

## GENERAL EVALUATOR INFORMATION

- Three evaluators are assigned to each evaluation team. Most evaluation teams consist of two adults and one student member. If unavoidable, two individuals may be allowed to proceed as the evaluation team (if this should occur, the two scores should be averaged to create a third score).
- Become familiar with the rules, point summary forms, and the rubric criteria for the assigned event. Question any criteria not understood.
- Before each participant begins, an event rubric for the participant will be provided as well as any other pertinent information. Take a few minutes to review the information as it is a part of their presentation and evaluation.
- Time is allowed at the completion of each presentation for evaluators to work (quickly) on ratings and comments.
- When completing the rubric circle the chosen score AND write the appropriate rating in the points column. Please write comments on the bottom of the rubric. Written comments serve as a valuable source of feedback for the individuals and teams. Be sure to check for any blank score boxes. Record Total Points. Verify point total and initial by the total point box.
- If unsure about something, ask the participant(s) to explain or clarify.
- Do not request that participant(s) hand items to an evaluator – instead, please stand up for a closer look.
- Score the participant entry and discuss the presentation in private with the other evaluators of the team. Spend a few minutes reviewing the strengths and areas for improvement of the presentation with the participants. **Do not inform participants of their score and/or rating.**
- Compare ratings with other evaluators and discuss the scores given to each participant. The adult room consultant will then total scores and determine the average rating. Together, the evaluators will review the score and come to consensus on the rating. (Although evaluator scores will vary, try to bring the scoring to be within a 10-point range.) If the scores are outside a 10-point range, discuss the criteria and make sure there is consensus between evaluators. If agreed, attempt to standardize the participants score. All scores should be whole numbers (i.e. do not give individual rating categories 2.5 out of 5 points). Total scores should NOT be rounded.
- A student participating in Level 1 STAR Events are students in grades 6 – 8. For many of these students, this is his/her first time utilizing FCCLA skills and family and consumer sciences education knowledge in a competitive manner. Some will be better prepared than others. While the ratings should reflect the overall accomplishment, at this level of competition, no student is a failure. Receiving a score below 60 translates to an “F” in the mind of a middle school student. Therefore, room consultants will be reviewing the scores to ensure that all Level 1 entries have scores that average no lower than 60 points. If an evaluator is asked to adjust scores, please do so to reach the minimum average score of 60. Remember one of the purposes of competing is to help the students find where he/she should improve. FCCLA appreciates the time taken in writing constructive comments for improvement of participant projects. Each student will receive a medal — bronze, silver or gold.
- Each team of room consultants will complete a point summary form for each individual or team. Evaluators should verify the point total and initial.
- Rubrics and point summary forms are to be turned in to the room consultant at the end of the presentation, NOT held by evaluators until the end of the day to be adjusted.
- The decision of the evaluators is final.
- Discuss any suggestions for improvement for the event with the event lead consultant. Evaluator comments are welcomed and appreciated and help make improvements for the next year.



## THE EVALUATION PROCESS

Evaluators play a key role in STAR Events. In fact, evaluators determine whether the experience is a positive or negative one for the students. **It is the goal of STAR Events to make participation positive for all participants, regardless of the ratings he/she receive.** This can be accomplished by a considerate, sensitive, and fair evaluation process. The evaluation procedures attempt to accomplish the following:

- **Focus on the achievements of youth.** The evaluation process must stress what students do well and give them credit and recognition for it.
- **Promote interaction between youth and adults.** Student and adult evaluation teams have been created to enable youth and adults to share responsibility and exchange views from their level of experience.
- **Encourage youth to take an active role in his/her own evaluation.** Participants are asked to evaluate themselves as well as review the comments evaluators make about their performance.
- **Measure achievements against a standard rather than against another student.** All efforts should be made to rate the individual or team against the criteria on the event rubric rather than comparing them to previous presentations.
- **Recognize that all students are winners.** Each participant has winning qualities. The evaluation process must reaffirm to students what those winning qualities are.

Evaluators make important value judgments about a student's accomplishments. Participants will accept these opinions provided certain conditions are met. It is important that an evaluator strive for the following:

- **Consensus.** Although evaluator scores will vary, it is important that a consensus is reached between an evaluation team in regards to the event criteria. Please attempt to rate participants within a 10-point range.
- **Consistency.** Attempt to rate participants similarly when the performance is similar.
- **Fairness.** Do not let any influencing factors interfere with the presentation. When offering constructive criticism, keep in mind the feelings of the individual.
- **Honesty and Sincerity.** Make simple forthright statements of beliefs concerning the presentation. When offering constructive criticism, keep in mind the feelings of the individual.
- **Attention to Detail.** Be very specific in evaluation comments. Rather than "You did a fine job," highlight the areas where the participant did a fine job.
- **Feedback.** Focus primarily on what the participant did well. Don't overload on the negatives — that's what the participant is likely to remember the longest. Positive comments and thoughtful, constructive suggestions will benefit the participant the most in the long run.

Many thanks – evaluators make these events possible!