** Very Good	**5** Excellent	
Introductory Explanation	**0 1** Poor	**2** Fair	**3** Good	**4** Very Good	**5** Excellent	
Technical Quality						
Sentence Structure	**0 1** Poor	**2** Fair	**3** Good	**4** Very Good	**5** Excellent	
Spelling	**0 1** Poor	**2** Fair	**3** Good	**4** Very Good	**5** Excellent	
Grammar	**0 1** Poor	**2** Fair	**3** Good	**4** Very Good	**5** Excellent	
Punctuation	**0 1** Poor	**2** Fair	**3** Good	**4** Very Good	**5** Excellent	
Creative Entry						
Relationship to State Target Theme	**0 1 2** Poor	**3 4** Fair	**5 6** Good	**7 8** Very Good	**9 10** Very Good	
Significance of Message	**0 1 2** Poor	**3 4** Fair	**5 6** Good	**7 8** Very Good	**9 10** Very Good	
Effectiveness of Presentation	**0 1 2** Poor	**3 4** Fair	**5 6** Good	**7 8** Very Good	**9 10** Very Good	
Clarity of Message	**0 1 2** Poor	**3 4** Fair	**5 6** Good	**7 8** Very Good	**9 10** Very Good	
Ideas Follow Logical Sequence	**0 1** Poor	**2** Fair	**3** Good	**4** Very Good	**5** Excellent	
Expressiveness of Entry	**0 1 2** Poor	**3 4** Fair	**5 6** Good	**7 8** Very Good	**9 10** Very Good	
Originality of Entry	**0 1 2** Poor	**3 4** Fair	**5 6** Good	**7 8** Very Good	**9 10** Very Good	

Garment Techniques and Production

GARMENT TECHNIQUES & PRODUCTION

Garment Techniques & Production, ***an individual event***, recognizes participants who select and construct a single garment, coordinated outfit, or formal/costume. The participant will select a pattern(s), construct a garment(s), model the garment(s) to demonstrate fit, and share knowledge of fabric content and care.

This event will only compete at state level.

***Please note this event will give participants the choice of garment to produce.**

ELIGIBILITY & GENERAL INFORMATION

- Each chapter may submit up to two (2) entries in each level of this event.
- The participant must be a nationally affiliated FCCLA member.
- The participant must attend the State Leadership Conference.
- The Garment Techniques & Production entry must have been developed and completed within a one-year span beginning July 1 and ending May 30 of the school year before the State Leadership Meeting.
- The Garment Techniques & Production entry and all supporting materials must be planned, conducted, and prepared by the participant only.
- Level 1 members may participate in the event by producing their choice of a single garment, coordinated outfit, or formal costume.

CAREER PATHWAYS ALIGNMENT			
Human Services	**Hospitality & Tourism**	**Education & Training**	**Visual Arts & Design**
			■

EVENT LEVELS			
Level 1: Through Grade 8	**Level 2: Grades 9–10**	**Level 3: Grades 11–12**	**Level 4: Postsecondary**
■			

GENERAL INFORMATION			
Number of Participants per Entry	**Prepare Ahead of Time**	**Equipment Provided for Competition**	**Competition Dress Code**
1	Modeled Garment, Pattern Guide, Garment Analysis, and File Folder	Table–Yes Electrical Access–No Wall Space–No Supplies–No Wi-Fi – No	FCCLA Official Dress Garment(s)

PRESENTATION ELEMENTS ALLOWED								
Audio	**Easel(s)**	**File Folder**	**Flip Chart(s)**	**Portfolio**	**Props/ Pointers**	**Skits**	**Presentation Equipment**	**Visuals**
		■						■

COMPETITION PROCEDURES & TIME REQUIREMENTS

TIME	LEVEL 1
Each entry will submit a file folder with required documents to the event room consultant at the designated participation time.	
5 minutes	Participants will wear his/her garment(s) to the event room at the designated participation time to model garment(s) to demonstrate fit.
5 minutes	After modeling in front of the evaluators, the participant will place the garment(s) on a hanger and bring it back for evaluators to assess using the event guidelines and rubric . The participant will go wait in a specified area until evaluation is complete. Evaluators will call the participant back in for interview questions about the garment.
15 minutes	Evaluators and room consultants will have up to 15 minutes to inspect the garment or ensemble for the skill areas indicated by the participant. Evaluators will use the rubric to score and write comments for participants.
5 minutes	Following the evaluation process, evaluators will have 5 minutes to interview the participant. The participant will take garment(s) with them upon departure.
Total Time: 30 Minutes	

SPECIFICATIONS

EVENT FORMAT	
Evaluation of garment(s)	At the designated time, each participant will wear his/her garment into the event room to model for demonstration of fit. Upon completion of modeling, the participant will bring garment back in for evaluators to assess techniques and skills demonstrated, as well as specific techniques the participant would like evaluated as noted on the Evaluated Techniques in their file folder. Evaluators will call the participant back in for further evaluation questions.

GARMENT SPECIFICATIONS	
Suitability and Knowledge of Materials	• Materials, patterns, and notions must be appropriate. • Fabric and pattern should be harmonious. Some examples of non-harmonious choices would be using woven fabric with a pattern size for knits or stripes when the pattern cautions against suitability. • Examples of appropriate notions would include suitable zippers for the weight and design of fabric and matching color. • Buttons should be appropriate for the garment design. • Elastic should not twist.
Construction Techniques	• Participants should explain any unusual design details or construction modifications on the garment analysis sheet. • If a nap fabric is used, the nap should run in the same direction throughout the garment. However, preference to direction is at the discretion of the participant. • Seam finishes should be appropriate for the fabric. For example, a turn and stitch might be too heavy for a denim fabric. • Seam finishes are, but not limited to, turn and stitch, stitched and pinked, serged, open and closed zigzag. Seams such as welt, flat felled and French can be substituted for a seam finish. • Knits do not necessarily need to have a seam finish.

	• Machine stitches should fall in the normal range of stitch length. Tension of the thread needs to be such that there are no loops or puckers. • Backstitching at the ends of the seams is not necessary as long as the seam is consistently secured. • A serged hem is an appropriate design feature, but cannot be used as one of the sewing skills.
Construction Skills	• The collar should lay flat, have appropriate interfacing (same or slightly lighter in weight), have both ends the same length, be centered on the garment, and under-stitched. • Fasteners need to be neatly sewn. There must be a minimum of three fasteners. • Facing needs to be under-stitched, clean finished, graded, and tacked by machine or hand. • Buttons and buttonholes should be evenly spaced, pucker free, buttonholes should fit the button, and cut completely open. Buttons should be hand sewn. • Darts should be sewn straight, pressed correctly, and points tied off or reduced stitched length. • Princess seams should have no puckers and if pressed open, should be clipped and notched.

EVENT DETAILS

EVENT DETAILS	LEVEL 1
Allowable Garment Production Types	Level 1 students will choose to produce one of the following types of garment: **Single Garment** **Coordinated Outfit** **Formal/Costume**
Single Garment **Coordinated Outfit** **Formal/ Costume**	The garment must contain <u>at least</u> **3 of the following techniques:** ○ Collar with interfacing ○ Facing or bias binding ○ Fasteners, three or more (hooks, snaps, etc.) ○ Darts or Princess seams ○ Zippers ○ Sleeves (set-in) ○ Waistband with interfacing ○ Pocket ○ Hand sewn hem ○ Decorative stitching or trims ○ Pleats or tucks ○ Gathers ○ Lining ○ Buttonholes and hand sewn buttons ○ Creative pattern modification (include explanation) ○ Creative construction modification (include explanation)

COMPONENTS OF FILE FOLDER (SPECIFICATIONS)

SPECIFICATIONS		LEVEL 1
1– 8 ½" x 11" page	**Project Identification Page**	Must include participant's name, chapter name, school, city, state, event name, level, and specified category of entry. The page can be up to 1 - 8 ½" x 11" page, but cannot be larger.
1– 8 ½" x 11" page	**Garment Analysis**	The participant will complete the ***Garment Analysis*** for the specified category chosen. Failure to specify category (Single Garment, Coordinated Outfit, or Formal/ Costume) at the top of the Garment Analysis will result in point deductions.
1– 8 ½" x 11" page	**Evaluated Techniques**	Must include the participant's name, school name, chosen category, and three techniques the participant would like evaluated on their garment. The skills must be chosen from the techniques listed in the ***event details*** for their selected category. Participants must submit **3 copies** of this page.
Patterned Envelope/Guide		The participant will submit the envelope of the pattern utilized and/or the pattern guide utilized to create the garment.

ORAL PRESENTATION (SPECIFICATIONS)

PRESENTATION FORMAT	
Oral Presentation	Participants will provide clear and concise answers to evaluators' questions regarding the project. Answers will require knowledge of sewing basics, techniques, skills, and related information concerning participants' garment(s).

GARMENT TECHNIQUES AND PRODUCTION

FLORIDA EVENTS POINT SUMMARY FORM

Participant Name: _____

Chapter: _____ **Level:** _____

1. Make sure all the information at the top is correct. If the participant does not show, write "No Show" across the top and return with other forms.
2. At the conclusion of scoring, 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 staple all items related to the participant together.
3. At the end of competition, double check all scores and participant information to ensure accuracy.
4. Check with the Event Consultant or State FCCLA Staff if there are any questions regarding the evaluation process.

ROOM CONSULTANT CHECK			POINTS
Check -in 0 or 2 points	**0** Did not arrive on time for participant check-in	**2** Arrived on time for participant check-in	
File Folder 0–5 points	**0** File Folder has none of the required contents. **1 2** File Folder is missing 3 required contents.	**3 4** File Folder is missing 1-2 required contents. **5** File Folder is complete with all required content.	
Punctuality 0 or 1 point	**0** Participant was late for presentation	**1** Participant was on time for presentation	
Dress Code 0 or 2 points	**0** Event dress code was not followed	**2** Event dress code was followed	

EVALUATORS' SCORES

Evaluator 1: _____ Initials: _____

Evaluator 2: _____ Initials: _____

Total Score: _____

Divided by # 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 Score)	

VERIFICATION OF FINAL SCORE (please initial)

Event Consultant/Volunteer Initials: _____

GARMENT TECHNIQUES AND PRODUCTION

LEVEL 1 RUBRIC

Participant Name: _____

Chapter: _____ **Level:** _____

SUITABILITY KNOWLEDGE						POINTS
Appropriate pattern, fabric, and notions 0–10 points	**0** Pattern was not provided Fabric was not appropriate to garment selection	**1 2 3** Parts of the pattern was provided Fabric was not appropriate to garment selection.	**4 5 6** Parts of the pattern were provided. Fabric and notions were somewhat appropriate to garment selection.	**7 8** A complete pattern was provided. Fabric and notions were somewhat appropriate to garment selection.	**9 10** A complete pattern was provided and appropriate to the participant /garment. Fabric and notions were appropriate.	
Garment Analysis Sheet 0–5 points	**0** Garment Analysis was not provided.	**1** Garment Analysis was provided, but with minimal information.	**2** Garment Analysis was provided with unclear information.	**3 4** Garment Analysis was provided with few errors or unclear information.	**5** Garment Analysis was provided with clear, concise information.	
CONSTRUCTION TECHNIQUES						
On grain, nap 0 -5 pointS	**0** Fabric is not cut on the grain. Many cuts are at an angle.	**1** Fabric has inconsistencies in cuts on the grain versus not on the grain causing unclean finishes.	**2** Fabric has some inconsistencies in cuts on the grain and some unclean finishes /fits.	**3 4** Fabric has very few inconsistencies in cuts on the grain. Most finishes are clean and fit well.	**5** Fabric is cut parallel to the selvage. Provides a nice finish.	
Appropriate Seam finishes as needed 0–5 points	**0** Seam finishes are incomplete. There are many raw edges.	**1** Seam finishes have many raw edges and are very inconsistent throughout the garment.	**2** Seam finishes have a few raw edges and loose threads not providing a clean finish to the garment..	**3 4** Seam finishes have very few raw edges and loose threads.	**5** Seam finishes are clean and secure, leaving the garment with nice closures and edges.	
Seam Construction 0-10 points	**0** Seam construction is incomplete. Form and function are not secure..	**1 2 3** Seam construction is inconsistent across the garment. Appropriate seam construction was not chosen.	**4 5 6** Appropriate seam construction was attempted, but finish is not secure for the garment.	**7 8** Appropriate seam construction was completed with few raw edges and loose threads.	**9 10** Appropriate seam construction was completed and secured for a nice finish on the garment.	
Machine stitches, tension, length 0–10 points	**0** Machine use was incorrectly utilized.	**1 2 3** Machine use was incorrectly utilized creating many loose stitches, puckered seams, and evidence of broken thread throughout a seam.	**4 5 6** Machine use was incorrectly utilized creating a few errors such as loose stitching, puckered seams, and evidence of broken thread throughout a seam	**7 8** Machine use was utilized with few errors. There is evidence of even stitching and appropriate threading.	**9 10** Machine use was correctly utilized, creating a nice garment.	
Construction Pressing 0–5 points	**0** There is no evidence of construction pressing throughout the garment.	**1** There is little evidence of construction pressing on the garment, possibly in one area.	**2** There is some evidence of construction pressing on the garment, possibly in one to two areas.	**3 4** There is evidence of construction pressing on the garment, but not in all areas required.	**5** There is evidence of appropriate construction pressing due to the overall quality of the garment.	
Fit Appearance 0–5 points	**0** The garment did not fit the participant well.	**1** The garment did not fit the participant very well. The garment seemed unfinished.	**2** The garment fit the participant somewhat. The garment has some unfinished areas.	**3 4** The garment fit the participant mostly. Some areas of the garment could have been improved.	**5** The fit and appearance of the garment were evident.	
Responses to Evaluators' Questions 0–5 points	**0** Did not answer evaluator's questions		**1** Unable to answer some questions and/or given with hesitation or inaccurate information	**2 3** Gave appropriate responses to evaluators' questions	**4 5** Responses to questions were appropriate and given without hesitation	

Selected Skill Area- 0-30 points See separate Garment Production and Techniques Skill Area Rubric for additional criteria ratings. Transfer total points earned for 3 selected skill areas to the "points" column at right. Total should be from 0-30 points		
Evaluator's Comments–Include two things done well and two opportunities for improvement:	**TOTAL** **(90 Points Possible)**	
	Evaluator #: _____ **Evaluator Initials: _____** **RC Initials: _____**	

Garment Techniques and Production

Skill Area Rubric

Participant Name: _____

Chapter: _____ **Level:** _____

INSTRUCTIONS: Circle the appropriate rating for the 3 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 the points total and enter in the Selected Skill Area "Points" column on the Garment Techniques and Production Rubric.

EVALUATION CRITERIA 3 SKILLS SELECTED					POINTS
Possible Points: 0-30	**Not Done**	**Low Quality**	**Quality**	**High Quality**	
Collar with interfacing	**0**	**3**	**7**	**10**	
Facing or bias binding	**0**	**3**	**7**	**10**	
Fasteners, three or more (hooks, snaps, etc.)	**0**	**3**	**7**	**10**	
Darts or Princess seams	**0**	**3**	**7**	**10**	
Zippers	**0**	**3**	**7**	**10**	
Sleeves (set in)	**0**	**3**	**7**	**10**	
Waistband with Interfacing	**0**	**3**	**7**	**10**	
Pocket	**0**	**3**	**7**	**10**	
Hand sewn hem	**0**	**3**	**7**	**10**	
Decorative stitching or trim	**0**	**3**	**7**	**10**	
Pleats or tucks	**0**	**3**	**7**	**10**	
Gathers	**0**	**3**	**7**	**10**	
Lining	**0**	**3**	**7**	**10**	
Buttonholes and hand sewn buttons	**0**	**3**	**7**	**10**	
Creative pattern modification (include explanation)	**0**	**3**	**7**	**10**	
Creative construction modification (include explanation)	**0**	**3**	**7**	**10**	
Evaluator's Comments- Include two things done well and two opportunities for improvement:				**Total: 24 points possible**	

Garment Analysis

Participant Name: _____

District: _____ Chapter Name: _____ Level: _____

Circle one: Single Garment Coordinated Outfit Formal/ Costume

Instructions: The cost analysis will be used to figure the cost of a single garment or a coordinated outfit (list each piece separately). If any items were donated, place an asterisk (*) by the item and give an approximate cost. The total cost of the garment will be all costs combined.

	1	2	3
Garment Type:	_____	_____	_____
Pattern Company:	_____	_____	_____
Pattern Number:	_____	_____	_____
Size:	_____	_____	_____

Yardage Calculations: Complete for any by the yard goods.

Fabric:	_____ yards	at $_____/yard=	$
	_____ yards	at $_____/yard=	$
	_____ yards	at $_____/yard=	$
Interfacing:	_____ yards	at $_____/yard=	$
	_____ yards	at $_____/yard=	$

Item Cost Per Garment	#1	#2	#3
Pattern			
Fabric			
Interfacing			
Thread			
Buttons/Zippers			
Itemize Other Notions:			

Total cost= $_____

Skill Selection Chart

Participant Name: _____
Chapter: _____ Level: _____

Instructions: Each participant's project must represent 3 of the skills listed below. Each participant will turn in 3 copies of this page at the designated participation time. Check the 3 selected skills represented in the project and indicate where the selected skills appear on the project. If more than 3 skills are represented, participants must check the 3 that best reflect the quality and difficulty of work accomplished. If participants check more than 3 skills, only the first 3 on the list will be evaluated. If this form is not completed and turned in at the designated participation time, evaluators will be unable to complete the Skill Area Rubric, resulting in "0" points awarded.

SKILL	SKILL SELECTED	SKILL APPEARS
Collar with interfacing		
Facing or bias binding		
Fasteners, three or more (hooks, snaps, etc.)		
Darts or Princess seams		
Zippers		
Sleeves (set in)		
Waistband with Interfacing		
Pocket		
Hand sewn hem		
Decorative stitching or trim		
Pleats or tucks		
Gathers		
Lining		
Buttonholes and hand sewn buttons		
Creative pattern modification (include explanation)		
Creative construction modification (include explanation)		

Impromptu Speaking

IMPROMPTU SPEAKING

An **individual event** recognizes participants for their ability to address a topic relating to FCCLA and Family and Consumer Sciences without prior preparation. The ability to express one's thoughts in an impromptu situation while maintaining poise, self-confidence, logical organization of point, and conversational speaking are important assets in family, career and community situations. **This event will only compete at state level.**

ELIGIBILITY & GENERAL INFORMATION

- Each chapter may submit up to three (3) entries in each level of this event.
- Participants must be registered to attend the State Leadership Conference.
- A table and lectern will be provided.
- Spectators are not allowed.
- Participants are not allowed to discuss the event with other participants. Doing so will result in disqualification.
- Presentations may not be recorded or photographed during the competition except by the official FCCLA photographer.
- Participants must follow the approved conference dress code for participation in this event.

CAREER PATHWAYS ALIGNMENT			
Human Services	**Hospitality & Tourism**	**Education & Training**	**Visual Arts & Design**
■			■

EVENT LEVELS			
Level 1: Grades 6- 8	**Level 2: Grades 9-10**	**Level 3: Grades 11-12**	**Level 4: Postsecondary**
■	■	■	

GENERAL INFORMATION			
Number of Participants per Entry	**Prepare Ahead of Time**	**Equipment Provided for Competition**	**Competition Dress Code**
1	Oral Presentation	Table – No Lectern – Yes Wall Space – No Supplies – No	FCCLA Official Dress

PRESENTATION ELEMENTS ALLOWED								
Audio	**Easel(s)**	**File Folder**	**Flip Chart(s)**	**Portfolio**	**Props/ Pointers**	**Skits**	**Presentation Equipment**	**Visuals**

COMPETITION PROCEDURES & TIME REQUIREMENTS

TIME	
• The participant will be provided three topics by the Room Consultant before choosing one to use. The topics will relate to FCCLA purposes, activities, current programs and/or Family and Consumer Sciences topics. • Participants may not bring reference materials for use during the 10-minute preparation period. • An event volunteer will introduce each participant. The participant will introduce the speech topic by title only.	
10 minutes	Participants will be given 10 minutes to prepare talking points based on their selected topic. Participants are allowed to use one 4" x 6" card, provided by the Room Consultant, during the preparation and performance. Information may be written on both sides of the note card. The note card must be left with the Room Consultant at the conclusion of the oral presentation.
4 minutes	Each speech must be no longer than 4 minutes in length. A 1-minute warning will be given at the 3 minute mark. Participants will be asked to stop at the 4 minute mark.
5 minutes	Evaluators will score and write comments for each entry for approximately 5 minutes.
Total Time: 20 Minutes	

SPECIFICATIONS

EVENT FORMAT	
Oral Presentation	The oral presentation may be up to 4 minutes in length and is delivered to evaluators. The presentation must be based on the topic chosen and must not be scripted.

SPECIFICATIONS			
Introduction	Uses creative methods to capture the audience's attention.		
Relationship to Family and Consumer Sciences and/or Related Careers	Reflect views and knowledge of issues related to areas of Family and Consumer Sciences and/or related careers.		
Relationship to FCCLA Purposes, Programs, and/or Activities	Referenced FCCLA purposes, programs, or activities in relation to the chosen topic.		
Purpose and Focus	Establishes a purpose early in the presentation and maintains a clear focus throughout the oral presentation.		
Idea Organization	Ideas are effectively organized and remain aligned with the chosen topic.		
Topic Development	Fully addresses the chosen topic and the oral presentation is not scripted.		

Summary/Ending	Summarize major points related to the chosen topic.
Delivery: Enthusiasm	Facial expressions and body language generate a strong interest and enthusiasm about the topics in others.
Delivery: Tempo	Use tempo or pauses to improve meaning and/or add dramatic impact.
Delivery: Volume	Speak loudly enough to be heard by all throughout the presentation.
Delivery: Eye Contact	Maintain eye contact with evaluators and the audience.
Body Language/ Clothing Choice	Use appropriate body language including gestures, posture and mannerisms. Wear appropriate clothing for the nature of the presentation.
Grammar/Word Usage/ Pronunciation	Use proper grammar, word usage and pronunciation.

IMPROMPTU SPEAKING

POINT SUMMARY FORM

Participant Name: _____

Chapter: _____ **Level:** _____

1. Make sure all the information at the top is correct. If the participant does not show, write "No Show" across the top and return with other forms.
2. At the conclusion of scoring, 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 staple all items related to the participant together.
3. At the end of competition, double check all scores and participant information to ensure accuracy.
4. Check with the Event Consultant or State FCCLA Staff if there are any questions regarding the evaluation process.

ROOM CONSULTANT CHECK			POINTS
Check-in 0 or 5 points	**0** Did not arrive on time for participant check-in	**5** Arrived on time for participant check-in	
EVALUATORS' SCORES Evaluator 1: _____	Initials: _____	**ROOM CONSULTANT TOTAL** (5 points possible)	
Evaluator 2: _____	Initials: _____	**AVERAGE EVALUATOR SCORE** (95 points possible)	
Total Score: _____	*Divided by # of Evaluators* **= AVERAGE EVALUATOR SCORE**	**FINAL SCORE** (Average Evaluator Score plus Room Consultant Score)	
VERIFICATION OF FINAL SCORE	(please initial)	**FINAL SCORE**	

Event Consultant/Volunteer Initials: _____

IMPROMPTU SPEAKING
EVENT RUBRIC

Participant Name: _____

Chapter: _____ **Level:** _____

ORAL PRESENTATION						POINTS
Introduction 0–8 points	**0** No obvious introduction	**1 2** Introduction not effective in capturing attention	**3 4 5** Somewhat creative and attention getting	**6 7 8** Introduction captured attention immediately		
Relationship of Family and Consumer Sciences Coursework and Standards 0-5 points	**0** No evidence of relationship between topic and FCS	**1 2** Minimal evidence of topic and FCS coursework relationship	**3 4** Knowledge of topic and relationship to FCS is good	**5** Knowledge of topic and FCS relationship is evident and explained well		
Relationship to FCCLA Programs, Purposes and Activities 0-15 points	**0 1 2** No evidence of relationship to FCCLA	**3 4 5 6** Used 1 example of FCCLA purposes, programs or activities in relation to topic	**7 8 9** Used 2 examples of FCCLA purposes, programs, or activities in relation to topic	**10 11 12** Used 3 or more examples of FCCLA purposes, programs, or activities in relation to topic	**13 14 15** Used 4 or more examples of FCCLA purposes, programs, or activities in relation to the topic	
Purpose and Focus 0–8 points	**0** Purpose and focus is missing	**1 2** Purpose and focus is weak and difficult to figure out	**3 4 5** Purpose and focus is implied, but fairly clear	**6 7 8** Establishes a purpose early and maintains focus for most of presentation		
Idea Organization 0–8 points	**0** Ideas not organized, hard to follow, audience left confused by disorganization	**1 2** Ideas lack coherence, consistency and flow, audience makes assumptions to follow	**3 4 5** Ideas mostly coherent but not clearly supported in project flow, portions are hard to follow	**6 7 8** Ideas mostly coherent and organized, project flow is easily followed		
Topic Development 0–8 points	**0** Presentation is not related to chosen topic	**1 2** Very little relationship between presentation and chosen topic	**3 4 5** Presentation somewhat centers on chosen topic	**6 7 8** Topic is generally addressed and developed		
Summary/ Ending 0–8 points	**0** Ending is abrupt, weak, or missing	**1 2** Ending is somewhat developed, but does not provide closure	**3 4 5** Ending meets average audience expectations	**6 7 8** Ending is creative and closes the project well		
Delivery: Enthusiasm 0- 5 points	**0** No enthusiasm for the presentation	**1 2** Very little use of facial expression or body language. Did not generate much interest in topic	**3 4** Facial expressions & body language are used to try to generate enthusiasm but seem somewhat forced	**5** Facial expressions & body language sometimes generate a strong interest and enthusiasm about the topic in others		

Delivery: Tempo 0–5 points	**0** Tempo or pauses were used in such a way that they were very distracting	**1 2** Tempo or pauses were not used to improve meaning or dramatic impact	**3 4** Tempo or pauses were intentionally used but were not effective in improving meaning or dramatic impact	**5** Tempo or pauses were helpful in improving meaning or dramatic impact		
Delivery: Volume 0–5 points	**0** Unable to hear the presentation	**1 2** Volume often too soft to be heard by all	**3 4** Volume is loud enough to be heard by all at least 80% of the time	**5** Volume is loud enough to be heard at least 90% of the time		
Delivery: Eye Contact 0–5 points	**0** No eye contact with evaluators	**1 2** Limited eye contact	**3 4** Inconsistent eye contact	**5** Good eye contact		
Body Language/ Clothing Choice 0-5 points	**0** No eye contact with evaluators	**1 2** Body language shows minimal amount of nervousness/ appropriate FCCLA official dress	**3 4** Body language portrays participant at ease/ appropriate FCCLA official dress	**5** Body language enhances the presentation/ appropriate FCCLA official dress		
Grammar/ Word Usage/ Pronunciation 0-5 points	**0** Extensive (more than 5) grammatical and pronunciation errors	**1 2** Some (3-5) grammatical and pronunciation errors	**3 4** Few (1-2) grammatical and pronunciation errors	**5** Presentation has no grammatical or pronunciation errors		
Time 0–5 points	**0** Presentation is less than 1 minute	**1 2** Presentation is less than 2 minutes	**3 4** Presentation is between 2 and 2:59 minutes in length	**5** Presentation is 3–4 minutes in length		

Evaluator's Comments – Include two things done well and two opportunities for improvement:	**TOTAL (95 Points Possible)**
	Evaluator #: _____ **Evaluator Initials: _____** **RC Initials: _____**

Interior Design Sketch

INTERIOR DESIGN SKETCH

An individual event recognizes members for their ability to problem solve, design, and sketch an interior design space using the provided interior design scenario.

ELIGIBILITY INFORMATION

- Each chapter may submit up to one (1) entry in each level of this event.
- Participation is open to any nationally affiliated FCCLA member.
- Participants must be registered to attend the State Leadership Conference.

GENERAL INFORMATION

- A table will be provided.
- Spectators are not allowed.
- Participants are not allowed to discuss the event with other participants after competing. Doing so will result in disqualification.
- Presentations may not be recorded or photographed during competition, except by the official FCCLA photographer.
- Participants must follow the approved conference dress code for participation in this event.

CAREER PATHWAYS ALIGNMENT			
Human Services	**Hospitality & Tourism**	**Education & Training**	**Visual Arts & Design**
			■

EVENT LEVELS			
Level 1: Grades 6- 8	**Level 2: Grades 9-10**	**Level 3: Grades 11-12**	**Level 4: Postsecondary**
■	■	■	

GENERAL INFORMATION			
Number of Participants per Entry	**Prepare Ahead of Time**	**Equipment Provided for Competition**	**Competition Dress Code**
1	Oral Presentation	Table – Yes Wall Space – No Supplies – No	FCCLA Official Dress

PRESENTATION ELEMENTS ALLOWED								
Audio	**Easel(s)**	**File Folder**	**Flip Chart(s)**	**Portfolio**	**Props/ Pointers**	**Skits**	**Presentation Equipment**	**Visuals**

COMPETITION PROCEDURES & TIME REQUIREMENTS

TIME	
-Participants must attend an event orientation session where they will be given a brief overview of the event. -Participants are required to bring the following supplies: 1 file folder (plain, of any color); pencil; blue, green and red colored pencils; erasers; pencil sharpener(s), and architect scale(s). No reference materials are allowed. FCCLA will provide one copy of the Floor Plan Evaluation Sheet, graph paper, furniture symbol chart, and floor plan per participant. Participants may bring their own graph paper if they choose. -Contents of the file folder will be returned to the participant with the scored rubrics. -Total time required for participation in this event is approximately 45 minutes including sketching and completion of Floor Plan Evaluation Sheet, oral presentation, and evaluator scoring.	
35 minutes	At the designated participation time, the event consultant will give all participants a design problem. Once instructed, participants have 35 minutes to sketch, for one identified room, a floor plan to scale with furniture arrangements, draw the circulation patterns for the overall plan, and complete the Floor Plan Evaluation Sheet. After the 35 minutes, the participants must turn in their work to the room consultant until it is time for their oral presentation. Participants may not leave the holding room until their oral presentation.
5 minutes	At the designated time, participants will deliver an oral presentation of up to 5 minutes in length, using the completed sketch and completed Floor Plan Evaluation Sheet. A 1-minute warning will be given at 4 minutes. Participants will be asked to stop at 5 minutes. Following the oral presentation, the participant will provide the completed sketch, floor plan, and worksheet to evaluators in the file folder.
5 minutes	Evaluators have up to 5 minutes to ask questions, score, and write comments for each entry. The decision of the evaluators is final.
Total Time: 45 Minutes	

PROJECT FORMAT

EVENT FORMAT	
Interior Design Sketch	At the designated participation time, the event consultant will give the participant a design problem and a residential or commercial floor plan. Once instructed, participants have 35 minutes to sketch, for one identified room, a floor plan to scale with furniture arrangements, and complete the Floor Plan Evaluation Sheet.

CONTENTS OF PROJECT (SPECIFICATIONS)

SPECIFICATIONS	
Floor Plan Drawn to Scale	Produce a floor plan for the identified room correctly drawn to a consistent ¼" =1' scale, with all architectural features indicated appropriately. Add, move, or remove doorways and windows, if desired. The dimensions of the room or its location in the provided floor plan cannot be changed.
Furnitures Arrangements	Roughly sketch in furniture arrangements, to scale, for the identified room only. Arrangement will reflect appropriate furniture arrangement and includes balance/form, focal point/emphasis, line/harmony, and proportion. Grouping arrangements are appropriate for normal conversations.

EVENT FORMAT	
Oral Presentation	The oral presentation may be up to 5 minutes in length and is delivered to evaluators. Evaluators will ask questions following the presentation.

SPECIFICATIONS ALL LEVELS	
Introduction	Uses creative methods to capture the audience's attention.
Content Knowledge	Show evidence of interior design knowledge and skills. Participants may use the Floor Plan Evaluation worksheet if desired.
Voice	Speak clearly with appropriate pitch, temp, and volume.
Body Language	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, word usage and pronunciation.
Response to Evaluator's Questions	Provide clear and concise answers to evaluators' questions regarding the project.

INTERIOR DESIGN SKETCH

FLORIDA EVENTS POINT SUMMARY FORM

Participant Name:_____

Chapter: _____ **State:** ____ **Team #:** ____ **Station #:** ____**Level:** _____

1. Make sure all the information at the top is correct. If the participant does not show, write "No Show" across the top and return with other forms.
2. At the conclusion of scoring, 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 staple all items related to the participant together.
3. At the end of competition, double check all scores and participant information to ensure accuracy.
4. Check with the Event Consultant or State FCCLA Staff if there are any questions regarding the evaluation process.

ROOM CONSULTANT CHECK			POINTS
Check-in 0 or 5 points	**0** Did not arrive on time for participant check-in	**5** Arrived on time for participant check-in	
File Folder and Supplies 0 or 5 points	**0** Did not bring all required supplies participant	**5** Brought all required supplies per participant	

EVALUATORS' SCORES Evaluator 1: _____	Initials: _____	**ROOM CONSULTANT TOTAL** (10 points possible)	
Evaluator 2: _____	Initials: _____	**AVERAGE EVALUATOR SCORE** (90 points possible)	
Total Score: _____	*Divided by # of Evaluators* **= AVERAGE EVALUATOR SCORE**	**FINAL SCORE** (Average Evaluator Score plus Room Consultant Score)	
VERIFICATION OF FINAL SCORE	(please initial)	**FINAL SCORE**	

Event Consultant Initials: _____

INTERIOR DESIGN SKETCH

EVENT RUBRIC

Participant Name:_____

Chapter: _____ **Level:** _____

SKETCHING					POINTS
Floor Plan Drawn to Scale 0-10 points	**0 1 2** Scale not used, architectural features incorrect, and/or dimensions incorrect.	**3 4 5 6 7** ¼" scale used, but not consistently. Some architectural features shown and drawn, dimensions mostly correct.	**8 9 10** ¼" scale used consistently. All architectural features shown and drawn correctly with correct dimensions.		
Furniture Arrangement 0-15 points	**0** Did not attempt or provided very limited information.	**1 2 3 4 5** Arrangement negatively impacts circulation, does not reflect identified principles of design.	**6 7 8 9 10** Arrangements positively impact circulation or reflect identified principles of design, but not both.	11 12 13 14 15 Arrangements positively impact circulation and reflect identified principles of design.	
Floor Plan Evaluation Sheet-Identified Room 0-20 points	**0 1 2 3 4 5** Did not attempt or provided very limited information.	**6 7 8 9 10** Design choices are somewhat explained, but show limited understanding of design problem.	**11 12 13 14 15** Design choices are explained and show general understanding of design problem.	**16 17 18 19 20** Design choices are explained fully and reflect thorough understanding of design problem.	
Floor plan evaluation Sheet-Overall 0-10 points	**0 1 2** Did not attempt or provided very limited information.	**3 4 5** Responses are mostly appropriate but reflect limited understanding.	**6 7 8** Responses are appropriate and reflect general understanding.	**9 10** Responses are appropriate and reflect thorough understanding.	
ORAL PRESENTATION					
Organization and Delivery 0-10 points	**0 1 2** Presentation is not completed or not explained well.	**3 4 5** Presentation covers all project elements, with minimal explanation.	**6 7 8** Presentation gives complete information; it does not flow well	**9 10** Presentation covers all relevant information with a seamless and logical delivery.	
Content Knowledge 0-5 points	**0** None shared or information shared was incorrect	**1 2** Minimal knowledge shared during presentation	**3 4** Knowledge of interior design concepts is evident and shared at times during the presentation.	**5** Knowledge of interior design concepts is evident and incorporated throughout the presentation.	
Voice 0-5 points	**0** No voice qualities are used effectively	**1** Voice quality is adequate.	**2** Voice quality is good, though could improve.	**3** Voice quality is outstanding and pleasing to listen to.	
Body Language/ Dress Code 0-5 points	**0** No eye contact with evaluators	**1 2** Body language shows minimal amount of nervousness/ FCCLA Official Dress	**3 4** Body languages portrays participant at ease/ FCCLA Official Dress	**5** Body language enhances the presentation/ FCCLA Official Dress	
Grammar/ Word Usage/ Pronunciation 0-5 points	**0** Extensive (more than 5) grammatical and pronunciation errors.	**1 2** Some (3-5) grammatical and pronunciation errors	**3 4** Few (1-2) grammatical and pronunciation errors	**5** Presentation has no grammatical or pronunciation errors.	
Responses to Evaluators' Questions 0-5 points	**0** Did not answer evaluators' questions	**1 2** REsponses to questions did not indicate adequate understanding of skills needed	**3 4** Responses to questions were appropriate and reflect good understanding of skills needed.	**5** Responses to questions were appropriate and reflect excellent understanding of skills needed.	

Evaluators' Comments- Include two things done well and two opportunities for improvement:	TOTAL (90 Points Possible)	
	Evaluator#: _____ Evaluator Initials: _____ RC Initials: _____	

INTERIOR DESIGN SKETCH

FLOOR PLAN EVALUATION SHEET

Participant Name:_____

Chapter: _____ **Level:** _____

1. Place completed worksheet in file folder, along with floor plan and sketch.

ANSWER THE FOLLOWING QUESTIONS FOR THE ONE ROOM IDENTIFIED IN THE DESIGN PROBLEM	
Explain how you address the following with your furniture arrangement choices.	
1: Balance and Form	
2: Focal Point or Emphasis	
3: Line and Harmony	
4: Proportion	

ANSWER THE FOLLOWING QUESTIONS FOR THE OVERALL FLOOR PLAN
Explain any recommended changes to the floor plan to meet the needs identified in the design scenario.

Lesson Plan Development and Modifications

LESSON PLAN DEVELOPMENT AND MODIFICATIONS

An individual event that recognizes members for their ability to develop an original leson plan and offer tailored modifications based on a provided student profile, ensuring that the student's specific learning needs are met.

ELIGIBILITY & GENERAL INFORMATION

- Each chapter may submit up to one (1) entry in each level of this event.
- Participation is open to any nationally affiliated FCCLA member.
- Participants must be registered to attend the State Leadership Conference.
- Spectators are not allowed.
- Participants are not allowed to discuss the event with other participants. Doing so will result in disqualification.
- Presentations may not be recorded or photographed during competition, except by the official FCCLA photographer.

CAREER PATHWAYS ALIGNMENT			
Human Services	**Hospitality & Tourism**	**Education & Training**	**Visual Arts & Design**
		■	

EVENT LEVELS			
Level 1: Grades 6- 8	**Level 2: Grades 9-10**	**Level 3: Grades 11-12**	**Level 4: Postsecondary**
■	■	■	■

GENERAL INFORMATION			
Number of Participants per Entry	**Prepare Ahead of Time**	**Equipment Provided for Competition**	**Competition Dress Code**
1	Participants are required to bring 1 file folder (plain, of any color), a pencil, and 4 copies of a completed, original lesson plan they developed that would fit within one of the age groups outlined in the specifications.	Table – Yes Electrical Acces- No Wall Space – No Supplies – No	FCCLA Official Dress

PRESENTATION ELEMENTS ALLOWED								
Audio	**Easel(s)**	**File Folder**	**Flip Chart(s)**	**Portfolio**	**Props/ Pointers**	**Skits**	**Presentation Equipment**	**Visuals**

COMPETITION PROCEDURES & TIME REQUIREMENTS

TIME	
10 minutes	At the designated participation time, the participant will give the room consultant three copies of their lesson plan to give to the evaluators and then receive a student profile from the room consultant tailored to their selected grade level. After reviewing the student profile and their lesson plan, participants will have 10 minutes to provide recommendations for modifications and/or accommodations that meet the student's educational needs. To record their recommendations, participants will use the "Accommodations and Modifications Recommendations" worksheet provided to them on-site. After this time, participants will provide evaluators with copies of their original lesson plan and their "Accommodations and Modifications Recommendations" worksheet to review and score.
10 minutes	The oral presentation may be up to 10 minutes in length. A 1-minute warning will be given at 9 minutes. Participants will be stopped at 10 minutes.
5 minutes	Following the presentation, evaluators will have 5 minutes to interview participants. After this time, participants will leave their "Accommodations and Modifications Recommendations" worksheet with the evaluators.
5 minutes	Evaluators will have up to 5 minutes to use the rubric to score and write comments for participants.
Total Time: 30 Minutes	

PROJECT FORMAT

PRESENTATION FORMAT	
File Folder	Participant(s) will submit one letter-size file folder containing 4 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 (either typed or handwritten) in the top left corner with name of event, event level, participant's name(s), and state.

CONTENTS OF FILE FOLDER

SPECIFICATIONS	
Targeted Grade Level	ect one of the following grade levels and develop an age-appropriate lesson plan using the provided lesson plan template. ● Primary: K – 3rd Grade ● Intermediate: 4th Grade – 5th Grade ● Middle School: 6th Grade – 8th Grade ● High School: 9th Grade – 12th Grade
Lesson Plan: Planning	Indicate the topic, grade level, timeframe, learning objectives and state/national standards.
Lesson Plan: Organizations	List all materials needed and describe the instructional strategies used to implement the lesson.
Lesson Plan: Activities	Choose up to 3 activities to implement the lesson. Describe each activity; include activity timeframe and materials needed
Lesson Plan: Assessment	Determine the assessment method(s) to evaluate the lesson and include ways to improve content and/or delivery.
Lesson Plan: Other Resources	Develop resources needed to implement the lesson (handouts, etc.) and include them in file folder as applicable.
Lesson Plan: Sources and Notes	Include specific citations for materials used in lesson and any additional notes, as needed.

CONTENTS OF FILE FOLDER (CONTINUED)

PRESENTATION FORMAT	
Modification	Participants will receive a student profile tailored to their selected grade level. After reviewing the student profile and their lesson plan, participants provide recommendations for modifications or accommodations that meet the student's educational needs outlined in their student profile. To record their recommendations, participants will use the "Accommodations and Modifications Recommendations" worksheet provided to them on-site.

SPECIFICATIONS	
Lesson Plan Modifications	Develop 3 tailored modifications for the identified student. Use the "Accommodations and Modifications Recommendations" worksheet to detail rationale for each modification.

PRESENTATION FORMAT	
Oral Presentation	The oral presentation may be up to 10 minutes in length and is delivered to the evaluators. The oral presentation should explain the specifics of the project. Evaluators will ask questions after the presentation.

SPECIFICATIONS	
Organization and Delivery	Deliver oral presentation in an organized, sequential manner..
Overview: Lesson Plan	Provide brief overview of original lesson plan for intended grade level.
Overview: Student Profile	Provide brief overview of student profile.
Knowledge of Appropriate Modifications/ Accommodations	Show evidence of knowledge and skills in making appropriate modifications and/or accommodations for the selected grade level(s) by providing justification for how modifications and accommodations meet the student's needs, enhance their strengths and address their challenges.
Voice	Speak clearly with appropriate pitch, temp, and volume.
Body Language	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, word usage and pronunciation.
Responses to Evaluators' Questions	Provide clear and concise answers to evaluators' questions regarding project.

LESSON PLAN DEVELOPMENT AND MODIFICATION

FLORIDA EVENTS POINT SUMMARY FORM

Participant Name:_____

Chapter: _____ **Level:** _____

1. Make sure all the information at the top is correct. If the participant does not show, write "No Show" across the top and return with other forms.
2. At the conclusion of scoring, 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 staple all items related to the participant together.
3. At the end of competition, double check all scores and participant information to ensure accuracy.
4. Check with the Event Consultant or State FCCLA Staff if there are any questions regarding the evaluation process.

ROOM CONSULTANT CHECK			POINTS
Check-in 0 or 5 points	**0** Did not arrive on time for participant check-in	**5** Arrived on time for participant check-in	
File Folder 0 or 5 points	**0** Did not bring all required supplies	**5** Brought all required supplies. ● 4 copies original lesson plan ● Pencil	

EVALUATORS' SCORES Evaluator 1: _____	Initials: _____	**ROOM CONSULTANT TOTAL** (10 points possible)	
Evaluator 2: _____	Initials: _____	**AVERAGE EVALUATOR SCORE** (90 points possible)	
Total Score: _____	*Divided by # of Evaluators* **= AVERAGE EVALUATOR SCORE**	**FINAL SCORE** (Average Evaluator Score plus Room Consultant Score)	
VERIFICATION OF FINAL SCORE	(please initial)	**FINAL SCORE**	

Event Consultant Initials: _____

LESSON PLAN DEVELOPMENT AND MODIFICATIONS

EVENT RUBRIC

Participant Name:_____

Chapter: _____ **Level:** _____

LESSON PLAN						POINTS
Targeted Grade Level 0 or 5 points	**0** Lesson plan is in appropriate for selected grade level.	**5** Lesson plan is appropriate for selected grade level.				
Lesson Plan: Planning 0-3 points	**0** Not evident	**1** Planning portion of Lesson Plan unclear or does not meet criteria (see specifications).	**2** Lesson Plan generally meets all Planning criteria. (see specifications)	**3** Lesson Plan clearly meets all Planning criteria. (see specifications)		
Lesson Plan: Organization 0-3 points	**0** Not included	**1** Materials and strategies for lesson implementation poorly detailed.	**2** Materials and strategies for lesson implementation generally detailed	**3** Materials and strategies for lesson implementation well detailed.		
Lesson Plan: Activities 0-3 points	**0** No activities prepared	**1** Selected activities do not support lesson plan or are poorly detailed	**2** 1-3 activities selected support lesson plan and are detailed.	**3** 1-3 activities selected clearly support the lesson plan and are well detailed.		
Lesson Plan: Assessment 0-3 points	**0** Not included	**1** Assessment method(s) unclear or improvement plan poorly detailed	**2** Assessment method(s) generally evident. Plan for improvement detailed.	**3** Assessment method(s) clearly evident. Plan for improvement well detailed.		
Lesson Plan: Other Resources 0-3 points	**0** No resources developed	**1** Resources for lesson plan poorly developed or not included in file folder.	**2** Resources for lesson plan generally developed and included in file folder.	**3** Resources for lesson plan well developed and included in file folder.		
Lesson Plan: Sources, Notes, & Documentation 0-3 points	**0** Not included	**1** Citation for specific lesson plan materials and notes poorly detailed.	**2** Citation for specific lesson plan materials and notes generally detailed.	**3** Citation for specific lesson plan materials and notes well detailed.		
MODIFICATIONS						
Lesson Plan Modification: 1 0-10 points	**0** Not provided	**1 2 3** Lesson Plan modification and rationale poorly detailed using provided worksheet	**4 5 6** Lesson Plan modification and rationale loosely detailed using provided worksheet	**7 8** Lesson Plan modification and rationale detailed using provided worksheet	**9 10** Lesson Plan modification and rationale well detailed using provided worksheet	
Lesson Plan Modification: 2 0-10 points	**0** Not provided	**1 2 3** Lesson Plan modification and rationale poorly detailed using provided worksheet	**4 5 6** Lesson Plan modification and rationale loosely detailed using provided worksheet.	**7 8** Lesson Plan modification and rationale detailed using provided worksheet	**9 10** Lesson Plan modification and rationale well detailed using provided worksheet	
Lesson Plan Modification: 3 0-10 points	**0** Not provided	**1 2 3** Lesson Plan modification and rationale poorly detailed using provided worksheet	**4 5 6** Lesson Plan modification and rationale loosely detailed using provided worksheet.	**7 8** Lesson Plan modification and rationale detailed using provided worksheet	**9 10** Lesson Plan modification and rationale well detailed using provided worksheet	

ORAL PRESENTATION						POINTS
Organization/ Delivery 0 or 10 points	**0** Presentation is not done or presented briefly and does not cover components of the project	**1 2 3** Presentation covers some or all topic elements with limited information	**4 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	
Overview: Lesson Plan 0-5 points	**0** Original Lesson Plan not addressed in oral presentation.	**1 2** Original Lesson Plan overview poorly explained.	**3** Original Lesson Plan overview loosely explained.	**4** Original Lesson Plan overview explained.	**5** Original Lesson Plan overview explained well..	
Overview: Student Profile 0-5 points	**0** Student Profile not addressed in oral presentation.	**1 2** Student Profile overview poorly explained.	**3** Student Profile overview loosely explained.	**4** Student Profile overview explained.	**5** Student Profile overview explained well.	
Knowledge of Appropriate Modifications/ Accommodations 0-5 points	**0** Knowledge of Modifications/ Accommodations is not evident.	**1 2** Knowledge of Modifications/ Accommodations is limited.	**3** Knowledge of Modifications/ Accommodations is evident, but not justified effectively in the presentation.	**4** Knowledge of Modifications/ Accommodations is evident, and justified effectively in the presentation.	**5** Knowledge of Modifications/ Accommodations is clearly evident, and justified effectively in the presentation.	
Voice- pitch, tempo, volume 0-3 points	**0** Voice qualities not used effectively.	**1** Voice quality is adequate	**2** Voice quality is good, but could improve.	**3** Voice quality is outstanding and pleasing.		
Body Language/ Clothing Choice 0-3 points	**0** Uses inappropriate gestures, posture or mannerisms, avoids eye contact.	**1** Gestures, posture, mannerisms and eye contact are inconsistent or distracting during interview.	**2** Gestures, posture, mannerisms and eye contact are appropriately used during interview.	**3** Gestures, posture, mannerisms and eye contact contribute to a positive interview experience.		
Grammar/ Word Usage/ Pronunciation 0-3 points	**0** Extensive (more than 5) grammatical and pronunciation errors.	**1 2** Some (3-5) grammatical and pronunciation errors	**3 4** Few (1-2) grammatical and pronunciation errors	**5** Presentation has no grammatical or pronunciation errors.		
Responses to Evaluators' Questions 0-3 points	**0** Did not answer evaluators' questions	**1 2** REsponses to questions did not indicate adequate understanding of skills needed	**3 4** Responses to questions were appropriate and reflect good understanding of skills needed.	**5** Responses to questions were appropriate and reflect excellent understanding of skills needed.		

Evaluators' Comments- Include two things done well and two opportunities for improvement:	**TOTAL (90 Points Possible)**	
	Evaluator#: _____	
	Evaluator Initials: _____	
	RC Initials: _____	

LESSON PLAN DEVELOPMENT AND MODIFICATIONS

SAMPLE STUDENT PROFILE

The student profile provided here is solely a sample and does not represent the actual student profile that will be used on-site.

STUDENT DEMOGRAPHICS			
Name	**Grade Level**	**Age**	**Gender**
John Smith	Junior, 11th Grade	16	Male

STUDENT PROFILE	
Interests	John enjoys playing basketball and listening to music. He is also interested in video games and technology.
Learning Needs	John has ADHD, which affects his ability to concentrate for extended periods of time. He can become easily distracted and may struggle to follow multi-step instructions. John benefits from having structure and routine in his learning environment, as well as visual aids and hands-on activities that allow him to engage with the material in a more interactive way. He may also benefit from breaks or opportunities to move around during longer periods of instruction.
Learning Strengths	John is a visual and kinesthetic learner, which means he benefits from seeing and doing rather than just hearing information. He has a strong ability to problem-solve and think creatively and is often able to generate unique solutions to complex problems. John is also a quick learner and has a strong memory for information that is presented in a way that is engaging and interactive.
Learning Challenges	John may struggle to complete longer assignments or projects due to his ADHD and may require additional support or guidance to stay on track. He may also struggle with social interactions, particularly in large groups, and may benefit from opportunities to practice communication and social skills.
Learning Goals	John wants to improve his grades in math and science, as he hopes to pursue a career in engineering or computer science after graduation. He also wants to become a more effective communicator and build stronger relationships with his peers.

ACCOMMODATIONS AND MODIFICATIONS RECOMMENDATIONS

WORKSHEET

Participant Name: _____

Chapter: _____ Level: _____

Use the provided worksheet to indicate three accommodations/modifications you would recommend making to your original lesson plan based on the provided student profile. Prior to starting your oral presentation, provide each evaluator with a copy of your original lesson plan and this worksheet. **This worksheet will be given to participants at the event.**

Accommodation #1	
Proposed Accommodation/Modification	**Ranionale**
What accommodation/modification are you proposing for the selected student?	*Why would this accommodation/modification be appropriate? Use information from the student profile to back up your choice.*

Accommodation #2	
Proposed Accommodation/Modification	**Ranionale**
What accommodation/modification are you proposing for the selected student?	*Why would this accommodation/modification be appropriate? Use information from the student profile to back up your choice.*

Accommodation #3	
Proposed Accommodation/Modification	**Ranionale**
What accommodation/modification are you proposing for the selected student?	*Why would this accommodation/modification be appropriate? Use information from the student profile to back up your choice.*

LESSON PLAN DEVELOPMENT AND MODIFICATIONS

LESSON PLAN TEMPLATE

Participant Name: _____

Chapter: _____ Level: _____

LESSON TITLE
INTENDED GRADE LEVEL AND SUBJECT AREA
TIMEFRAME How much time will it take to complete this lesson? (video, handouts, activity)
REQUIRED KNOWLEDGE What prior knowledge or classes are required for this lesson?
LEARNING OBJECTIVES Learning objectives should be brief, clear, specific statements of what learners will be able to do at the end of a lesson as a result of the activities, teaching and learning that has taken place. (student-centered, thinking-centered, performance-based)
NATIONAL/STATE STANDARDS Please list the National and/or State Standards that your lesson aligns with.
MATERIALS NEEDED Please list all of the materials the students will need to complete the lesson.
INSTRUCTIONAL STRATEGIES Instructional strategies encompass any type of learning technique a teacher uses to help students learn or gain a better understanding of the course material. They allow teachers to make the learning experience more fun and practical and can also encourage students to take more of an active role in their education.
DIFFERENTIATION/ ACCOMMODATIONS/MODIFICATIONS What strategies/methods would you use to differentiate for different learning styles? How can accommodations and modifications be made for special needs students (IEP)?

ACTIVITY #1
Activity Title: Timeframe: Materials Needed: Directions:
ACTIVITY #2
Activity Title: Timeframe: Materials Needed: Directions:
ACTIVITY #3
Activity Title: Timeframe: Materials Needed: Directions:
FORMATIVE/SUMMATIVE ASSESSMENT What activity will teachers use to assess each student's attainment of the objective? Will this be done through oral, written, or applied performance assessments?
CLOSURE AND REFLECTION Provide questions or an activity that can be used for students to reflect on what they learned and assess their own progress towards achieving the instructional objective.
LIFE SKILL APPLICATION How will this skill taught or knowledge gained apply to their lives outside of class?
RESOURCES Please describe the resources provided for this lesson. (ex. graphic organizer, handouts, PowerPoint presentations, etc.)
SOURCES If applicable, please cite any published or copyrighted materials used in the lesson plan.
ADDITIONAL NOTES

Server Relay

SERVER RELAY

Server Relay, ***a 3 -member team event,*** that recognizes students who demonstrate their ability to set a table with designated table settings and napkin folds working against the clock. **This event will only compete at state level.**

ELIGIBILITY & GENERAL INFORMATION

- Each chapter may submit up to one (1) team in each level of this event.
- All participants must be a nationally affiliated FCCLA member.
- All participants must attend the State Leadership Conference.
- Each entry must consist of a three member team from the same school and same event level.
- If the team is not present at the appointed time to compete, the team will be disqualified.
- Spectators are allowed to observe this event as space allows.

CAREER PATHWAYS ALIGNMENT			
Human Services	**Hospitality & Tourism**	**Education & Training**	**Visual Arts & Design**
	■		

EVENT LEVELS			
Level 1: Through Grade 8	**Level 2: Grades 9–10**	**Level 3: Grades 11–12**	**Level 4: Postsecondary**
■	■	■	

GENERAL INFORMATION			
Number of Participants per Entry	**Prepare Ahead of Time**	**Equipment Provided for Competition**	**Competition Dress Code**
3	None	Wrist Coil, table, table linens, dishware, glassware, silverware, napkins, and trays	Uniform Appearance *appropriate front-of-the-house attire

COMPETITION PROCEDURES

EACH ENTRY WILL:
● Consist of three members from the same school and same competition event level. ● Have knowledge and be able to demonstrate the following place settings: American Place Setting, French Place Setting, and Russian Place Setting. (Examples are attached) ● Have knowledge and be able to demonstrate three required napkin folds: Envelope, Lily, Pyramid. (Examples are attached.)

UNIFORM SPECIFICATIONS

- Teams are encouraged to compete in costume. There will be an unofficial best team costume winner chosen by the SEC.

EVENT DETAILS

TEAM PROCEDURES	
	● Competition time slots /start times will be provided at registration. ● Each team will set a table for three guests with these required place settings: American Place Setting, Russian Place Setting, and French Place Setting. ● Each team will display three required napkin folds, Envelope, Lily, and Pyramid, one at each place setting. Napkin folds are placed at each place setting at the team's discretion. ● Teams will begin the relay at the start/finish line. ○ Stations will be set up throughout the relay with the necessary items needed to set the final table on each station. ○ Past the stations will be a round table with three chairs. ○ Place settings should be placed 1-2 inches from the table's edge. ● Prior to a team member beginning his/her leg of the competition , he/she must receive the team wrist coil key chain from the previous team member to proceed. ● Teams will not be assessed penalties for how the team members carry any of the items to the table. For example, the team member carrying the glasses to the table does not have to carry them as if he/she were serving guests.

SERVER PROCEDURES	
First Leg	● The first team member must take the wrist coil key chain and proceed to the table linen and dish area. ● The team member must bring a tablecloth and the required plates to the table they are setting. ● When the team member arrives at the new table, he/she must put the tablecloth on the table. The tablecloth must cover the entire table top and not touch the ground. ● The team member must place the plates on the table according to their designated place setting. The team member will be responsible for putting all the plates on the table. ● Plates must be placed 1-2 inches from the table's edge. ● Once the team member completes the task, he/she must go back to the start/finish line to hand off the wrist coil key chain to the second team member.
Second Leg	● The second team member must take the wrist coil key chain and proceed to the silverware and glassware area. ● The team member must deliver all the necessary silverware and glassware to the table he/she is setting. ● The team member may make as many trips as necessary to collect all the items. ● The team member must set the table exactly as the designated place settings require. ● Place settings must be placed 1-2 inches from the table's edge. ● Once the team member completes the task, he/she must go back to the start/finish line to hand off the wrist coil key chain to the second team member.
Third Leg	● The third team member must take the wrist coil key chain and proceed to the napkin area. ● The team member must pick up three (3) napkins and bring them to the table he/she is setting. ● The team member must then proceed to fold one of each of the three napkin folds. ○ The three required napkin folds are the Envelope, Lily, and Pyramid. ● The team members may place each napkin at the place setting of his/her choice. ● Once the team member completes the task, he/she must cross the start/finish line. ● When the third team member crosses the finish line, the timer will record the time.

PENALTY GUIDELINES	
Server Penalties	Incorrectly setting items in the relay (i.e. incorrect placement of knives) during the leg. If a team member fixes the problem later , the team still receives one (1) minute. For example, if one knife is set incorrectly, the team receives 1 minute added to their final score. If more than one knife is set incorrectly, the team still only receives 1 minute to their final score. The maximum penalty per item is 1 minute.
Specific Item Penalties	● Addition of one (1) minute for dinner and bread plates ● Addition of one (1) minute for knives, forks, and spoons ● Addition of one (1) minute for glasses ● Addition of one (1) minute for EACH napkin ● Each dropped item will result in a 10 second penalty ● If the tablecloth does not cover the entire table top and/or parts of the tablecloth touch the ground , it will result in a 10 second penalty. ● Addition of one (1) minute for no uniformity of team members / inappropriate attire

SERVER RELAY
PENALTY/SCORE SHEET

Chapter Name: _____

Level: _____ District:_____

Make sure all the information at the top is correct before proceeding.

SERVER RELAY PENALTY/ SCORE SHEET		
Incorrectly set plates *dinner *bread (addition of one minute)	**YES _____ (add one minute to final score) Specify:**	**NO _____**
Incorrectly set silverware *knife *spoon *fork (addition of one minute)	**YES _____ (add one minute to final score) Specify:**	**NO _____**
Incorrectly set glasses (addition of one minute)	**YES _____ (add one minute to final score) Specify:**	**NO _____**
Incorrect napkin fold: *Envelope	**YES _____ (add one minute to final score)**	**NO _____**
Incorrect napkin fold: *Lily	**YES _____ (add one minute to final score)**	**NO _____**
Incorrect napkin fold: *Pyramid	**YES _____ (add one minute to final score)**	**NO _____**
Dropped Items	**YES _____ (add 10 seconds per item to final score) Specify:**	**NO _____**

Tablecloth Error	**YES _____** **(add 10 seconds to final score)** **Specify:**	**NO _____**
Inappropriate attire **No Uniformity**	**YES _____** **(add 10 seconds per item)** **Specify:**	**NO _____**
Time of Relay	**TIME : _____**	
Deductions Tally	**TOTAL DEDUCTIONS: _____**	
Final Time:	**Time plus Deductions: _____**	

Event Consultant/Volunteer Initials: _____

Circle the correct Final Time Scoring:

Gold Medal: 2:30 and below

Silver Medal: 2:31 - 3:30

Bronze Medal: 3:31 and above

SERVER RELAY NAPKIN FOLDS



ENVELOPE



LILY



PYRAMID

Napkin fold tutorials may be found on youtube

SERVER RELAY PLACE SETTINGS



American



French



Russian

Storytelling

STORYTELLING

Storytelling, an *individual event,* recognizes participants who demonstrate knowledge of the sensory and intellectual development of three, four, or five year old children. This knowledge will be demonstrated by the participant's ability to select an appropriate story for one of the three age groups, or combination of age groups, and present it with appropriate visual aids. **This event will only compete at state level.**

ELIGIBILITY & GENERAL INFORMATION

- Each chapter may submit up to two (2) entries in each level of this event.
- All participants must be a nationally affiliated FCCLA member.
- All participants must attend the State Leadership Conference.
- Participation is open to any nationally affiliated FCCLA member.
- The Storytelling presentation and illustrations must have been developed and completed within a one-year span beginning July 1 and ending May 30 of the school year before the State Leadership Meeting.
- The Storytelling presentation and all supporting materials must be planned, conducted, and prepared by the participant only.

CAREER PATHWAYS ALIGNMENT			
Human Services	**Hospitality & Tourism**	**Education & Training**	**Visual Arts & Design**
		■	

EVENT LEVELS			
Level 1: Through Grade 8	**Level 2: Grades 9–10**	**Level 3: Grades 11–12**	**Level 4: Postsecondary**
■	■	■	■

GENERAL INFORMATION			
Number of Participants per Entry	**Prepare Ahead of Time**	**Equipment Provided for Competition**	**Competition Dress Code**
1	Oral Presentation	Table–Yes Chair-Yes Electrical Access–No Wall Space–No Supplies–No Wi-Fi – No	FCCLA Official Dress

PRESENTATION ELEMENTS ALLOWED								
Audio	**Easel(s)**	**File Folder**	**Flip Chart(s)**	**Portfolio**	**Props/ Pointers**	**Skits**	**Presentation Equipment**	**Visuals**
	■		■		■		■	■

COMPETITION PROCEDURES & TIME REQUIREMENTS

TIME	LEVEL 1	LEVEL 2	LEVEL 3
5 minutes	The participant will have 5 minutes to set up for the event. Other persons may not assist.		
10 minutes	The oral 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 the 10 minute mark.		
5 minutes	Following the presentation, evaluators will have 5 minutes to interview participants.		
5 minutes	Evaluators will use the rating sheet to score and write comments for the participant. Then evaluators will meet with each other to discuss participant's strengths and suggestions for improvement.		
Total Time: 25 Minutes			

EVENT DETAILS

EVENT DETAILS	LEVEL 1	LEVEL 2	LEVEL 3
Event Criteria	The participant will select one story, appropriate for storytelling. The story can be the creation of the participant or one that has been commercially published. Participants will **not** read the story from a book. They will tell the story before the evaluators as if they were a group of three, four, or five year old children. The presentation may be up to 10 minutes in length and is delivered to the evaluators.		
Index card and Presentation Book	At the time of the event, the participant will hand the room consultant a 4" x 6" index card with the following information: Name of event and Level, Participant's name, Name of School, Florida District number, and Title of story, author and age level. A copy of the book or original story to be used for the presentation must also be given to the evaluators.		
Introduction	Introduction should gain the attention of the children and build anticipation for the story. The introduction may consist of a finger play, song, visit from a puppet, conversation about the story theme, etc. The introductory material will not be considered a visual aid for evaluating.		
Verbal Presentation	The participant's voice quality should be clear and distinct. Correct enunciation and pronunciation should be used. The vocabulary of the story should be age-appropriate for the age level chosen.		
Facial Expression	Expressions should reflect the mood of the story. Eye contact needs to be made with the evaluators.		
Selection of Story	The story should be age-appropriate for the age level chosen. It needs to hold the interest of the children and challenge their imaginations.		
Visuals	Visuals may consist of puppets, toys, flannel boards, pictures, flip charts, or any other suitable materials or objects. The visuals will be used as an integral part of the presentation but the emphasis is on storytelling. The materials should be used effectively to tell the story. The materials should be used creatively and be appropriate for the chosen age group.		
Conclusion	A conclusion for the story should be presented. The ending lets the children know the story is finished and may include a review or a clarification of ideas.		
Responses to Evaluator's Question	Participants will provide clear and concise answers to evaluators' questions regarding story selection, importance of introductions/conclusions, personal qualities of storytellers, how the story is age-appropriate, and/or other aspects of storytelling. Questions are asked after the presentation.		

STORYTELLING

FLORIDA EVENTS POINT SUMMARY FORM

Participant Name: _____

Chapter: _____ **Level:** _____

1. Make sure all information at the top is correct. If a student named is not participating, cross their name(s) off. If a participant does not show, write "No Show" across the top and return with other forms.
2. Before the student presentation, the room consultants must check the participants' index card using the criteria and standards listed below and fill in the boxes.
3. At the conclusion of the presentation, verify the evaluator scores and fill in the information below. Calculate the final score and ask for evaluators' verification. Place this form in front of the completed rubrics and staple all items related to the presentation together.
4. At the end of the competition in the room, double-check all scores and names to ensure accuracy. Sort results by participant order and turn them into the Lead Consultant.
5. Check with the Lead Consultant if there are any questions regarding the evaluation process.

ROOM CONSULTANT CHECK			POINTS
Event *Online Orientation Form* 0 or 1 point	**0** Online Orientation Form not completed in the Student Portal by the deadline	**1** Online Orientation Form completed in the Student Portal by the deadline	
Index Card 0 or 1 point	**0** Participant did not turn in their index card.	**1** Participant submitted their index card.	
Index Card 0–3 points	**0** The index card did not include required information.	**1** **no** **errors** The index card includes required information: Name of event, Level, ParticipantName of School, District #, Title of Story, Author, Age-level Category	
Punctuality 0 or 1 point	**0** Participant was late for presentation	**1** Participant was on time for presentation	
Dress Code 0 or 1 point	**0** Event dress code was not followed	**1** Event dress code was followed	
EVALUATORS' SCORES Evaluator 1: _____ Initials: _____ Evaluator 2: _____ Initials: _____		**ROOM CONSULTANT TOTAL** (5 Points Possible) **AVERAGE EVALUATOR SCORE** (95 Points Possible)	

RATING ACHIEVED (circle one) **Gold:** 90–100 **Silver:** 70–89.99 **Bronze:** 1–69.99

VERIFICATION OF FINAL SCORE & RATING (please initial)

Evaluator 1: _____ Evaluator 2: _____ Adult Room Consultant: _____ Event Lead Consultant: _____

Storytelling

ALL LEVELS RUBRIC

Participant Name: _____

Chapter: _____ **Level:** _____

EVALUATION CRITERIA						POINTS
Introduction						
Gained Children's Attention	**0 1** Poor	**2** Fair	**3** Good	**4** Very Good	**5** Excellent	
Built Anticipation for the Story	**0 1** Poor	**2** Fair	**3** Good	**4** Very Good	**5** Excellent	
Verbal Presentation						
Voice Quality Clear and Distinct	**0 1** Poor	**2** Fair	**3** Good	**4** Very Good	**5** Excellent	
Correct Enunciation and Pronunciation	**0 1** Poor	**2** Fair	**3** Good	**4** Very Good	**5** Excellent	
Vocabulary Age-Appropriate	**0 1** Poor	**2 3** Fair	**4 5** Good	**6 7** Very Good	**8 9 10** Very Good	
Facial Expression						
Reflected Mood of the Story	**0 1** Poor	**2 3** Fair	**4 5** Good	**6 7** Very Good	**8 9 10** Very Good	
Eye Contact Made with the Audience	**0 1** Poor	**2** Fair	**3** Good	**4** Very Good	**5** Excellent	
Selection of Story						
Appropriateness for Chosen Age Level	**0 1** Poor	**2 3** Fair	**4 5** Good	**6 7** Very Good	**8 9 10** Very Good	
Would hold interest of Children	**0 1** Poor	**2** Fair	**3** Good	**4** Very Good	**5** Excellent	
Would Challenge Children's Imagination	**0 1** Poor	**2** Fair	**3** Good	**4** Very Good	**5** Excellent	
Visuals						
Materials Utilized Effectively to Tell Story	**0 1** Poor	**2 3** Fair	**4 5** Good	**6 7** Very Good	**8 9 10** Very Good	
Materials Utilized Creatively	**0 1** Poor	**2** Fair	**3** Good	**4** Very Good	**5** Excellent	
Appropriate for Age Group	**0 1** Poor	**2** Fair	**3** Good	**4** Very Good	**5** Excellent	
Conclusion						
Includes Review/Summary	**0 1** Poor	**2** Fair	**3** Good	**4** Very Good	**5** Very Good	
Responses to Evaluator's Questions	**0 1** Poor	**2** Fair	**3** Good	**4** Very Good	**5** Excellent	

#Teach FCS

#Teach FCS
An individual event, will showcase participants' marketing and public relations skills to plan and implement a week-long public relations project to encourage teaching Family and Consumer Sciences Education as a potential career choice. A minimum of 3 promotional activities must be planned and implemented prior to competition.

ELIGIBILITY INFORMATION

- Each chapter may submit up to two (2) entries in each level of this event. Entries will be available on a first-come, first-served basis.
- Participation is open to any nationally affiliated FCCLA member.
- Participants must be registered to attend the State Leadership Conference.

GENERAL INFORMATION

- A table will be provided. Participant must bring any necessary supplies for the demonstration of the project. Wall space and electrical access will not be provided.
- Spectators are not allowed to observe this event.
- Participants are not allowed to discuss the event with other participants. Doing so will result in disqualification.
- Presentations may not be recorded or photographed during competition, except by the official FCCLA photographer.
- Participants must follow the approved conference dress code for participation in this event.

CAREER PATHWAYS ALIGNMENT			
Human Services	**Hospitality & Tourism**	**Education & Training**	**Visual Arts & Design**
■		■	

EVENT LEVELS			
Level 1: Through Grade 8	**Level 2: Grades 9–10**	**Level 3: Grades 11–12**	**Level 4: Postsecondary**
■	■	■	■

GENERAL INFORMATION			
Number of Participants per Entry	**Prepare Ahead of Time**	**Equipment Provided for Competition**	**Competition Dress Code**
1	Oral Presentation	Table–Yes Wall Space–No Supplies–No	FCCLA Official Dress

PRESENTATION ELEMENTS ALLOWED								
Audio	**Easel(s)**	**File Folder**	**Flip Chart(s)**	**Portfolio**	**Props/ Pointers**	**Skits**	**Presentation Equipment**	**Visuals**
							■	■

COMPETITION PROCEDURES & TIME REQUIREMENTS

TIME	LEVEL 1	LEVEL 2	LEVEL 3
Participants must attend an event orientation session where they will be given a brief overview of the event. Total time required for participation in this event is approximately 20 minutes including set up, presentation, and evaluator scoring.			
5 minutes	At the designated participation time, participants will have up to 5 minutes to set up any presentation materials or visuals.		
5 minutes	Oral presentation may be up to 5 minutes in length. A 1-minute warning will be given at 4 minutes. Participants will be asked to stop at 5 minutes. Participants may use note cards.		
5 minutes	Following the presentation, evaluators will have 5 minutes to interview participants.		
5 minutes	Evaluators will score and write comments for each entry for approximately 5 minutes. The decision of the evaluators is final.		
Total Time: 20 Minutes			

PROJECT FORMAT

EVENT FORMAT	
Oral Presentation	At the designated time, an event volunteer will introduce each participant. Participants have up to 5 minutes to set up for their presentation, but others may not assist. No electrical access or wall space will be available. Participants will create a week-long public relations project to encourage teaching Family and Consumer Sciences Education as a potential career choice. Activities may include, but are not limited to social media activities, displays and exhibits, group presentations, and college and career fairs. The oral presentation may be up to five (5) minutes in length and is delivered to the evaluators. The oral presentation must explain the specifics of the week-long #TeachFCS project and utilize project promotional content (posters, display, websites, audiovisual content, etc.) as visuals.

CONTENTS OF PRESENTATION

EVENT DETAILS	LEVEL 1 LEVEL 2 LEVEL 3
Organization/ Delivery	Deliver oral presentation in an organized, sequential manner; concisely and thoroughly summarize the project.
Promotion of Family and Consumer Sciences and FCCLA	Describe the efforts taken to promote the family and consumer sciences program and FCCLA through the project. Include information on life skills, and college and career readiness benefits of involvement in Family and Consumer Sciences and FCCLA.
Use of the FCCLA Planning Process	Explain how each step of the FCCLA Planning Process was used to implement the project.
Promotional Activities and Plan	Describe the promotional activities for the project, and include the daily activity plan. A minimum of 3 promotional activities must be planned and implemented prior to competition. All activities must relate to encourage FCS Education as a career choice. Create quality promotional activities that effectively promote the project and could serve as a model for other campaigns.
Voice	Speak clearly with appropriate pitch, temp, and volume.
Body Language	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, word usage and pronunciation.

#Teach FCS

FLORIDA EVENTS POINT SUMMARY FORM

Participant Name:_____

Chapter: _____ **Level:** _____

1. Make sure all the information at the top is correct. If the participant does not show, write "No Show" across the top and return with other forms.
2. At the conclusion of scoring, 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 staple all items related to the participant together.
3. At the end of competition, double check all scores and participant information to ensure accuracy.
4. Check with the Event Consultant or State FCCLA Staff if there are any questions regarding the evaluation process.

ROOM CONSULTANT CHECK			POINTS
Check-in 0 or 5 points	**0** Did not arrive on time for participant check-in	**5** Arrived on time for participant check-in	
EVALUATORS' SCORES Evaluator 1: _____	Initials: _____	**ROOM CONSULTANT TOTAL** (5 points possible)	
Evaluator 2: _____	Initials: _____	**AVERAGE EVALUATOR SCORE** (95 points possible)	
Total Score: _____	*Divided by # of Evaluators* **= AVERAGE EVALUATOR SCORE**	**FINAL SCORE** (Average Evaluator Score plus Room Consultant Score)	
VERIFICATION OF FINAL SCORE	(please initial)	**FINAL SCORE**	

Event Consultant Initials: _____

#TEACH FCS

EVENT RUBRIC

Participant Name:_____

Chapter: _____ **Level:** _____

ORAL PRESENTATION					POINTS
Organization/ Delivery 0-10 points	**0 1 2** Presentation is not done or does not cover all project elements..	**3 4 5** Presentation covers all project elements, with minimal explanation.	**6 7 8** Presentation gives complete information; it does not flow well	**9 10** Presentation covers all relevant information with a seamless and logical delivery.	
Promotion of Family and Consumer Sciences and FCCLA 0-16 points	**0 1 2 3** Very little effort to promote FCS and FCCLA	**4 5 6 7 8** Efforts to promote FCS and FCCLA did not include college and career readiness information	**9 10 11 12** Efforts to promote FCS and FCCLA included some college and career readiness information and life skills.	**13 14 15 16** Excellent promotion of FCS and FCCLA in terms of college and career readiness, as well as other life skills.	
Use of the FCCLA Planning Process 0-16 points	**0 1 2 3** Inadequate explanation or omission of use of the planning process.	**4 5 6 7 8** Minimal explanation of how the planning process was used.	**9 10 11 12** Good explanation of how the planning process was used.	**13 14 15 16** Fully explained how each step of the planning process was used.	
Promotional Activities and Plan 0-16 points	**0 1 2 3** Inadequate description or less than 3 activities planned and implemented.	**4 5 6 7 8** Limited description of activities, activities repetitious	**9 10 11 12** Good explanation and variety of project activities.	**13 14 15 16** 3 activities and implementation fully described, included variety and impact of project activities.	
Quality of Promotional Activities 0-16 points	**0 1 2 3** Content and quality of promotional materials is poorly executed	**4 5 6 7 8** Content and quality of promotional materials is inconsistently executed	**9 10 11 12** Content and quality of promotional materials is well executed.	**13 14 15 16** Content and quality of promotional materials is highly executed and could serve as a model for others.	
Voice 0-5 points	**0** No voice qualities are used effectively	**1** Voice quality is adequate.	**2** Voice quality is good, though could improve.	**3** Voice quality is outstanding and pleasing to listen to.	
Body Language/ Dress Code 0-5 points	**0** No eye contact with evaluators	**1 2** Body language shows minimal amount of nervousness/ FCCLA Official Dress	**3 4** Body languages portrays participant at ease/ FCCLA Official Dress	**5** Body language enhances the presentation/ FCCLA Official Dress	
Grammar/ Word Usage/ Pronunciation 0-5 points	**0** Extensive (more than 5) grammatical and pronunciation errors.	**1 2** Some (3-5) grammatical and pronunciation errors	**3 4** Few (1-2) grammatical and pronunciation errors	**5** Presentation has no grammatical or pronunciation errors.	
Responses to Evaluators' Questions 0-5 points	**0** Did not answer evaluators' questions	**1 2** REsponses to questions did not indicate adequate understanding of skills needed	**3 4** Responses to questions were appropriate and reflect good understanding of skills needed.	**5** Responses to questions were appropriate and reflect excellent understanding of skills needed.	
Evaluators' Comments- Include two things done well and two opportunities for improvement:				**TOTAL (95 Points Possible)**	
				Evaluator#: _____ **Evaluator Initials:** _____ **RC Initials:** _____	

Ultimate Leadership Productions

ULTIMATE LEADERSHIP PRODUCTIONS

An individual or team event recognizing students who produce a compelling video that highlights the essence of FCCLA on an annual topic. Whether through a high-energy hype video or an informative public service announcement, your production should captivate, inspire, and inform viewers about the opportunities and benefits that FCCLA offers. **This event will only compete at state level.**

ELIGIBILITY & GENERAL INFORMATION

- Each chapter may submit up to two (2) entries in each level of this event.
- All participants must be a nationally affiliated FCCLA member.
- All participants must attend the State Leadership Conference.
- Participation is open to any nationally affiliated FCCLA member.
- Participants are not allowed to enter an identical project from a previous year.
- All Ultimate Leadership Production projects must be developed and completed and illustrations must have been developed and completed within a one-year span beginning July 1 and ending May 30 of the school year before the State Leadership Meeting.
- The Ultimate Leadership Production projects and all supporting materials must be planned, conducted, and prepared by the participant only.
- By submitting an entry to the Ultimate Leadership Production Competition, you grant Florida FCCLA the rights to use, reproduce, and distribute the video for publicity efforts. This includes, but is not limited to, promotional materials, social media, and other marketing platforms. By participating, you agree that Florida FCCLA may use your design without further consent or compensation.
- Participants who do not follow the event guidelines or the definition of the event, or if they create an item that does not align with the current event topic, their project will not be considered for evaluation.

CAREER PATHWAYS ALIGNMENT			
Human Services	**Hospitality & Tourism**	**Education & Training**	**Visual Arts & Design**
■		■	■

EVENT LEVELS			
Level 1: Through Grade 8	**Level 2: Grades 9–10**	**Level 3: Grades 11–12**	**Level 4: Postsecondary**
■	■	■	■

GENERAL INFORMATION			
Number of Participants per Entry	**Prepare Ahead of Time**	**Equipment Provided for Competition**	**Competition Dress Code**
1-3	Video	Table–Yes Electrical Access–No Wall Space–No Supplies–No Wi-Fi – No	FCCLA Official Dress

PRESENTATION ELEMENTS ALLOWED								
Audio	**Easel(s)**	**File Folder**	**Flip Chart(s)**	**Portfolio**	**Props/ Pointers**	**Skits**	**Presentation Equipment**	**Visuals**
							■	■

STATE LEADERSHIP CONFERENCE	
Scenario	2026-2027 Topic: "Red Blazer. Bold Impact" – Using the iconic red blazer as a symbol to tell powerful stories of confidence, advocacy and growth through FCCLA involvement.

PROCEDURES & TIME REQUIREMENTS

TIME	LEVEL 1	LEVEL 2	LEVEL 3
Each entry will:			
Submit entry to https://flfccla.org/competitive-events/ with required documents by **February 15**. **.** Components include one link for the edited 30-60 second hype/PSA video using the scenario topic, one link for the **unedited** recorded oral presentation, and a PDF of the project identification page.			
If the participant does not attend the State Leadership Conference, he/she will be ineligible to receive a medal even though the judges have already evaluated the entry.			
5 minutes	The oral presentation **may be up to** 5 minutes in length. The participant will prepare a video oral presentation.		
Total Time: 6 Minutes			

PROJECT FORMAT

FILE CONTENT	
Project Components	Project must be submitted online at https://flfccla.org/competitive-events/. Components include 30-60 second hype/PSA video, unedited oral presentation recording, and project identification page. All recordings must be sent in a: • MPG • MP4 • AVI Project identification page must be in PDF format. Other formats are not permitted and will not be evaluated, resulting in disqualification.

CONTENTS OF PROJECT

SPECIFICATION		LEVEL 1	LEVEL 2	LEVEL 3
1- 8 ½" X 11" page	***Project Identification Page***	Must include participant's name(s), chapter name, school, city, state, event name, level, and project title.		
1- 8 ½" X 11" page	**Works Cited/ Bibliography**	Use MLA or APA formatting when citing sources. All sources must be reliable and current.		

SPECIFICATIONS	LEVEL 1	LEVEL 2	LEVEL 3
Format	Produce one edited hype/PSA video 30-60 seconds and one unedited oral presentation video no longer than 5 minutes. The recording must be done in one-take.		
Introduction	The participant must introduce themselves by name, chapter, and level.		
Organization and Delivery	Deliver oral presentation in an organized, sequential manner, concisely and thoroughly summarize the project.		
Knowledge of Subject Matter	Demonstrate knowledge of subject matter, research, and impact of project on participant.		
Script	The participant describes the design development and script writing process.		
Techniques	Explain the types of equipment and/or software used to create the video.		
Copyright/Sources	Copyright and source information is noted and documented, and video content is original.		
Voice	Speak clearly with appropriate pitch, temp, and volume.		
Body Language	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, word usage and pronunciation.		

ULTIMATE LEADERSHIP PRODUCTIONS

FLORIDA EVENTS POINT SUMMARY FORM

Participant Name: _____

Chapter: _____ **Level:** _____

1. Make sure all information at the top is correct. If a student named is not participating, cross their name(s) off. If a participant does not show, write "No Show" across the top and return with other forms.
2. Before the student presentation, the room consultants must check the participants' index card using the criteria and standards listed below and fill in the boxes.
3. At the conclusion of the presentation, verify the evaluator scores and fill in the information below. Calculate the final score and ask for evaluators' verification. Place this form in front of the completed rubrics and staple all items related to the presentation together.
4. At the end of the competition in the room, double-check all scores and names to ensure accuracy. Sort results by participant order and turn them into the Lead Consultant.
5. Check with the Lead Consultant if there are any questions regarding the evaluation process.

ROOM CONSULTANT CHECK			POINTS
Punctuality 0 or 1 point	**0** Participant did not submit on time or in the correct file format.	**1** Participant submitted on time and in the correct file format.	
Online Submission File 0–3 points	**0** The file was missing 1 or both elements.	**1** **At least 2 errors** **2** **1 error** **3** **No errors** File is completed correctly and includes: _____Project ID Page _____Works Cited/ Bibliography _____Video in proper format and time	
Dress Code 0 or 1 point	**0** Event dress code was not followed	**1** Event dress code was followed	
EVALUATORS' SCORES		**ROOM CONSULTANT TOTAL** (5 Points Possible)	
Evaluator 1: _____ Initials: _____		**AVERAGE EVALUATOR SCORE** (95 Points Possible)	
Evaluator 2: _____ Initials: _____			

RATING ACHIEVED (circle one) **Gold:** 90–100 **Silver:** 70–89.99 **Bronze:** 1–69.99

VERIFICATION OF FINAL SCORE & RATING (please initial)

Evaluator 1: _____ Evaluator 2: _____ Adult Room Consultant: _____ Event Lead Consultant: _____

VIDEO CONTENT						POINTS
Format 0 or 5 points	**0** Video footage exceeds time or oral presentation is edited	**5** Video footage is in the lime limit and oral presentation is not edited.				
Introduction 0-15 points	**0** No introduction	**1 2 3 4 5** Introduction is ineffective	**6 7 8 9 10** Introduction is original, catches interest	**11 12 13 14 15** Introduction is highly original, catches interest		
Organization and Delivery 0-15 points	**0** Presentation is not complete or presented briefly and does not cover components of the project	**1 2 3 4** The presentation cover some or all topic elements with limited information	**5 6 7 8** Presentation gives complete information but does not explain the project well	**9 10 11 12** presentation covers information completely but does not flow well	**13 14 15** Presentation covers all relevant information with a seamless and logical delivery	
Knowledge of Subject Matter 0–15 points	**0** Little or no evidence of subject matter	**1 2 3 4** Minimal evidence of subject matter knowledge	**5 6 7 8** Knowledge of subject matter is evident but not effectively used in presentation	**9 10 11 12** Knowledge of subject matter is evident and shared at times in the presentation	13 14 15 Knowledge of subject matter is evident and incorporated throughout the presentation.	
Script 0–8 points	**0** No description of design development and script writing	**1 2 3 4** The description of design development and script writing is limited or unclear	**5 6 7** The description of design development and script writing is complete, but no supporting evidence.	**8** The description of design development and script writing is complete and has supporting evidence.		
Techniques 0–5 points	**0** No explanation of use or implementation of audio or visual.	**1 2** 1-2 techniques used to create the video	**3 4** 3-4 techniques used to create the video and described	**5** 5 or more techniques used to create the video and described using expert terminology.		
Equipment and Software 0–5 points	**0** No explanation of equipment and software	**1 2** 1 form of equipment or software utilized to create the video.	**3 4** 2 forms of equipment or software utilized to create the video and described.	**5** 3 or more forms of equipment or software utilized to create the video and described using expert terminology.		
Copyright/ Sources 0- 10 points	**0** Copyright and source information not addressed or addressed incorrectly AND video content is not original.	**1 2 3 4** Material violates copyright guidelines; sources are not addressed OR video content is not original.	**6 7 8 9** Copyright and source information is documents, and video content is original.	**10** Copyright compliance and source information is documented using visual representation, and video content is original.		
Voice 0–5 points	**0** Hard to hear, monotone, frequent mispronunciations.	**1 2** Generally clear, adequate volume, limited pitch and pace variation.	**3 4** Clear, good volume, occasional pitch and pace variation.	**5** Clear, confident, varied pitch and pace.		
Body Language 0–5 points	**0** Uses inappropriate gestures, posture or mannerisms, avoids eye contact..	**1** Gestures, posture, mannerisms and eye contact is inconsistent.	**2 3** Gestures, posture, mannerisms, eye contact is consistent.	**4** Gestures, posture, mannerisms, eye contact is consistent and somewhat enhances presentation.	5 Gestures, posture, mannerisms, eye contact is consistent and enhances 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** The presentation has no grammatical or pronunciation errors.		

Video Shown 0-5 points	**0** Video is not shown during the presentation.	**5** Video is shown during the presentation.				

Evaluator's Comments – Include two things done well and two opportunities for improvement:	**TOTAL** **(95 Points Possible)**	
	Evaluator #: _____ **Evaluator Initials: _____** **RC Initials: _____**	