



NATIONAL PROGRAMS IN ACTION

Rubric



NATIONAL PROGRAMS IN ACTION

Name(s) of Participant(s) _____

State _____ Team # _____ Group # _____ Category _____

- National Project** (check one):
- | | | |
|---|--|---|
| <input type="checkbox"/> Career Connections | <input type="checkbox"/> Community Service | <input type="checkbox"/> FACTS (Families Acting for Community Traffic Safety) |
| <input type="checkbox"/> Families First | <input type="checkbox"/> Financial Fitness | <input type="checkbox"/> Student Body |
| <input type="checkbox"/> Power of One | <input type="checkbox"/> STOP the Violence | |

EVALUATION CRITERIA							Points
<i>Identify Concerns:</i> Relationship to the National Program 0–5 points	0 No concern is identified	1 Concern is identified	2 Concern is identified with 1–2 statements of the issue	3 Concern is identified with 2–3 statements of issue and how it relates to the national program	4 Concern is identified with 3 or more compelling statements of the need and relation to the national program	5 Concern is written well with 4 or more compelling statements of the need and relation to the national program	
<i>Identify Concerns:</i> Knowledge of the National Program 0–5 points	0 No knowledge apparent	1 Knowledge of the national program seems limited	2 Participant(s) seems to have sufficient knowledge but it is not explicitly stated	3 National program knowledge is explained in presentation	4 Extensive knowledge is apparent through the presentation	5 Extensive knowledge is explained and applied to the project	
<i>Set a Goal:</i> Structure 0–5 points	0 Goal is missing	1 Goal is simplistically stated	2 Goal is stated adequately	3 Goal is stated strongly with some steps identified	4 Goal is stated strongly, ambitious and clear steps are identified	5 Ambitious goal is stated, and articulated with clear steps and evaluation methods	
<i>Set a Goal:</i> Appropriate Goal 0–5 points	0 Goal is missing	1 Goal is inappropriate for the project	2 Goal is relevant but does not relate to a national program	3 Goal relates to a national program	4 Goal relates to an issue and a national program, but relevance is unclear	5 Goal explicitly states relationship to a community, school, national, or international issue, and a national program	
<i>Form a Plan:</i> Organization 0–5 points	0 No plan is presented	1 Plan is presented with minimal steps	2 Plan is stated with 3–5 steps	3 Plan is clearly stated with 3–5 steps and a timeline identified	4 Plan is multi-phased, chronologically sequenced, and has measurable expectations	5 Plan is multi-phased, chronologically sequenced, has measurable expectations and is realistic and challenging for participants' level	
<i>Form a Plan:</i> Logistics and Timeline 0–5 points	0 Plan does not include logistics	1 Logistical and timeline information have been considered, but no evidence is given in the plan	2 Logistics and timeline are somewhat unclear	3 Logistics and timeline have some gaps and need more detailed descriptions	4 Logistics and timeline are complete but could explain with more detail	5 Plan identified who, what, where, when, why, how, and lists abilities, resources, possible barriers, and ways to recognize and measure accomplishments	
<i>Act:</i> Action Taken on Plan 0–5 points	0 No action plan presented	1 Some actions are explained	2 All actions are explained	3 All actions are explained with mention of possible barriers and outcomes expected	4 Each action step is taken but explanation given is limited	5 Each action step is taken and full explanation is given of actions and outcomes	
<i>Act:</i> Use of Resources and Partners 0–5 points	0 No evidence of partnerships or resources	1 Limited evidence of partnerships and resources	2 Evidence of partnerships and resources exploration, but no action to develop relationships was taken	3 Evidence of search for partners and resources with appropriate action taken to begin relationships	4 The project identifies action taken to identify and build relationships with partners and resources who are relevant to the project	5 The project identifies possibilities and attempts to develop relationships with partners and resources who enhance the project	

National Programs in Action Rubric (continued)

Points

<i>Follow Up:</i> Publicity & Recognition 0–5 points	0 There are not publicity or recognition strategies	1 Publicity and recognition are acknowledged, but not an intentional component	2 Publicity and recognition strategies are limited in use	3 Publicity is utilized at many steps of the action plan, recognition is evident	4 Publicity is utilized throughout the action plan, recognition is evident and appropriate	5 Publicity is utilized throughout, recognition is evident. Both are creative and purposeful	
<i>Follow Up:</i> Evaluation 0–5 points	0 Evaluation methods are not evident in the plans	1 Evaluation methods are mentioned	2 Evaluation methods are included in the plans and results	3 Evaluation methods are evident, but their purpose and outcomes are insufficient	4 Evaluation methods are evident, purposefully used and broad outcomes are listed	5 Evaluation methods are evident, purposefully used, and measurable outcomes listed	
Organization/Delivery 0–10 points	0 Presentation is not done or speaks briefly and does not cover components of the project	1–2 Presentation covers some topic elements	3–4 Presentation covers all topic elements but with minimal information	5–6 Presentation gives complete information but does not explain the project well	7–8 Presentation covers information completely but does not flow well	9–10 Presentation covers all relevant information with a seamless and logical delivery	
Knowledge of Subject Matter 0–5 points	0 Little or no evidence of knowledge	1 Minimal evidence of knowledge	2 Some evidence of knowledge	3 Knowledge of subject matter is evident but not shared in presentation	4 Knowledge of subject matter is evident and shared at times in the presentation	5 Knowledge of subject matter is evident incorporated throughout the presentation	
Relationship of Family and Consumer Sciences Coursework 0–5 points	0 No evidence of relationship with FACS	1 Minimal evidence of FACS coursework and knowledge	2 Some evidence of FACS relationship	3 Knowledge of FACS coursework is evident but not shared	4 Knowledge of relationship to FACS is evident and shared	5 Knowledge of FACS relationship is evident and explained well	
Use of Visuals during Presentation 0–6 points	0 Visuals are not used during presentation	1–2 Visuals were of poor quality are used to limit amount of speaking time	3 Low quality visuals are used minimally during presentation	4 Adequately chosen and prepared visuals are incorporated throughout presentation	5 Excellent visuals are used effectively throughout presentation	6 Presentation moves seamlessly between oral presentation, high quality visuals. Visuals are superbly chosen and enhance presentation	
Voice—pitch, tempo, volume 0–3 points	0 No voice qualities are used effectively	1 Voice quality is adequate	2 Voice 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 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 _____