

***Prior to the event***

- Read all information provided from the Missouri FCCLA State office for the event thoroughly.
- Bring a calculator to the State Leadership Conference for totaling points. A phone with a calculator feature/app is acceptable, but please place phone in “airplane mode” during the competition times.

***At the State Leadership Conference***

- Attend room consultant orientation to review specific responsibilities.
- Please place phone in “airplane mode” during competition times.
- Prior to the event, check the room setup and materials. Review room consultant information and organize evaluator materials.
- Serve as doorkeeper for the event and enforce the no spectator policy. (Exception: Media Team may be escorted into events)
- Check off participant names on time schedule following the presentation.
- Collect and review portfolios while participants are setting up. Record points on the corresponding point summary form and confer with the event lead consultant if there are any questions. Then give the portfolio to evaluators and have them score the “Portfolio” section of the rubric.
- Following the participants’ presentations, encourage evaluators to make constructive and thorough comments on the rubrics or provided comment sheets.
- Keep evaluators on schedule and check for blank areas on rubrics.
- Try to “dovetail” time allotment if possible. Collect participant portfolio while judges finish from previous presentation.
- Total points on rubrics and point summary form and indicate final rating. Show evaluators final ratings for each participant and have evaluators initial the rubric next to the Total Points box and in the space provided on the point summary form. If ratings are not consistent, remind evaluators that evaluation team is asked to be within a 10-point range. Level 1 cannot be below 60.
- Make sure participants take all materials with them at the end of their presentation.
- Collect and return rubrics and point summary forms to the Lead Consultant as completed.
- At the end of the day complete the volunteer evaluation form and submit to the youth room consultant.
- Collect and return supplies to the Lead Consultant.
- Assist with Recognition Session as needed.

**DO NOT DISCUSS RATINGS WITH ANYONE PRIOR TO RECOGNITION SESSION.**

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***At the State Leadership Conference***

- ❑ Attend room consultant orientation to review specific responsibilities.
- ❑ Please place phone in “airplane mode” during competition times.
- ❑ Assist adult room consultants as needed.
- ❑ Escort participants to the designated presentation area.
- ❑ Serve as timekeeper for the event.
  - Allow the adult room consultant and evaluators up to 10 minutes to review the participants portfolio
  - begin timing as participants begin their oral presentation
  - hold up warning card at 14 minutes (one minute warning)
  - stop participants at 15 minutes
  - ensure that audio or audiovisual recordings are limited to 3 minutes playing time
  - allow 5 minutes for questioning by evaluators
- ❑ Direct participants outside of the event room after the evaluator questions so evaluators may complete rubrics. Make sure participants take their materials with them.
- ❑ Thank the participants for their work and presentation.
- ❑ Allow evaluators a few minutes to write comments and discuss the entry among themselves before ushering in the next participant.
- ❑ At the end of the day complete the volunteer evaluation form and collect completed evaluations from the evaluators and adult room consultant. Return evaluations to the Lead Consultant with the other competition materials.
- ❑ Thank evaluators at the end of the event.
- ❑ Assist with Recognition Session as needed.

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## ***Prior to the event***

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- ❑ Bring a calculator to the State Leadership Conference for totaling points. A phone with a calculator feature/app is acceptable, but please place phone in “airplane mode” during the competition times.

## ***At the State Leadership Conference***

- ❑ Please place phone in “airplane mode” during competition times.
- ❑ Review the participant portfolio with the adult room consultant 10 minutes prior to the presentation and score the “Portfolio” section of the rubric.
- ❑ Participants may give up to a 15 minute oral presentation of their project to the evaluators.
- ❑ Following the oral presentation, evaluators will have 5 minutes to question participants to determine their knowledge of the subject or to ask for clarification.
- ❑ Score the entry and discuss in private with the other evaluators on your team.
- ❑ Spend a few minutes reviewing strengths and areas for improvement of the presentation. Make written remarks on the rubric or the provided comment sheets.
- ❑ Complete the rubric and initial the rubric next to the “Total Score” box at the bottom of the second page.
- ❑ Submit the final rubric and any additional comment sheets to the adult room consultant for review.
- ❑ Once the adult room consultant has finished reviewing and totaling the participants’ score, double check for accuracy and initial the Point Summary Form where directed.
- ❑ At the end of the day complete the volunteer evaluation form and submit to the youth room consultant.
- ❑ Thank the room consultants for their assistance and work throughout the day.

**DO NOT INFORM PARTICIPANTS OF THEIR SCORE OR RATING!**



# Chapter in Review Portfolio



**Chapter in Review Portfolio**, a *team event*, recognizes chapters that develop and implement a well-balanced program of work and promote FCCLA and Family and Consumer Sciences and/or related occupations and skills to the *community*. Participants must prepare a **portfolio** and an **oral presentation**.

### EVENT LEVELS

**Level 1:** through grade 8

**Level 2:** grades 9-10

**Level 3:** grades 11–12

See page 83 for more information on event levels.

### ELIGIBILITY & GENERAL INFORMATION

1. Review “Eligibility and General Rules for All Levels of Competition” on page 85 prior to event planning and preparation.
2. Participants are encouraged to bring fully charged devices such as laptops, tablets, etc., to use for audiovisual presentation.
3. Chapters with multiple entries in this event must submit different projects for each entry. All projects must be developed and completed during a one-year span beginning July 1 and ending June 30 of the school year before the National Leadership Conference, and must be the work of the participant(s) only.
4. National Leadership Conference participants will view the online orientation video found on the official FCCLA YouTube channel, available in early June. Each entry must complete and submit the required form to the event room consultant at the time of competition. Only one form per entry is required. Contact State Advisers for orientation procedures for competitions prior to National Leadership Conference.

GENERAL INFORMATION								
Number of Participants per Entry	Prepare Ahead of Time	Equipment Provided	Competition Dress Code	Participant Set Up / Prep Time	Room Consultant & Evaluator Review Time	Maximum Oral Presentation Time	Evaluation Interview Time	Total Event Time
1-3	Portfolio, Oral Presentation	Table – yes Electrical Access – no Wall Space – no Supplies - no	Official dress - or-Professional dress – or costume appropriate to event		10 minutes prior to presentation	1-minute warning at 14 minutes; stopped at 15 minutes	5 minutes	35 minutes

PRESENTATION ELEMENTS ALLOWED									
Audio	Costumes	Easel(s)	File Folder	Flip Chart(s)	Portfolio	Props/Pointers	Skits	Presentation Equipment	Visuals
■	■	■			■		■	■	

## CHAPTER IN REVIEW PORTFOLIO

### Procedures and Time Requirements

Each entry will submit a <i>portfolio</i> ( <i>hardcopy</i> or electronic) to the event room consultant at the designated participation time.	
10 minutes	Room consultants and evaluators will have 10 minutes to preview the <i>portfolio</i> before the presentation begins.
15 minutes	The oral presentation <b>may be up to</b> 15 minutes in length. A one-minute warning will be given at 14 minutes. Participants will be stopped at 15 minutes. If audio and/or visual recordings are used, they are limited to a 3-minute playing time during the presentation.
5 minutes	At the designated participation time, participants will have 5 minutes to set up a display. Other persons may not assist.
5 minutes	Following the presentation, evaluators will have 5 minutes to interview participants.
5 minutes	Evaluators will have up to 5 minutes to use the rubric to score and write comments for participants.


### Specifications

#### Hardcopy Portfolio

The *portfolio* is a collection of materials used to document and illustrate the chapter's program of work. Materials must be contained in the official STAR Events binder obtained from the FCCLA national emblematic supplier. A decorative and/or informative cover may be included. All materials, including the *content divider pages*, must fit within the cover, be one-sided, and may not exceed 48 pages, as described below. Divider page tabs may extend up to 1" outside the cover. Once a *hardcopy portfolio* has been turned in to evaluators, participants may not switch to an electronic *portfolio*.

#### Electronic Portfolio

An *electronic portfolio* may be either in PowerPoint, Prezi, or other electronic format that can be viewed by the evaluators and room consultants prior to the oral presentation. The *electronic portfolio* and the hardware (method) to view it (i.e., equipment, files, projectors, screens, laptops) will be turned in to the room consultant at the designated participation time. Participants assume the responsibility of providing the technology used to show the evaluators the project. Once an *electronic portfolio* is turned in to the evaluators, participants may not switch to a *hardcopy portfolio*. *Portfolio* may not exceed 59 slides, as described below.

1-8 ½" x 11" page or 1 slide	<i>Project Identification Page</i>	<i>Plain paper</i> or slide, with no <i>graphics</i> or decorations; must include participant's name(s), chapter name, school, city, state, event name, and project title.
1-8 ½" x 11" page or 1 slide	Table of Contents	List the parts of the <i>portfolio</i> in the order in which the parts appear.
1-8 ½" x 11" page or 2 slides	FCCLA <i>Planning Process</i> Summary Page	Summarize how each step of the <i>Planning Process</i> was used to plan and implement the chapter's program of work; use of the <i>Planning Process</i> may also be described in the oral presentation.
1 	Evidence of Online Project Summary Submission	Complete the online project summary form located on the "Surveys" tab of the FCCLA Portal, and include signed proof of submission in the <i>portfolio</i> .
0-9	<i>Content Divider Pages</i> or Sections	Use 0 to 9 <i>content divider/section</i> pages or slides. <i>Content divider/section</i> pages may be tabbed, may contain a title, a section name, <i>graphic</i> elements, thematic decorations, and/or page numbers. They must not include any other <i>content</i> .
Up to 35 8 ½" x 11" pages or 45 slides	<i>Membership Campaigns</i>	Actively recruit new members and maintain <i>current</i> ones through creative and innovative <i>campaigns</i> .
	Meetings	Schedule and indicate attendance at chapter, district/regional, state, and/or national meetings.
	Recognition Activities	Conduct and participate in ceremonies; and recognize chapter members for their efforts.

## Chapter in Review Portfolio (continued)

Up to 35 8 ½" x 11" pages or 45 slides	Leadership, Competitive, Cooperative, and Individualized Projects/Activities	Engage chapter members in leadership activities, competitive events, cooperative projects, and individualized activities.
	<i>Community Service Activities</i>	Plan and conduct service projects benefiting the school and/or <i>community</i> .
	Chapter Resource Development	Maintain adequate chapter finances through fundraising <i>campaigns</i> or other efforts.
	Chapter Budget	Document the flow of money in and out of the chapter budget for the <i>current</i> year. Budget template available at <a href="http://www.fcclainc.org">www.fcclainc.org</a> .
	State and National Programs	Complete project activities related to state and national programs.
	Public Relations Efforts	Use a variety of public relations techniques to increase public awareness of FCCLA and Family and Consumer Sciences and/or related careers.
	<i>Portfolio Appearance</i>	<i>Portfolio</i> should be neat, legible, <i>professional</i> , creative and use correct grammar and spelling.

### Oral Presentation

The oral presentation **may be up to** 15 minutes in length and is delivered to evaluators. The presentation should describe the chapter's year-long program of work and how it was implemented. Participants may not carry in additional *visuals* or *props* for the oral presentation. Participants may use audio and/or visual recordings, but they are limited to a 3-minute playing time.

Organization/Delivery	Deliver oral presentation in an organized, sequential manner; concisely and thoroughly summarize program of work.
Program of Work	Discuss how program of work allows and reflects the Purposes of FCCLA and Family and Consumer Sciences and members to develop leadership, management, communication, and personal skills by planning, conducting, and evaluating a well-balanced program of work.
Voice	Speak clearly with appropriate pitch, tempo, and volume.
Body Language/Clothing Choice	Use appropriate body language including gestures, posture, mannerisms, eye contact, and appropriate handling of <i>portfolio</i> and notes or notecards if used. Wear FCCLA official dress, professional dress, or costume appropriate for the nature of the presentation.
Grammar/Word Usage/ Pronunciation	Use proper grammar, word usage, and pronunciation.
Responses to Evaluators' Questions	Provide clear and concise answers to evaluators' questions regarding project. Questions are asked after the presentation.





## CHAPTER IN REVIEW PORTFOLIO Rubric

Name of Participant \_\_\_\_\_

Chapter \_\_\_\_\_ State \_\_\_\_\_ Team # \_\_\_\_\_ Station # \_\_\_\_\_ Level \_\_\_\_\_

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>Membership Campaigns</b> 0-5 points	<b>0</b> Not evident	<b>1</b> 1 or no campaign shown	<b>2</b> Campaigns described	<b>3</b> Campaigns described	<b>4</b> Campaigns are creative, thorough and successful	<b>5</b> Campaigns are creative, thorough and successful	
<b>Meetings</b> 0-3 points	<b>0</b> No evidence shown	<b>1</b> Meetings held/attended	<b>2</b> Meetings scheduled but attendance not indicated	<b>3</b> Meetings appropriately scheduled with attendance noted at chapter, district/regional, state and/or national levels	<b>4</b> Meetings appropriately scheduled with attendance noted at chapter, district/regional, state and/or national levels	<b>5</b> Meetings appropriately scheduled with attendance noted at chapter, district/regional, state and/or national levels	
<b>Recognition Activities</b> 0-3 points	<b>0</b> Not evident	<b>1</b> Limited or no activities shown	<b>2</b> Recognition activities are held appropriately	<b>3</b> Recognition activities are held appropriately	<b>4</b> Recognition activities are creative and built into each event, multiple strategies	<b>5</b> Recognition activities are creative and built into each event, multiple strategies	
<b>Leadership, Competitive, Cooperative, and Individualized Projects and Activities</b> 0-10 points	<b>0</b> No activities listed	<b>1</b> Members participate in 1 of the 4 areas identified	<b>2</b> Members participate in 2 of the 4 areas identified	<b>3</b> Members participate in 3 of the 4 areas identified	<b>4</b> Members participate in each of the 4 areas identified	<b>5</b> Members are engaged in each of the 4 areas identified. Strategies result in activities which support and strengthen the program of work	
<b>Community Service Activities</b> 0-5 points	<b>0</b> Not evident	<b>1</b> 1 or no activities shown	<b>2</b> Limited service activities shown	<b>3</b> Service activities are evident and effective	<b>4</b> 2 or more creative and effective service activities with multiple partnerships	<b>5</b> Extensive service activities and effective results	
<b>Chapter Resource Development</b> 0-5 points	<b>0</b> No evidence shown	<b>1</b> Limited evidence of resource development	<b>2</b> 1/more fundraisers or events to generate resources	<b>3</b> Multiple fund development activities with varied results	<b>4</b> Fundraisers and resources sought effectively	<b>5</b> A developed system of seeking resources, fundraisers, donations	
<b>Chapter Budget</b> 0-5 points	<b>0</b> No evidence shown	<b>1</b> Budget is evident but lacks information details	<b>2</b> Budget is evident and may be incomplete	<b>3</b> Budget is adequate but not extensive	<b>4</b> Budget is detailed	<b>5</b> Budget is detailed and follows generally accepted accounting procedures	
<b>State and National Programs</b> 0-5 points	<b>0</b> Not evident	<b>1</b> 1 program with limited scope	<b>2</b> 2 or less activities	<b>3</b> 2 or more activities	<b>4</b> 3 or 4 activities shown with effective results	<b>5</b> 5 or more activities shown with effective results	
<b>Public Relations Efforts</b> 0-5 points	<b>0</b> No evidence	<b>1</b> 1 activity shown	<b>2</b> 2 or more activities shown	<b>3</b> 2 or more activities shown	<b>4</b> 3 or more creative and effective activities with a variety of methods including technology	<b>5</b> 3 or more creative and effective activities with a variety of methods including technology	
<b>Portfolio</b> 0-5 points	<b>0</b> Portfolio not used during presentation	<b>1</b> Portfolio has many errors and is not aesthetically pleasing	<b>2</b> Portfolio has minimal appeal	<b>3</b> Portfolio has good word, color, and design choices	<b>4</b> Portfolio has good word, color, and design choice	<b>5</b> Portfolio is creative, appropriate and of high quality	



# Chapter in Review Portfolio Rubric (continued)

Points

ORAL PRESENTATION							
<b>Organization/ Delivery</b> 0-10 points	<b>0</b> Presentation is not done or presented 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>Program of Work</b> 0-5 points	<b>0</b> Not evident	<b>1</b> Missing or lacks variety	<b>2 3</b> Focuses on a few areas	<b>4 5</b> Shows variety/creativity with comprehensive member involvement. Reflects Purposes of FCCLA			
<b>Use of Portfolio during Presentation</b> 0-5 points	<b>0</b> Portfolio 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> Voice qualities not 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			
<b>Body Language/ Clothing Choice</b> 0-3 points	<b>0</b> Uses inappropriate gestures, posture or mannerisms, avoids eye contact/inappropriate clothing	<b>1</b> Gestures, posture, mannerisms and eye contact is inconsistent/ clothing is appropriate	<b>2</b> Gestures, posture, mannerisms, eye contact, and clothing are appropriate	<b>3</b> Gestures, posture, mannerisms, eye contact, and clothing enhance 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 – include two things done well and 2 opportunities for improvement:**

**TOTAL**   
(90 points possible)

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

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

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