



# CAREER INVESTIGATION Rubric



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

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

PORTFOLIO							Points
<b>FCCLA Planning Process Summary Page</b> 0–5 points	<b>0</b> Planning Process summary not provided	<b>1</b> Inadequate steps in the Planning Process are presented	<b>2</b> All Planning Process steps are presented but not summarized	<b>3</b> All Planning Process steps are summarized	<b>4</b> Evidence that the Planning Process was utilized to plan project	<b>5</b> The Planning Process is used to plan the project. Each step is fully explained	
<b>Self Assessment</b> 0–10 points	<b>0</b> Not included	<b>1–2</b> Vaguely referred to but incomplete evidence	<b>3–4</b> Some evidence of self-assessment	<b>5–6</b> Explained somewhat, but not documented sources of self assessment	<b>7–8</b> Documented resources used for self assessment	<b>9–10</b> Documented resources used, described role of self-assessment in selection of career	
<b>Evidence of Career Research</b> 0–10 points	<b>0</b> Not explained	<b>1–2</b> Some research done but incomplete information	<b>3–4</b> Research is current but from unreliable sources	<b>5–6</b> Research is current but only partially describes job description	<b>7–8</b> Research is current, appropriate for topic; from reliable sources	<b>9–10</b> Research is current, from reliable sources, documented correctly, and appropriate for topic	
<b>Experiences with Business, Industry, Agencies, and Organizations</b> 0–5 points	<b>0</b> No samples provided	<b>1</b> Limited samples are provided	<b>2</b> Limited experiences were undertaken	<b>3</b> Few experiences explained; little variety of experiences	<b>4</b> Good variety of experiences and of value to the career choice selected	<b>5</b> Wide variety of valuable experiences documented correctly, clear and easy to understand	
<b>Samples of School Work</b> 0–5 points	<b>0</b> No samples provided	<b>1</b> Limited number of samples provided	<b>2</b> Limited examples of academic coursework as it relates to career choice	<b>3</b> Brief explanation, limited evidence of how coursework will be used in selected career	<b>4</b> Explanation and documented evidence of how school work will be used in selected career	<b>5</b> School work is explained thoroughly as to how it will be used in selected career	
<b>Use of Family and Consumer Sciences Coursework and Standards</b> 0–5 points	<b>0</b> No explanation of FACS	<b>1</b> Brief explanation provided of FACS coursework	<b>2</b> Limited samples of FACS or academic coursework	<b>3</b> Samples of FACS and academic coursework are provided	<b>4</b> Relationship of FACS coursework and standards to selected career is briefly explained	<b>5</b> FACS coursework, standards and career cluster are explained thoroughly and related to selected career	
<b>Career Planning</b> 0–5 points	<b>0</b> No actual career goal stated	<b>1</b> Briefly explained career goal	<b>2</b> States career goals but no plan for achieving goals	<b>3</b> Brief explanation of career goal and how to achieve the goal	<b>4</b> States career goal that includes plan for education/training and other activities for achieving goals	<b>5</b> States career goal and plan that includes thorough plan and explains how activities will enhance possibilities for achieving goal	
<b>Works Cited/Bibliography</b> 0–3 points	<b>0</b> No resources listed	<b>1</b> Incomplete list of resources/resources listed are not current or appropriate for project	<b>2</b> Complete list of resources but inconsistent format	<b>3</b> Complete alphabetical list of appropriate resources, in a consistent format			
<b>Appearance</b> 0–3 points	<b>0</b> Portfolio is illegible and unorganized	<b>1</b> Portfolio is neat, but may contain grammatical or spelling errors and is organized poorly	<b>2</b> Portfolio is neat, legible, and professional, with correct grammar and spelling	<b>3</b> Portfolio is neat, legible, professional, correct grammar and spelling used with effective organization of information			

# Career Investigation Rubric (continued)

ORAL PRESENTATION							Points
<b>Organization/ Delivery</b> 0–10 points	<b>0</b> Presentation is not done or speaks briefly and does not cover components of the project	<b>1–2</b> Presentation covers some topic elements	<b>3–4</b> Presentation covers all topic elements but with minimal information	<b>5–6</b> Presentation gives complete information but does not explain the project well	<b>7–8</b> Presentation covers information completely but does not flow well	<b>9–10</b> Presentation covers all relevant information with a seamless and logical delivery	
<b>Knowledge of Selected Career</b> 0–5 points	<b>0</b> Little evidence of career knowledge	<b>1</b> Minimal evidence of career knowledge	<b>2</b> Some evidence of career knowledge	<b>3</b> Knowledge of career is evident but not shared in presentation	<b>4</b> Knowledge of career is evident and shared at times in the presentation	<b>5</b> Knowledge of career is evident and incorporated throughout the presentation	
<b>Relationship of Family and Consumer Sciences Coursework and Standards</b> 0–5 points	<b>0</b> No evidence of relationship between career and FACS	<b>1</b> Minimal evidence of career knowledge and FACS coursework	<b>2</b> Some evidence of career knowledge	<b>3</b> Knowledge of career and FACS coursework but not shared	<b>4</b> Knowledge of career and the relationship to FACS is evident and shared	<b>5</b> Knowledge of career and FACS relationship is evident and explained well	
<b>Use of Portfolio during Presentation</b> 0–5 points	<b>0</b> Portfolio is not used during presentation	<b>1</b> Portfolio used to limit amount of speaking time	<b>2</b> Portfolio used minimally during presentation	<b>3</b> Portfolio incorporated throughout presentation	<b>4</b> Portfolio used effectively throughout presentation	<b>5</b> Presentation moves seamlessly between oral presentation and portfolio	
<b>Voice—pitch, tempo, volume</b> 0–3 points	<b>0</b> No voice qualities are used effectively	<b>1</b> Voice quality is adequate	<b>2</b> Voice quality is good, but could improve	<b>3</b> Voice quality is outstanding and pleasing to listen to			
<b>Body Language/ Clothing Choice</b> 0–3 points	<b>0</b> Body language shows nervousness and unease/inappropriate clothing	<b>1</b> Body language shows minimal amount of nervousness/clothing is appropriate	<b>2</b> Body language is good and clothing is professional	<b>3</b> Body language and clothing choice both enhance the presentation			
<b>Grammar/ Word Usage/ Pronunciation</b> 0–3 points	<b>0</b> Extensive (more than 5) grammatical and pronunciation errors	<b>1</b> Some (3–5) grammatical and pronunciation errors	<b>2</b> Few (1–2) grammatical and pronunciation errors	<b>3</b> Presentation has no grammatical or pronunciation errors			
<b>Responses to Evaluators' Questions</b> 0–5 points	<b>0</b> Did not answer evaluators' questions	<b>1</b> Unable to answer some questions	<b>2</b> Responded to all questions, but without ease or accuracy	<b>3</b> Responded adequately to all questions	<b>4</b> Gave appropriate responses to evaluators' questions	<b>5</b> Responses to questions were appropriate and given without hesitation	

**Evaluator's Comments:**

**TOTAL**   
(90 points possible)

**Evaluator Initial** \_\_\_\_\_

**Room Consultant Initial** \_\_\_\_\_