



# PROMOTE AND PUBLICIZE FCCLA!

## Rubric



**PROMOTE AND PUBLICIZE FCCLA!**

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

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

PORTFOLIO							Points
<b>FCCLA Planning Process Summary Page</b> 0-5 points	<b>0</b> Portfolio is missing Planning Process page	<b>1</b> Few steps in the Planning Process are presented	<b>2</b> Most steps in the Planning Process are addressed	<b>3</b> Planning Process is present and addresses steps	<b>4</b> Planning Process is utilized to plan the project. Most steps are explained	<b>5</b> The Planning Process is used to plan the project. Each step is fully explained	
<b>Evidence of Research</b> 0-4 points	<b>0</b> Not explained	<b>1</b> Some research done but incomplete information	<b>2</b> Research is current but from unreliable sources	<b>3</b> Research is current, appropriate for topic; from reliable sources	<b>4</b> Research is current, documented correctly, and appropriate for topic		
<b>Promotion Plan Description</b> 0-8 points	<b>0</b> Not evident	<b>1</b> The promotion plan has ideas for a few projects and events	<b>2-3</b> The promotion plan includes ideas for several projects and events	<b>4-5</b> Promotion plan includes goals, objectives, and ideas for various projects and events throughout the year	<b>6-7</b> Promotion plan has goals, objectives, and ideas for various projects and events throughout the year. The plan includes detailed descriptions and is professional in grammar and organization	<b>8</b> Promotion plan is very detailed, creative, rigorous, encompasses several media, and challenges participants to learn and make contacts in and out of their classrooms and schools	
<b>Evidence of Campaign</b> 0-10 points	<b>0</b> No evidence provided	<b>1-2</b> Portfolio contains a very limited sample of the materials produced for the publicity campaign	<b>3-4</b> Portfolio contains some of the materials produced for the campaign	<b>5-6</b> Portfolio contains most of the materials produced for the campaign	<b>7-8</b> Portfolio contains samples of all materials produced for the publicity campaign	<b>9-10</b> There is an appropriate number of campaign materials and all are creative, innovative, professional, and of high quality	
<b>Evidence of Technology Used</b> 0-3 points	<b>0</b> No technology used in project	<b>1</b> Technology used to develop project but not explained	<b>2</b> Technology and techniques used to develop project are explained	<b>3</b> Technology used to develop project and materials were developed to document project			
<b>Evidence of Public Awareness and Promotion</b> 0-5 points	<b>0</b> Evidence is missing	<b>1</b> The portfolio shows limited information regarding public awareness and promotion	<b>2</b> The portfolio adequately addresses the area of public awareness and promotion	<b>3</b> The portfolio extensively shows areas of public awareness and promotion	<b>4</b> The portfolio shows areas of public awareness and promotion potential and the increase that occurred throughout the campaign	<b>5</b> The portfolio shows areas of public awareness and promotion potential and the increase that occurred throughout the campaign, and opportunities or ideas for improvement	
<b>Relationship to Family and Consumer Sciences and/or Related Occupations</b> 0-5 points	<b>0</b> Not included	<b>1</b> Vaguely referred to	<b>2</b> Explained, but done so poorly	<b>3</b> Explained fully	<b>4</b> Explained fully with evidence of some understanding of content area	<b>5</b> Explained fully with evidence of mastery of the content area	
<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 contains 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> Neat and professional, correct grammar and spelling used; effective organization			

# Promote and Publicize FCCLA! Rubric (continued)

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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 Subject Matter</b> 0–5 points	<b>0</b> Little or no evidence of knowledge	<b>1</b> Minimal evidence of knowledge	<b>2</b> Some evidence of knowledge	<b>3</b> Knowledge of subject matter is evident but not shared in presentation	<b>4</b> Knowledge of subject matter is evident and shared at times in the presentation	<b>5</b> Knowledge of subject matter is evident and incorporated throughout the presentation	
<b>Use of Portfolio and Visuals during Presentation</b> 0–5 points	<b>0</b> Portfolio and visuals are not used during presentation	<b>1</b> Portfolio and visuals are used to limit amount of speaking time	<b>2</b> Portfolio and visuals are used minimally during presentation	<b>3</b> Portfolio and visuals are incorporated throughout presentation	<b>4</b> Portfolio and visuals are used effectively throughout presentation	<b>5</b> Presentation moves seamlessly between oral presentation, portfolio, and visuals	
<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	
WRITING SAMPLE							Points
<b>Knowledge of Public Relations</b> 0–4 points	<b>0</b> Writing Sample not done	<b>1</b> Demonstrates an attempt at sample but not real knowledge	<b>2</b> Demonstrates some knowledge of required sample, but not superbly executed	<b>3</b> Demonstrates high level of skills and knowledge of required sample	<b>4</b> Demonstrates advanced skills and knowledge. Evidence that participant(s) are comfortable with the required sample and have used it in the past		
<b>Creativity</b> 0–4 points	<b>0</b> Writing Sample not done	<b>1</b> Participant(s) shows limited creativity	<b>2</b> Demonstrates some creativity	<b>3</b> Demonstrates a high level of creativity and innovation	<b>4</b> Demonstrates high level of creativity and innovation, extensive vocabulary, and knowledge of appropriate word and design choice for specific required sample		
<b>Professionalism</b> 0–2 points	<b>0</b> Writing Sample not done	<b>1</b> Writing Sample is unorganized and has grammatical errors	<b>2</b> Writing Sample is professional, neat, and organized without any grammatical errors; sample is ready to submit to appropriate media				

**Evaluator's Comments:**

**TOTAL**  
(90 points possible)

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

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

## Promote and Publicize FCCLA! Teaching Tips for Advisers

The **Promote and Publicize FCCLA!** event is a great opportunity to engage students in all your classrooms. Incorporating a Promote and Publicize FCCLA! project into your classroom will allow you to tie FCCLA, school and community relations, and communications together in a way that is advantageous for your program because it is a great reason to get students to talk to administration, school board members, and community leaders about the importance of your FACS and FCCLA. Use it as an ongoing project in your classroom or with your FCCLA officer team and it can become a bookend for the semester or school year. Students should learn networking, public speaking, leadership, and communications skills. In addition, this project provides writing projects for students which are creative, fun, and rewarding. This event will appeal most to students interested in journalism, public relations, media, marketing, and advertising and is an excellent way to help students explore and gain experience in these and related careers.

### RESOURCES

- *The Guide to Promoting FCCLA*
- *FCCLA Tagline and Logo Usage Guide*
- *FCCLA's Be Part of It!*
- FCCLA national website, [www.fcclainc.org](http://www.fcclainc.org)

