



# STAR Events Point Summary Form TEACH AND TRAIN



TEACH AND TRAIN

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

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

**DIRECTIONS:**

1. Make sure all information at top is correct. If a student named is not participating, cross their name(s) off. If a team does not show, please write "No Show" across the top and return with other forms. Do **NOT** change team or group numbers.
2. Before student presentation, the room consultants must check participants' *portfolio* using the criteria and standards listed below and fill in the boxes.
3. At the conclusion of presentation, 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 paper clip all items related to the presentation together. Please do **NOT** staple.
4. At the end of competition in the room, double check all scores, names, and team numbers to ensure accuracy. Sort results by team order and turn in to the Lead or Assistant Lead Consultant.
5. Please check with the Lead or Assistant Lead Consultant if there are any questions regarding the evaluation process.

ROOM CONSULTANT CHECK			Points
<b>Registration Packet</b> 0 or 3 points	Picked up by adviser or designated adult during scheduled time No <b>0</b> Yes <b>3</b>		
<b>Orientation</b> 0 or 2 points	Did not attend <b>0</b>	The individual attended <b>2</b>	
<b>Hardcopy Portfolio</b> 0–1 point OR <b>Electronic Portfolio</b> 0–1 point	Binder is not the official FCCLA binder <b>0</b>	Binder is the official FCCLA binder <b>1</b>	
	Electronic Portfolio not in viewable format to the evaluators <b>0</b>	Electronic Portfolio in viewable format to the evaluators <b>1</b>	
<b>Portfolio Pages</b> 0–3 points	Portfolio exceeds the page limit <b>0</b>	<b>1 2 3</b> <b>2 or more errors 1 error no errors</b> Portfolio contains no more than 38 single-sided pages or 49 slides completed correctly, including: <ul style="list-style-type: none"> <li>• 1 project ID page or slide</li> <li>• 1 table of contents page or slide</li> <li>• 1 Planning Process summary page or 2 slides</li> <li>• Project Summary Submission Proof</li> <li>• Up to 7 divider pages or slides</li> <li>• Up to 27 content pages or 37 slides</li> </ul>	
<b>Punctuality</b> 0–1 point	Participant was late for presentation <b>0</b>	Participant was on time for presentation <b>1</b>	

**EVALUATORS' SCORES**

Evaluator 1 \_\_\_\_\_ Initials \_\_\_\_\_  
 Evaluator 2 \_\_\_\_\_ Initials \_\_\_\_\_  
 Evaluator 3 \_\_\_\_\_ Initials \_\_\_\_\_  
 Total Score \_\_\_\_\_ divided by number 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 Total)

**RATING ACHIEVED** (circle one) **Gold:** 90–100 **Silver:** 70–89.99 **Bronze:** 1–69.99 **Cert. of Completion:** 1–49.99

**VERIFICATION OF FINAL SCORE AND RATING** (please initial)

Evaluator 1 \_\_\_\_\_ Evaluator 2 \_\_\_\_\_ Evaluator 3 \_\_\_\_\_ Adult Room Consultant \_\_\_\_\_ Event Lead Consultant \_\_\_\_\_



# TEACH AND TRAIN—Junior Rubric



TEACH AND TRAIN

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

Chapter \_\_\_\_\_ 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>Career Exploration</b> 0–5 points	<b>0</b> Not included	<b>1</b> Research is not <i>current</i> , and missing more than 3 topics	<b>2</b> Research is <i>current</i> but from unreliable sources, missing 1–2 required topics	<b>3</b> Research is <i>current</i> but only partially describes job or other topics	<b>4</b> Research is <i>current</i> , appropriate for topic; from reliable sources	<b>5</b> Research is <i>current</i> , documented correctly, and includes all six required topics	
<b>Self Assessment</b> 0–5 points	<b>0</b> Not included	<b>1</b> Missing analysis of learning or thinking styles, personality traits analysis, and no career value stated	<b>2</b> Covers areas of self assessment with limited information and detail	<b>3</b> Adequately addresses all areas of self assessment	<b>4</b> Examined personal interests in detail, and states career value, and analyzed styles	<b>5</b> Examined personal interests in detail, clearly states career value, and analyzed styles	
<b>Evidence of Prior Presentation</b> 0–5 points	<b>0</b> No prior presentation done	<b>1</b> Participation indicates that the lesson/workshop plan was presented but shows no evidence of the prior presentation	<b>2</b> Minimal evidence of prior presentation of the lesson/workshop plan	<b>3</b> Extensive evidence of prior presentation of the lesson/workshop plan	<b>4</b> Extensive evidence of prior presentation of the lesson/workshop plan. Some outcomes are listed.	<b>5</b> Extensive evidence of prior presentation of the lesson/workshop plan. Outcomes are listed and methods of improvement are indicated	
<b>Lesson/Workshop Plan: Planning</b> 0–5 points	<b>0</b> Shows no evidence of advance planning	<b>1</b> Plan shows some consideration for <i>audience</i> members	<b>2</b> Plan includes an objective and shows an adequate understanding of the <i>audience</i>	<b>3</b> Plan includes an objective, uses predictable teaching methods, and shows understanding of the <i>audience</i>	<b>4</b> Plan includes an objective and predictable teaching methods, shows understanding of <i>audience</i> , and indicates a connection to curriculum	<b>5</b> Plan includes an objective and varied teaching methods, shows understanding of the <i>audience</i> , and completely connects the lesson to curriculum, describes desired outcomes	
<b>Lesson/Workshop Plan: Organization</b> 0–5 points	<b>0</b> Shows no organization	<b>1</b> Plan does not include an introduction and/or conclusion and <i>content</i> is difficult to follow	<b>2</b> Plan includes an adequate introduction and conclusion with unorganized <i>content</i>	<b>3</b> Plan includes a solid introduction and conclusion, but the <i>content</i> is somewhat unorganized. Includes some effort to include technology	<b>4</b> Plan follows a logical organization with a creative and effective introduction and conclusion. Includes an effective use of technology	<b>5</b> Plan includes a creative, attention getting introduction, excellently placed <i>content</i> and activities, and a solid, effective conclusion. The shows superb effort to maintain <i>audience</i> attention and produce a high level of learning. Includes an effective use of technology	
<b>Lesson/Workshop Plan: Activity</b> 0–5 points	<b>0</b> No activity included	<b>1</b> Activity plans are missing logistical and resource information. The activity is not creative or interesting and does not relate well to lesson/workshop	<b>2</b> Activity plans include some logistical and resource information. The activity is not creative and does not tie to the lesson/workshop well	<b>3</b> Activity plans include adequate logistical and resource information. Activity is interesting	<b>4</b> Activity plans include excellent logistical and resource information. The activity(s) is interesting and beneficial to most <i>audience</i> members	<b>5</b> Activity plans include logistical information and an extensive list of resources. Activity(s) is creative, interesting and enhances the quality of the lesson. All <i>audience</i> members would benefit from the activity	

# Teach and Train—Junior Rubric (continued)

Points

TEACH AND TRAIN

<b>Lesson/ Workshop Plan: Follow Up</b> 0–5 points	<b>0</b> No follow up was done	<b>1</b> Outcomes are inadequately stated. No evaluation was used	<b>2</b> Outcomes are inadequately stated. An evaluation method was used, but results are not presented	<b>3</b> Outcomes are measurable and complete. A single evaluation method was used and results are explained	<b>4</b> Outcomes are measurable, complete and thoughtfully done. Multiple evaluation methods were used and results are explained well	<b>5</b> Outcomes are measurable, complete and thoughtfully done. Multiple evaluation methods were used and results are explained well. Plans to improve the lesson/workshop are included	
<b>Evidence of Technology Used</b> 0–5 points	<b>0</b> No technology used in lesson/workshop planning or execution	<b>1</b> Technology used to develop or execute lesson/workshop not explained	<b>2</b> Technology used to develop or execute lesson/workshop but not explained in portfolio	<b>3</b> Technology and techniques used to develop or execute lesson/workshop are explained	<b>4</b> Technology used to develop or execute lesson/workshop was explained thoroughly	<b>5</b> Technology used to develop or execute lesson/workshop was explained thoroughly and materials were developed to document project	
<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 incorrect style	<b>3</b> Complete list of appropriate resources, in a MLA or APA style			
<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			

## ORAL PRESENTATION

<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 or no evidence of knowledge	<b>1</b> Minimal evidence of knowledge	<b>2</b> Some evidence of knowledge	<b>3</b> Knowledge of selected career is evident but not shared in presentation	<b>4</b> Knowledge of selected career is evident and shared at times in presentation	<b>5</b> Knowledge of selected career is evident and incorporated throughout the presentation	
<b>Relationship of Family and Consumer Sciences Coursework</b> 0–5 points	<b>0</b> No evidence of relationship to FACS	<b>1</b> Minimal evidence of FACS knowledge and coursework	<b>2</b> Some evidence of FACS knowledge and coursework	<b>3</b> FACS knowledge and coursework is evident but not shared	<b>4</b> Coursework and knowledge of the relationship to FACS is evident and shared	<b>5</b> Coursework and knowledge of FACS relationship is evident and explained well	
<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 used to limit amount of speaking time	<b>2</b> Portfolio and visuals used minimally during presentation	<b>3</b> Portfolio and visuals incorporated throughout presentation	<b>4</b> Portfolio and visuals 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	

**Evaluator's Comments:**

Evaluator # \_\_\_\_\_

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

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

**TOTAL**  
(90 points possible)

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