



CHAPTER SERVICE PROJECT DISPLAY

Rubric



Name(s) of Participant(s) _____

State _____ Team # _____ Group # _____ Category _____

EVALUATION CRITERIA							Points
FCCLA Planning Process Summary Page 0–5 points	0 Planning Process summary not provided	1 Inadequate steps in the Planning Process are presented	2 All Planning Process steps are presented but not summarized	3 All Planning Process steps are summarized	4 Evidence that the Planning Process was utilized to plan project	5 The Planning Process is used to plan the project. Each step is fully explained	
Display 0–5 points	0 Display not used during presentation	1 Display has many errors and is not aesthetically pleasing	2 Display has minimal appeal	3 Display needs some improvement in content and design	4 Display has good word, color, and design choice	5 Display is creative, appropriate, and of high quality	
<i>Identify Concerns</i> Addresses a Specific Need 0–4 points	0 No evidence shown	1 Limited needs identified	2 Project needs are addressed but somewhat unclear	3 Project addresses a need for family, school, community or Family and Consumer Sciences	4 Research methods were used to identify an urgent and significant need for school, community, global or for Family and Consumer Sciences, gather data and are described in detail		
<i>Identify Concerns</i> Target Audience 0–3 points	0 No mention of the intended audience	1 Little consideration for intended audience	2 It is evident that the project was designed for the intended audience	3 Project is appropriate for the specific attributes of the intended audience			
<i>Set a Goal</i> Goals/Mission 0–3 points	0 Goals are missing	1 Goals are limited in scope	2 Goals and mission are explained	3 Goals/mission relate to the needs and rationale for the project is evident			
<i>Set a Goal</i> Reflects FCCLA Purposes 0–2 points	0 Did not refer to a purpose	1 FCCLA purposes are briefly mentioned	2 The link to FCCLA purposes is explained				
<i>Set a Goal</i> Family and Consumer Sciences Content and Skills 0–3 points	0 FACS not mentioned	1 Relationship of project to Family and Consumer Sciences is not mentioned	2 The project relates to Family and Consumer Sciences knowledge and skills	3 Project is related to the national FACS standards. Participant members use many different Family and Consumer Sciences skills in plans and action			
<i>Form a Plan</i> Project Scope 0–3 points	0 No evidence	1 Project is limited in scope	2 Project may be similar to other efforts or an annual event. Challenges and barriers are evaluated	3 Project involves multiple partners, planning meetings, task descriptions and efforts, has a wide scope, uses technology, and is unique. Barriers are considered and resolved			
<i>Form a Plan</i> Project's Organization 0–4 points	0 Little organization is evident	1 Organization is difficult to follow, not concise, not thorough	2 The plan is thorough, but could be organized more efficiently to make communication with volunteers effective	3 The plan is thorough and is organized in sequence	4 The project members identified standards, examined alternative actions, considered consequences of various alternatives, and selected acceptable alternatives		
<i>Form a Plan</i> Cooperative Efforts/Partners 0–3 points	0 No evidence shown	1 Cooperative effort is limited	2 Partners are limited in scope	3 Extensive effort to involve partners. Participant(s) were creative and thoughtful in recruiting cooperative partners			
<i>Form a Plan</i> Work Plan 0–3 points	0 No work plan	1 The project work plan of assigned tasks has limited details	2 Work plan has some details and evidence of planning	3 Work plan is explained in detail and is extensive			
<i>Form a Plan</i> Timeline 0–3 points	0 No timeline	1 A limited timeline is explained	2 Timeline explained with some detail. A work plan of assigned tasks has limited details	3 Timeline has many steps and processes, tasks are explained			
<i>Form a Plan</i> Activities/Tasks and Roles 0–3 points	0 None indicated	1 Project's activities are limited and involve limited members	2 Project involves most members and plan includes detailed activities/roles/tasks	3 Project extends beyond the membership to include community, school or additional volunteers			

Chapter Service Project Display Rubric (continued)

Points

<i>Form a Plan</i> Budget 0–3 points	0 No budget provided	1 Budget is evident	2 Budget reflects the project's goals	3 Budget is detailed and thoughtful with additional resources were sought and described. Many partners are evident to assist with the resources of the project		
<i>Form a Plan</i> Increase Awareness Public Relations 0–3 points	0 No activities shown	1 Efforts are evident the project increases awareness of FCCLA and Family and Consumer Sciences	2 Multiple strategies for media, outreach and publicity are evident	3 Project positively increased awareness of FCCLA and Family and Consumer Sciences with many of these audiences: peers, the community, public-at-large, elected officials, school administrators, and school board		
<i>Act</i> Project Impact 0–3 points	0 Impact missing	1 Impact on community or chapter members is explained in a limited way	2 Impact of project is shown and evident in a variety of methods and data, statistics, surveys, and information	3 Impact is significant with data, statistics surveys, and information		
<i>Act</i> Youth Involved and Volunteer Recruitment 0–2 points	0 Project is not youth-led. Volunteers were not recruited	1 Project is youth led and members volunteered	2 Project is youth-led. Volunteers were recruited beyond chapter membership with people not usually invited to participate (older persons, cultural diversity, persons with special needs)			
<i>Act</i> Uniqueness 0–2 points	0 Project is not unique	1 Project has been done previously or is a project designed to a similar effort	2 Project is unique in its approach to solve a problem or meet a need			
<i>Follow Up</i> Evaluation 0–4 points	0 No evidence of follow up	1 Limited evidence of follow up and evaluation	2 Evaluation is evident. Some strategies are used for follow up	3 Evaluation involves multiple strategies, interviews, surveys, pre and post tests, reports. Follow up includes plans for replication, and appreciation and recognition.	4 Evaluation involves multiple strategies, interviews, surveys, pre and post tests, reports. Evaluation methods used technology. Follow up includes plans for replication, future efforts, lessons learned, and appreciation and recognition.	
Organization/Delivery 0–10 points	0 Presentation is not done or speaks briefly and does cover components of the project	1–2 Presentation covers some topic elements	3–4 Presentation covers all topic elements but with minimal information	5–6 Presentation gives complete information but does not explain the project well	7–8 Presentation covers information completely but does not flow well	9–10 Presentation covers all relevant information with a seamless and logical delivery
Use of Display during Presentation 0–5 points	0 Display is not used during presentation	1 Display is used to limit amount of speaking time	2 Display is used minimally during presentation	3 Display incorporated throughout presentation	4 Display used effectively throughout presentation	5 Presentation moves seamlessly between oral presentation and display
Voice—pitch tempo, volume 0–3 points	0 No voice qualities are used effectively	1 Voice quality is adequate	2 Voice quality is good, but could improve	3 Voice quality is outstanding and pleasing to listen to		
Body Language/Clothing Choice 0–3 points	0 Body language shows nervousness and unease/ inappropriate clothing	1 Body language shows minimal amount of nervousness/ clothing is appropriate	2 Body language is good and and clothing is professional	3 Body language and clothing choice both enhance the presentation		
Grammar/Word Usage/Pronunciation 0–3 points	0 Extensive (more than 5) grammatical and pronunciation errors	1 Some (3–5) grammatical and pronunciation errors	2 Few (1–2) grammatical and pronunciation errors	3 Presentation has no grammatical or pronunciation errors		
Responses to Evaluators' Questions 0–5 points	0 Did not answer evaluators' questions	1 Unable to answer some questions	2 Responded to all questions, but without ease or accuracy	3 Responded adequately to all questions	4 Gave appropriate responses to evaluators' questions	5 Responses to questions were appropriate and given without hesitation

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Evaluator's Comments:

TOTAL
(90 points possible)

Evaluator Initial _____

Room Consultant Initial _____