Family, Career and Community

FCCLA®

Leaders of America

The Ultimate Leadership Experience

IDAHO

STATE ASSOCIATION

IDAHO EVENTS

2026-2027

IDAHO EVENTS

FCCLA IDAHO

Each year at the State Leadership Conference, members can participate in one STAR Event and one Idaho Event**.** Idaho Events are only offered at the state level. It is suggested that students first complete, at minimum, the beginning level course in the relevant pathway before competing in events with a pathway recommendation. A team event consists of 1-3 members.

Event Name	Grade Level	Individual or Team	Course/Pathway Recommendation
Cake Decorating Skills	9th-12th	Individual	Culinary Arts Pathway
Creed Speaking	6th-10th	Individual	
Early Childhood: Learning Experiences	9th-12th	Individual	Early Childhood Pathway
Fashion Sketching	6th-12th	Individual	Apparel & Textiles Pathway
Food Art	9th-12th	Individual	Culinary Arts Pathway
Impromptu Speaking	6th-12th	Individual	
Interior Design Sketching	6th-12th	Individual	Interior Design
Job Interviewing Skills	6th-12th	Individual	
Knife Skills	9th-12th	Individual	Culinary Arts Pathway
Menu Planning & Table Setting	6th-12th	Team	
Tour Idaho	6th-12th	Team	
Toys that Teach	6th-12th	Individual	Early Childhood Pathway

IDAHO EVENTS

FCCLA IDAHO

Cake Decorating Skills

An individual event that recognizes participants for their ability to demonstrate their skill producing cake decorations using pastry arts equipment and techniques. Participants will prepare and present a sample board based on event specifications.

Eligibility

1. Participation is open to any nationally affiliated FCCLA member grade 9-12. It is highly recommended that participants are currently enrolled in or have previously taken a Culinary Arts pathway course.
2. Participants must be registered for the State Leadership Conference and may participate in one STAR event in addition to the Idaho Cake Decorating Skills Event.

General Information

Individual or Team Event	Prepare Ahead of Time	Equipment Provided	Electrical Access	Equipment Check-in	Participant Set Up	Participant Production Time	Participant Clean Up Time	Evaluator Scoring Time	Total Event Time
Individual	Equipment	Table Space	Not Provided	5 minutes equipment inventory check	5 minutes	30 minutes	5 minutes	5 minutes	45 minutes

Safety & Appearance

Participants will be well groomed and wear appropriate, clean attire meeting industry standards including chef jacket, chef pants, apron; hair covering or chef hat; closed- toe, low heel, nonskid leather shoes; no jewelry (watches are acceptable); minimal make-up; no cologne or nail polish; facial hair is permitted if appropriate covering is used. Participants will also demonstrate the ability to keep their work area organized and clean in a safe and sanitary manner.

Equipment List

Participants must bring up to 3 lbs of pre-colored pastel icing (3 colors) in piping bags fitted with couplers. Only the items specified on the list below are permitted in the competition area; any unauthorized equipment will be confiscated until the event concludes. Sanitation buckets with solution will be provided on-site. Competitors are expected to demonstrate industry standards in their equipment handling, tool usage, and execution.

- Up to 3 lbs of pre-colored pastel icing (3 colors) in piping bags fitted with couplers
- Pastry Tips
- Towels/Paper Towels
- Spatulas/Bench Scraper
- Disposable Gloves
- 19” x 14” grease proof cake/sample board
- Non-skid mat to place under cake/sample board

Production

Participants have 5 minutes to set up their work area, and 5 minutes to clean the work area upon completion of the sample board. The participant will have 30 minutes to prepare a sample board using information provided in the Client Sample Request Document. This document will be provided at the time of competition and will provide the following information: type of event, writing sample(s), border sample(s), flower sample(s), and any additional design elements.

Any of the following decorating skills may be included in the request: numbers, individual flowers (petals and blossoms), flower clusters, roses, stems with leaves, ballons clusters, bows, other basic figures, script writing, block writing, and borders (shell, rosette, reverse shell, swag, basket weave, ruffle, etc).

CAKE DECORATING SKILLS
Point Summary Form

Name of Participant_____Workstation #_____

Chapter Name_____

DIRECTIONS:

1. Make sure all information at the top of this form is correct. If an individual does not show, please write "No Show" across the top and return with other forms.
2. At the conclusion of scoring, 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 staple all items related to the participant together.
3. At the end of the competition, double check all scores, names, and team numbers to ensure accuracy.
4. Please check with the Competitive Events Coordinator if there are any questions regarding the evaluation process.

ROOM CONSULTANT CHECK			POINTS
Punctuality 0 ***or*** 5 points	0 Participant did not arrive on time	5 Participant arrived on time	
Required Equipment 0 to 5 points	0 1 2 3 4 Did not bring all required equipment	5 Brought all required equipment	

EVALUATORS' SCORES

Evaluator 1 _____ Initials _____

Evaluator 2 _____ Initials _____

Evaluator 3 _____ Initials _____

Total Score _____ divided by number of evaluators

=**AVERAGE EVALUATOR SCORE**

_____ Rounded to the nearest hundredth (i.e. 79.99 not 80.00)

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

VERIFICATION OF FINAL SCORE AND RATING (please initial)

Evaluator 1 _____ Evaluator 2 _____ Evaluator 3 _____ Room Consultant _____ Event Lead Consultant _____

CAKE DECORATING SKILLS
Rubric

Name of Participant_____Workstation #_____

Chapter Name_____

SAFETY & APPEARANCE				POINTS
Clothing and Appearance 0–10 points	0 1 2 3 4 Non-professional appearance, attire and/or grooming	5 6 7 8 Neat appearance, attire, and grooming, but lacks professionalism	9 10 Professional appearance, attire and grooming	
Safety and Sanitation 0–10 points	0 1 2 3 4 Disregard of safety and sanitation practices, creating unsafe situation during preparation	5 6 7 8 Shows minimal safety and sanitation concerns during preparation	9 10 Follows all safety and sanitation practices	
Clean Up 0-10 points	0 1 2 3 4 Work area not organized, not cleaned upon completion of event, time limits not met	5 6 7 8 Work area mostly organized, completely cleaned upon completion of event within time limits	9 10 Work area organized, completely cleaned upon completion of event within time limits	
EQUIPMENT & TOOLS				**POINTS**
Equipment, Tools, and Techniques 0-10 points	0 1 2 3 4 Selection & usage of tools/ equipment lacks understanding and demonstration of skills	5 6 7 8 Selection and usage of tools/equipment occasionally lacks appropriate industry techniques	9 10 Selects and uses all tools and equipment correctly	

SAMPLE BOARD					POINTS
Numbers 0-5 points	0 Did not attempt	1 2 Demonstration of skill is below acceptable commercial quality expectation	3 4 Demonstration of skill meets acceptable commercial quality expectation	5 Demonstration of skill meets or exceeds commercial quality expectations	
Script Writing 0-5 points	0 Did not attempt	1 2 Demonstration of skill is below acceptable commercial quality expectation	3 4 Demonstration of skill meets acceptable commercial quality expectation	5 Demonstration of skill meets or exceeds commercial quality expectations	
Block Writing 0-5 points	0 Did not attempt	1 2 Demonstration of skill is below acceptable commercial quality expectation	3 4 Demonstration of skill meets acceptable commercial quality expectation	5 Demonstration of skill meets or exceeds commercial quality expectations	
Flowers 0-5 points	0 Did not attempt	1 2 Demonstration of skill is below acceptable commercial quality expectation	3 4 Demonstration of skill meets acceptable commercial quality expectation	5 Demonstration of skill meets or exceeds commercial quality expectations	
Border 0-5 points	0 Did not attempt	1 2 Demonstration of skill is below acceptable commercial quality expectation	3 4 Demonstration of skill meets acceptable commercial quality expectation	5 Demonstration of skill meets or exceeds commercial quality expectations	

Additional Required Elements 0-5 points	0 Did not attempt	1 2 Demonstration of skill is below acceptable commercial quality expectation	3 4 Demonstration of skill meets acceptable commercial quality expectation	5 Demonstration of skill meets or exceeds commercial quality expectations	
Design Elements 0-5 points	0 Did not attempt	1 2 Demonstration of skill is below acceptable commercial quality expectation	3 4 Demonstration of skill meets acceptable commercial quality expectation	5 Demonstration of skill meets or exceeds commercial quality expectations	
Overall Appearance and Presentation 0-15 points	0 1 2 3 Below acceptable commercial expectation for appearance, presentation, color, size, and workmanship for most items	4 5 6 7 Below acceptable commercial expectation for appearance, presentation, color, size, and workmanship for some items	8 9 10 11 Meets acceptable quality commercial expectations for appearance, presentation, color, size, and workmanship	12 13 14 15 Meets or exceeds commercial quality expectations for appearance, presentation,	

Evaluators Comments:

TOTAL
(90 points possible)

VERIFICATION OF SCORE (please initial)

Evaluator _____

Room Consultant _____

Creed Speaking

An individual event that recognizes members through grade 10 for their ability to recite the FCCLA creed and interpret it within the context of their personal philosophy. This event provides an opportunity for members to gain self-confidence in public speaking while learning the values and philosophy expressed by the organization in which they hold membership.

Eligibility

1. Participation is open to any nationally affiliated FCCLA member **through grade 10.**
2. Participants must be registered for the State Leadership Conference and may participate in one STAR event in addition to the Idaho Creed Speaking event.
3. Participants must follow the approved conference dress code for participation in this event.

General Information

Individual or Team Event	Prepare Ahead of Time	Equipment Provided	Electrical Access	Participant Set Up/Prep Time	Room Consultant & Evaluator Review Times	Maximum Oral Presentation Time	Evaluation Interview Time	Evaluator Scoring Time	Total Event Time
Individual	Memorize Creed		Not Provided			2 minutes	3 minutes	5 minutes	10 minutes

Presentation & Interview

The participant may not offer introductory remarks or concluding remarks. The participant will greet or thank the evaluators and shake their hands either before or after their event presentation. Participants may not use note cards. No other presentation elements such as music or visuals are allowed.

The individual participant will recite the creed from memory to the evaluators. There is a maximum of two (2) minutes for the creed presentation. Once the participant has begun reciting the creed, he/she may not stop and start over. At the conclusion of the creed presentation, the evaluators will ask the participant to answer three (3) questions concerning the meaning of the creed and how the creed fits the participant's personal philosophy. There will be a 3-minute time limit for questions and answers. Evaluators will have 5 minutes to score and write comments.

Creed Memorization	Orally deliver the FCCLA creed in the correct order and with all the correct words.
Stage Presence/ Professionalism	Deliver creed and interpretation with poise, confidence and ease. Greet or thank evaluators and shake their hands in a professional manner.
Gestures/Mannerisms	Use appropriate gestures, movements that enhance the presentation.
Posture	Stand straight and face the audience in a relaxed and natural way.
Eye Contact	Maintain eye contact with evaluators and audience.
Enthusiasm	Facial expressions and body language generate a strong interest and enthusiasm about the topics.
Voice	Speak with appropriate force, pitch, and articulation.
Tempo	Use tempo or pauses to improve meaning and/or add dramatic impact.
Volume	Speak loudly enough to be heard by all throughout the presentation.
Clothing Choice	Wear clothing that meets the conference dress code.
Grammar/Word Usage/Pronunciation	Use proper grammar, word usage, and pronunciation in both creed presentation and interpretation responses.
Interpretation and Responses to Questions	Answer questions with concise, well-constructed, honest responses, and places the answers in context of their personal philosophy.

CREED SPEAKING
Point Summary Form

Name of Participant_____

Chapter Name_____

DIRECTIONS:

1. Make sure all information at the top of this form is correct.
2. At the conclusion of scoring, verify evaluator scores and fill in the information below. Calculate the final score and ask for evaluators' verification. Place this form in front of the completed rubrics and staple all items related to the participant together.
3. At the end of the competition, double check all scores, names, and team numbers to ensure accuracy.
4. Please check with the Competitive Events Coordinator if there are any questions regarding the evaluation process.

ROOM CONSULTANT CHECK			POINTS
Punctuality 0 ***or*** 3 points	0 Participant did not arrive on time	3 Participant arrived on time	
Dress Code 0 or 2 points	0 Event dress code was not followed	2 Event dress code was followed	

EVALUATORS' SCORES

Evaluator 1 _____ Initials _____

Evaluator 2 _____ Initials _____

Evaluator 3 _____ Initials _____

Total Score _____ divided by number of evaluators

=**AVERAGE EVALUATOR SCORE**

_____ Rounded to the nearest hundredth (i.e. 79.99 not 80.00)

ROOM CONSULTANT TOTAL: (5 points possible)	
AVERAGE EVALUATOR SCORE: (95 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

VERIFICATION OF FINAL SCORE AND RATING (please initial)

Evaluator 1 _____ Evaluator 2 _____ Evaluator 3 _____ Room Consultant _____ Event Lead Consultant _____

IDAHO CREED SPEAKING

COMPETITIVE EVENTS

CREED SPEAKING Rubric

Name of Participant_____Chapter Name_____

PRESENTATION					POINTS
Creed Memorization 0–15 points	**0–1–2–3** Attempted to recite the creed, started but did not finish	**4-5–6–7** Recited the creed but with 5 or more errors or omissions	**8–9–10-11** Recited the creed but with 2 errors or omissions	**12-13-14-15** Recited the creed in correct order with no more than 1 error or omission	
Stage Presence/ Professionalism 0-20 points	**0-1-2-3-4-5** Delivery and interpretation was shaky or overly nervous. Did not greet, thank, or shake hands with evaluators	**6-7-8-9-10** Fair delivery and interpretation, somewhat nervous, poise and confidence, and interaction with evaluators needs improvement	**11-12-13-14-15** Good delivery and interpretation, speaks with poise, confidence and ease. Greeted or thanked evaluators and shook hands in a professional manner	**16-17-18-19-20** Excellent delivery and interpretation, speaks with poise, confidence and ease. Greeted or thanked evaluators and shook hands in a professional manner	
Gestures/ Mannerisms 0-5 points	**0** None used	**1-2** Overuse of hand motions, too much movement	**3-4** Limited use of gestures	**5** Gestures appear natural and appropriate	
Posture 0-5 points	**0** Poor posture, turns away from audience	**1-2** Leans, sways, slouches, or posture is very tense	**3-4** Generally good posture and faces audience	**5** Straight posture, relaxed and faces audience	
Eye Contact 0-5 points	**0** No eye contact with evaluators or audience	**1-2** Limited eye contact with evaluators or audience	**3-4** Inconsistent eye contact with evaluators or audience	**5** Good eye contact with evaluators or audience	
Enthusiasm 0-5 points	**0** No enthusiasm for the presentation	**1-2** Very little use of facial expression or body language. Did not generate much interest in topic	**3-4** Facial expression and body language are used to try to generate enthusiasm but seem somewhat forced	**5** Facial expression and body language generate a strong interest and enthusiasm about the topic	
Voice 0-5 points	**0** Monotone voice, words are difficult to understand	**1-2** Below average use of emphasis, pitch and articulation	**3-4** Good use of emphasis, pitch, and articulation	**5** Excellent use of force, emphasis, pitch, and articulation	
Tempo 0-5 points	**0** Tempo or pauses were used in such a way that they were very distracting	**1-2** Tempo or pauses were not used to improve meaning or dramatic impact	**3-4** Tempo or pauses were intentionally used but were not effective in improving meaning or dramatic impact	**5** Tempo or pauses were helpful in improving meaning or dramatic impact	
Volume 0-5 points	**0** Unable to hear the presentation	**1-2** Volume often too soft to be heard by all	**3-4** Volume is loud enough to be heard by all at least 80% of the time	**5** Volume is loud enough to be heard 100% of the time	
Clothing Choice 0-5 points	**0** Inappropriate clothing not meeting dress code	**1-2** Appropriate conference attire but clothing is wrinkled, ill fitting, or stained	**3-4** Appropriate conference attire	**5** Appropriate conference attire, fits well and gives best impression	

Grammar/Word Usage Pronunciation 0-5 points	**0** Extensive (more than 5) grammatical and pronunciation errors	**1-2** Some (3-5) grammatical and pronunciation errors	**3-4** Few (1-2) grammatical and pronunciation errors	**5** Presentation has no grammatical or pronunciation errors	
Interpretation and Response to Evaluators' Questions 0-15 points	**0-1-2-3-4** Did not answer questions or answers but fails to elaborate or explain, shows little understanding of Creed	**5-6-7-8** Appropriate responses but appear rehearsed, unsure, or does not reflect good understand of the Creed	**9-10-11-12** Concise, well-constructed, and genuine responses that convey thought, meaning and understanding of the Creed	**13-14-15** Concise, well-constructed and genuine responses that convey thought, meaning and understanding of the Creed within the context of their personal philosophy	

Evaluators Comments:

TOTAL
(95 points possible)

VERIFICATION OF SCORE (please initial)

Evaluator _____

Room Consultant _____

FCCLA Creed

We are the Family, Career and Community Leaders of America.
We face the future with warm courage and high hope.

For we have the clear consciousness of seeking old and precious values.
For we are the builders of homes, Homes for America's future,
Homes where living will be the expression of everything that is good and fair,
Homes where truth and love and security and faith will be realities, not dreams.

We are the Family, Career and Community Leaders of America.
We face the future with warm courage and high hope.

EARLY CHILDHOOD: LEARNING EXPERIENCES

An individual event that recognizes participants ability to create five learning experiences that meet the developmental and educational needs of young children in an early childhood education setting. The participants must prepare a file folder and an oral presentation.

ELIGIBILITY

1. Participation is open to Idaho affiliated FCCLA members grades 9-12 that have completed Parenting and Child Development. It is highly recommended that participants are currently enrolled in or have previously taken Early Childhood Professions or Early Childhood Education (Capstone).
2. Participants must be registered for the State Leadership Conference and may participate in one STAR event in addition to the Idaho Early Childhood: Learning Experiences event.
3. Participants must follow the approved conference dress code for participation in this event.

GENERAL INFORMATION									
Individual or Team Event	Prepare Ahead of Time	Equipment Provided	Electrical Access	Participant Set Up/Prep Time	Room Consultant & Evaluator Review Times	Maximum Oral Presentation Time	Evaluator Interview Time	Evaluator Scoring Time	Total Event Time
Individual	File Folder and Oral Presentation	Table	Not Provided	5 minutes	5 minutes	10 minutes	5 minutes	5 minutes	25 minutes

LEARNING EXPERIENCE PLAN

Using the form provided, participants will create five distinct Learning Experience plans that meet the developmental and educational needs of young children in an early childhood education setting. Each plan should cover a different area from the following list: Science/Sensory, Language and Literacy, Creative Arts, Fine Motor (Indoor Activity), Gross Motor (Outdoor Activity), Self-Concept, Emotional Skills/Regulation, Mathematics, Music/Movement. Developmental appropriateness and safety should be primary concerns in the planning and deliverance of the learning experiences.

Lesson Title	Choose a creative name for the lesson plan.
Age Group	Each learning experience should meet the developmental needs of one age group of young children in an early childhood education setting.
Developmental Rationale	An explanation of why the activity is appropriate for this age and how it specifically promotes a child's development.
Learning Experience Area	Each plan should cover a different area from the following list: Science/Sensory, Language and Literacy, Creative Arts, Fine Motor, Gross Motor, Self-Concept, Emotional Skills/Regulation, Mathematics, Music/Movement
Objective	A clear statement of what the children will be able to do. (Given_____, the child will be able to_____.)
Procedure	A step-by-step guide for the teacher, including an introduction, the main activity, and a conclusion.
Supplies/Materials	Create a detailed list of items needed to complete each lesson

FILE FOLDER

At the designated participation time, participants will submit to the event room consultant one letter–size file folder containing three identical sets, with each set stapled separately, of the five distinct learning experience plans. The file folder must be labeled (either typed or handwritten) in the top left corner with name of event, participant's name and chapter. Evaluators will review the documents in the file folder during participant set up time.

ORAL PRESENTATION

Participants will have 5 minutes to set up for the event. Other people may not assist. The presentation may be up to 10 minutes in length. A one-minute warning will be given at 9 minutes. Participants will be asked to stop at 10 minutes. Participants must present a sample of their learning experiences. Visuals, materials and supplies needed to demonstrate the learning experience are permitted. The oral presentation should provide evidence of knowledge of child development, safety and sanitation considerations, and why the learning experiences appeal to children. Evaluators will have 5 minutes to ask questions after the presentation.

Knowledge of Child Development	Show evidence of child development knowledge and skills by explaining how the learning experiences address the developmental and educational needs of young children in an early childhood education setting.
Safety and Sanitation	Describe safety and sanitation considerations for the early childhood setting and how this has been addressed in the learning experiences. Explain how the lesson plan should be presented to the children in a safe and sanitary manner.
Appeal for Children	Explain why the learning experiences would appeal to young children in an early childhood setting.
Presentation of Learning Experiences Plans	Present a sample of the planned learning experiences. Explain the importance of the experiences, pointing out any unique aspects of the plan, safety, or adaptive uses for special needs children, if applicable.
Voice	Speak with appropriate force, pitch, and articulation.
Organization/Delivery	Deliver oral presentation in an organized, sequential manner; concisely and thoroughly summarize the project.
Body Language	Use appropriate body language including gestures, posture, and mannerisms.
Grammar/Word Usage/ Pronunciation	Use proper grammar, word usage, and pronunciation.
Responses to Evaluators' Questions	Provide clear and concise answers to evaluators' questions regarding the project. Questions are asked after the presentation.

EARLY CHILDHOOD: LEARNING EXPERIENCE

Point Summary Form

Name of Participant_____

Chapter Name_____

DIRECTIONS:

1. Make sure all information at the top of this form is correct. If an individual does not show, please write "No Show" across the top and return with other forms.
2. At the conclusion of scoring, 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 staple all items related to the participant together.
3. At the end of the competition, double check all scores, names, and team numbers to ensure accuracy.
4. Please check with the Competitive Events Coordinator if there are any questions regarding the evaluation process.

ROOM CONSULTANT CHECK				POINTS
Punctuality 0 or 3 points	0 Participant did not arrive on time		3 Participant arrived on time	
Dress Code 0 or 3 points	0 Event dress code was not followed		3 Event dress code was followed	
File Folder 0-4 points	0 File Folder not provided	1-2-3 File Folder presented with incorrect labeling/ insufficient materials for evaluators (less than 3 copies of contents), incomplete content, etc.	4 File Folder is presented with correct labeling and contains 3 stapled copies of all five learning experience plans	

EVALUATORS' SCORES

Evaluator 1 _____ Initials _____

Evaluator 2 _____ Initials _____

Evaluator 3 _____ Initials _____

Total Score _____ divided by number of evaluators

=**AVERAGE EVALUATOR SCORE**

_____ Rounded to the nearest hundredth (i.e. 79.99 not 80.00)

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

VERIFICATION OF FINAL SCORE AND RATING (please initial)

Evaluator 1 _____ Evaluator 2 _____ Evaluator 3 _____ Room Consultant _____ Event Lead Consultant _____

EARLY CHILDHOOD: LEARNING EXPERIENCE

Rubric

Name of Participant_____

Chapter Name_____

FILE FOLDER					POINTS
Learning Experience Plans 0–15 points	**0–1–2–3** Did not provide or not completed	**4-5–6–7** Minimal information, many grammar or spelling errors	**8–9–10-11** Completed with all required information, lacking detail, minor grammar or spelling errors	**12-13-14-15** Complete with all required information, details given, correct grammar and spelling	
Age Appropriateness /Applicable Learning Experience 0-15 points	**0-1-2-3** Not age appropriate or does not address applicable learning experiences	**4-5-6-7** Limited age appropriateness or application to learning experience	**8-9-10-11** Generally appropriate and addresses the selected learning experience	**12-13-14-15** Plans are age appropriate and correctly addresses the applicable learning experience	
Design and Creativity 0-15 points	**0-1-2-3** Little creativity shown, does not stimulate learning, is not appealing and is poorly created	**4-5-6-7** Inconsistent in efforts of creativity and appeal	**8-9-10-11** Generally creative, stimulates learning, appealing, well-organized	**12-13-14-15** Uses a variety of materials, is creative, stimulates learning, visually appealing, and well-organized/thorough	
Knowledge of Child Development 0-10 points	**0** None shared or information shared was incorrect	**3-4-5** Minimal knowledge shared during presentation	**6-7-8** Knowledge of child development is evident and shared at times in the presentation	**9-10** Knowledge of child development is evident and incorporated throughout the presentation	
Safety and Sanitation 0-5 points	**0** Learning experiences do not meet safety, sanitation, or storage needs for preschool setting	**1-2** Learning experience needs multiple changes to meet safety and sanitation standards	**3-4** With minor changes, learning experiences would pose no known safety or sanitation hazards	**5** Learning experience poses no known safety or sanitation hazards	
Appeal of Learning Experiences to Children 0-5 points	**0** Learning experiences are not appealing	**1-2** Learning experiences are minimally appealing	**3-4** Learning experiences are generally appealing	**5** Learning experiences have high appeal	
Presentation of Learning Experiences Plans 0-5 points	**0** Did not present any plans	**1-2** Presented plans but did not point out unique features	**3-4** Safety, and unique aspects of plans presented	**5** Plans presented, safety, unique aspects, and adaptive uses presented	

ORAL PRESENTATION					
Voice 0-5 points	**0** Monotone Voice	**1-2** Voice quality is adequate	**3-4** Voice quality is good, though could improve	**5** Voice quality is outstanding and pleasing to listen to	
Body Language 0-5 points	**0** Body language shows nervousness and unease	**1-2** Body language shows minimal amount of nervousness	**3-4** Body language portrays participant at ease	**5** Body language enhances the presentation	
Grammar/Word Usage Pronunciation 0-5 points	**0** Extensive (more than 5) grammatical and pronunciation errors	**1-2** Some (3-5) grammatical and pronunciation errors	**3-4** Few (1-2) grammatical and pronunciation errors	**5** Presentation has no grammatical or pronunciation errors	
Response to Evaluators' Questions 0-5 points	**0** Did not answer evaluator's questions	**1-2** Responses to questions did not indicate adequate understanding of skills needed	**3-4** Responses to questions were appropriate and reflect good understanding of skills needed	**5** Responses to questions were appropriate and reflect excellent understanding of skills needed	

Evaluators Comments:

TOTAL
(90 points possible)

VERIFICATION OF SCORE (please initial)

Evaluator _____

Room Consultant _____

EARLY CHILDHOOD: LEARNING EXPERIENCES

Learning Experiences Plan

Name of Participant_____ Chapter Name_____

Use this template to complete five Learning Experiences Plans. Visuals and samples can be used during your presentation, but they are not to be included in the written plans.

Lesson Title:
Age Group:
Developmental Rationale: (Explanation of why the activity is appropriate for this age and how it specifically promotes a child's development)
Learning Experience Area: ☐Science/Sensory ☐Fine Motor ☐Emotional Skills/Regulation ☐Language and Literacy ☐Gross Motor ☐Mathematics, ☐Creative Arts ☐Self-Concept ☐Music/Movement
Objective: (Given_____, the child will be able to_____ .)
Procedure: (Step by Step guide for the teacher, including an introduction, the main activity and a conclusion.)
Supplies/Materials: (List of items needed to complete lesson)

IDAHO EVENTS

FCCLA IDAHO

Fashion Sketching

An individual event that recognizes members for their ability to design and sketch a croquis based upon a design scenario.

Eligibility

1. Participation is open to any nationally affiliated FCCLA member grades 6-12. It is highly recommended that participants are currently enrolled in or have previously taken Fashion Strategies or Clothing and Textiles.
2. Participants must be registered for the State Leadership Conference and may participate in one STAR event in addition to the Idaho Fashion Sketching event.
3. Participants must follow the approved conference dress code for participation in this event.

General Information							
Individual or Team Event	Prepare Ahead of Time	Equipment Provided	Participant Prep Time	Oral Presentation Time	Evaluator Interview Time	Evaluator Scoring Time	Total Event Time
Individual	1 file folder, ruler, colored pencils, crayons, markers, erasers, pencil sharpener	Table, Design Scenario, Croquis, Plain Paper, Elements & Principles of Design Worksheet	40 minutes	5 minutes	5 minutes	5 minutes	55 minutes

Sketching

At the designated time, each participant will receive a design scenario. Participants will have 40 minutes to design, sketch, color croquis, and complete the Principles and Elements of Design worksheet.

Sketching Techniques	Produce a design that is neatly rendered, sketched, colored and includes extra details (zippers, stitching, buttons, seamlines, etc.)
Design Scenario	Make appropriate choices to meet the design scenario.
Elements of Design	Evidence that all four parts of the elements of design are included in the sketch—color, line, texture, & shape.
Principles of Design	Evidence that all five parts of the principles of design are included in the sketch— proportion, balance, rhythm, emphasis, and harmony.
Accessories	Incorporate accessories into sketch—jewelry, gloves, hats, sunglasses, scarves, handkerchiefs, etc.
Creative and Original	Execute original thought and planned out designs of croquis.
Craftsmanship	Croquis is clean & crisp with no excessive eraser marks. Outline the croquis in black pen or pencil.

Oral Presentation

The oral presentation may be up to five (5) minutes in length and is delivered to evaluators. Evaluators will ask questions following the presentation.

Organization/Delivery	Deliver oral presentation in an organized, sequential manner; concisely and thoroughly summarize project. Explained the use of elements and principles of design in the sketch.
Content Knowledge	Show evidence of fashion design knowledge and skills. Participants may use the Elements and Principles of Design worksheet, if desired.
Voice	Speak with appropriate force, pitch, and articulation.
Body Language	Use appropriate body language including gestures, posture, and mannerisms.
Grammar/Word Usage/Pronunciation	Use proper grammar, word usage, and pronunciation.
Responses to Evaluators' Questions	Provide clear and concise answers to evaluators' questions regarding the project. Questions are asked after the presentation.

FASHION SKETCHING

Elements & Principles of Design Worksheet

Name of Participant_____

Chapter Name_____

To be completed by participant during the 40-minute sketch/prep time. Place completed worksheet in file folder, along with completed croquis, and provide to evaluators following the oral presentation.

Elements of Design

Element	Explain Element and how it has been incorporated in the sketch
Line	
Shape	
Texture	
Color	

Principles of Design

Principle	Explain the Principle and how it has been utilized in the sketch
Proportion	
Balance	
Emphasis	
Rhythm	
Harmony	

FASHION SKETCHING
Point Summary Form

Name of Participant_____

Chapter Name_____

DIRECTIONS:

1. Make sure all information at the top of this form is correct. If an individual does not show, please write "No Show" across the top and return with other forms.
2. At the conclusion of scoring, 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 staple all items related to the participant together.
3. At the end of the competition, double check all scores, names, and team numbers to ensure accuracy.
4. Please check with the Competitive Events Coordinator if there are any questions regarding the evaluation process.

ROOM CONSULTANT CHECK				POINTS
Punctuality 0 ***or*** 2 points	0 Participant did not arrive on time		2 Participant arrived on time	
Dress Code 0 or 1 point	0 Event dress code was not followed		1 Event dress code was followed	
Sketch 0-3 points	0 Sketch was not provided at the presentation time	1-2 Sketch was provided in a file folder at presentation time but was not complete	3 Completed Sketch was provided in a file folder at the presentation time	
Elements/ Principles of Design Worksheet 0-4 points	0 Design worksheet was not provided at the presentation time	1-2-3 Design worksheet was provided in a file folder at presentation time but was not complete	4 Completed design worksheet was provided in a file folder at the presentation time	

EVALUATORS' SCORES

Evaluator 1 _____ Initials _____

Evaluator 2 _____ Initials _____

Evaluator 3 _____ Initials _____

Total Score _____ divided by number of evaluators

=**AVERAGE EVALUATOR SCORE**

_____ Rounded to the nearest hundredth (i.e. 79.99 not 80.00)

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

VERIFICATION OF FINAL SCORE AND RATING (please initial)

Evaluator 1 _____ Evaluator 2 _____ Evaluator 3 _____ Room Consultant _____ Event Lead Consultant _____

FASHION SKETCHING
Rubric

Name of Participant_____

Chapter Name_____

SKETCH					POINTS
Sketching Technique 0–15 points	**0–1–2–3** No attempt has been made to add realistic detail, shading or a variety of line to add texture and interest	**4-5–6–7** An attempt has been made to add realistic detail, shading or a variety of line to add texture and interest	**8–9–10-11** Student is able to add realistic detail, shading or a variety of line to add texture and interest	**12-13-14-15** Drawing techniques are applied in an expressive, thoughtful manner to add realistic detail, shading or a variety of lines to add texture and interest	
Design Scenario 0-3 points	**0** The situation was not taken into consideration when planning the outfit	**1-2** Situation was somewhat considered, but not fully realized in the planning of the outfit		**3** Situation was taken into consideration when planning this outfit	
Elements of Design 0-14 points	**0-1-2-3** Only one element was utilized in the outfit	**4-5-6-7** Only two out of the four elements were visible in the outfit	**8-9-10-11** Only three out of the four elements were visible in the outfit	**12-13-14** It was evident that color, shape, texture, and line all played a role in designing the outfit	
Principles of Design 0-14 points	**0-1-2-3** Only one principle was utilized in the outfit	**4-5-6-7** Only two or three out of the five principles were visible in the outfit	**8-9-10-11** Only four out of the five elements were visible in the outfit	**12-13-14** It was evident that balance, rhythm, proportion, emphasis and harmony all played a role in designing the outfit	
Accessories 0-3 points	**0** No evidence of accessories	**1** One accessory was used	**2** Accessories were used to complement the outfit, but were not various in assortments	**3** Accessories were creatively used to complement the basic outfit. Various types of accessories were included	
Creative & Original Design 0-3 points	**0** Design shows little or no evidence of original thought	**1** Design lacks sincere originality	**2** Design demonstrates originality	**3** Design demonstrates a unique level of originality	
Craftmanship 0-3 points	**0** Final sketch is not outlined. There are excessive erase marks. Lacks neat and clean presentation	**1** Final figure somewhat outlined. There are some eraser marks on sketch. It is a somewhat neat and clean presentation	**2** Final figure mostly outlined with eraser marks not apparent. There are some small scuff or other markings on paper. It is a neat and clean presentation	**3** Final figure outlined with eraser marks not apparent. There are no scuff or other markings on the paper. It is a neat and clean presentation	
ORAL PRESENTATION					
Organization/Delivery 0-10 points	**0–1–2** Presentation is not completed or does not explain the elements and principles of design	**3-4-5** Presentation covers all project elements and principles of design, however with minimal explanation	**6-7-8** Presentation give complete explanation of all elements and principles of design, but does not flow well	**9-10** Presentation covers all relevant information with a seamless and logical delivery	
Content Knowledge 0-5 points	**0** None shared or information shared was incorrect	**1-2** Minimal knowledge shared during presentation	**3-4** Knowledge of fashion design concepts is evident and shared at times during the presentation	**5** Knowledge of fashion design concepts is evident and incorporated throughout the presentation	

Voice 0-5 points	**0** Monotone Voice	**1-2** Voice quality is adequate	**3-4** Voice quality is good, though could improve	**5** Voice quality is outstanding and pleasing to listen to	
Body Language 0-5 points	**0** Body language shows nervousness and unease	**1-2** Body language shows minimal amount of nervousness	**3-4** Body language portrays participant at ease	**5** Body language enhances the presentation	
Grammar/Word Usage Pronunciation 0-5 points	**0** Extensive (more than 5) grammatical and pronunciation errors	**1-2** Some (3-5) grammatical and pronunciation errors	**3-4** Few (1-2) grammatical and pronunciation errors	**5** Presentation has no grammatical or pronunciation errors	
Response to Evaluators' Questions 0-5 points	**0** Did not answer evaluator's questions	**1-2** Responses to questions did not indicate adequate understanding of skills needed	**3-4** Responses to questions were appropriate and reflect good understanding of skills needed	**5** Responses to questions were appropriate and reflect excellent understanding of skills needed	

Evaluators Comments:

TOTAL
(90 points possible)

VERIFICATION OF SCORE (please initial)

Evaluator _____

Room Consultant _____

Food Art

An individual event that showcases the participants' creative and artistic skills in utilizing an assortment of fruits and vegetables to design and create an interesting food art item that could be used as a centerpiece for a children's party.

Eligibility

1. Participation is open to any nationally affiliated FCCLA member grades 9-12 who is currently or has been enrolled in a Culinary Arts course.
2. Participants must be registered for the State Leadership Conference and may participate in one STAR event in addition to the Idaho Food Art event.

General Information									
Individual or Team Event	Prepare Ahead of Time	Equipment Provided	Electrical Access	Equipment Check	Participant Set Up/ Prep Time	Production/ Clean-up	Clean-up	Evaluator Scoring Time	Total Event Time
Individual	Equipment	Table Space	Not Provided	5 minutes	5 minutes	25 minutes to produce the food art	5 minutes	5 minutes	40 minutes

Appearance

Participants will be well groomed and wear appropriate, clean attire meeting industry standards including chef jacket, chef pants, apron; hair covering or chef hat; closed- toe, low heel, nonskid leather shoes; no jewelry (watches are acceptable); minimal make-up; no cologne or nail polish; facial hair is permitted if appropriate covering is used.

Food Art

Equipment & Tools	Participant must provide all tools and equipment needed for preparing creative food art. No electric tools will be allowed. Participants will have 5 minutes to set up their workstations. Other persons may not assist. Sanitation buckets with solution will be provided on-site. Required equipment/tools are: ▪ Cutting board and Mat ▪ Disposable Gloves ▪ White Paper Plate ▪ Towels/Paper towels ▪ Small Compost/Waste Bucket or Bowl Additional equipment participants may bring, but are not limited to, include: chef's knife, vegetable peeler, paring knife, channel knife, zester, fork, aspic cutters, toothpicks or skewers, apple peeler/corer, v-shaped knife, crinkle cutter, scissors, and flex blade knife.
Food Art Product	Participant will use up to two each of 3–5 fruits or vegetables. All items must be uncut, whole, and unpeeled. No pre-processed items are allowed. Participants will have 25 minutes to produce the food art.
Food Art Design	Participant will develop a hand-drawn food art design on one 8 ½" x 11" paper, using up to two (2) each of the 3–5 selected fruits or vegetables. The design will be used during competition and will be reviewed by evaluators in comparison to the final product.
Overall	Demonstrate careful planning for completing tasks efficiently. Keep work area clean and organized and demonstrate appropriate safety and sanitation procedures according to industry standards. Participants will have 5 minutes to clean up their workstations.

FOOD ART
Point Summary Form

Name of Participant_____ Workstation #_____

Chapter Name_____

DIRECTIONS:

1. Make sure all information at the top of this form is correct. If an individual does not show, please write "No Show" across the top and return with other forms.
2. At the conclusion of scoring, 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 staple all items related to the participant together.
3. At the end of the competition, double check all scores, names, and team numbers to ensure accuracy.
4. Check with the Competitive Events Coordinator if there are any questions regarding the evaluation process.

ROOM CONSULTANT CHECK			POINTS
Required Equipment 2 points	0 Did not bring all required equipment	2 Brought all required equipment.	
Required Product 3 points	0 Had more than 2 each of 3-5 fruits or vegetables	3 Only had 2 each of 3-5 fruits or vegetables	
Punctuality 0 ***or*** 5 points	0 Participant did not arrive on time	5 Participant arrived on time	

EVALUATORS' SCORES

Evaluator 1 _____ Initials _____

Evaluator 2 _____ Initials _____

Evaluator 3 _____ Initials _____

Total Score _____ divided by number of evaluators

=**AVERAGE EVALUATOR SCORE**

_____ Rounded to the nearest hundredth (i.e. 79.99 not 80.00)

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

VERIFICATION OF FINAL SCORE AND RATING (please initial)

Evaluator 1 _____ Evaluator 2 _____ Evaluator 3 _____ Room Consultant _____ Event Lead Consultant _____

IDAHO FOOD ART

COMPETITIVE EVENTS

FOOD ART
Rubric

Name of Participant_____ Workstation #_____

Chapter Name_____

SAFETY & APPEARANCE				POINTS
Clothing and Appearance 0–10 points	**0 1 2 3 4** Non-professional appearance, attire and/or grooming	**5 6 7 8** Neat appearance, attire and grooming, but lacks professionalism	**9 10** Professional appearance, attire and grooming	
Safety and Sanitation 0–10 points	**0 1 2 3 4** Disregard of safety and sanitation practices, creating unsafe situation during preparation	**5 6 7 8** Shows minimal safety and sanitation concerns during preparation	**9 10** Follows all safety and sanitation practices	
Clean Up 0-5 points	**0 1 2 3 4** Work area not completely cleaned upon completion of event	**5** Work area completely cleaned upon completion of event		
FOOD ART PRODUCTION				
Food Art Design 0-5 points	**0 1** Design was not hand drawn, did not include approved food items, and completed food art is not comparable to original design	**2 3** Hand-drawn design, includes 3-5 approved food items, but completed food art is altered from original design	**4 5** Hand-drawn design includes 3-5 approved food items. Completed food art is comparable to original design	
Mise en place, Time Management Scraps and Waste 0–10 points	**0 1 2 3 4** Did not manage time or utilize mise en place to complete each task, excessive waste	**5 6 7 8** Managed time and mise en place to complete most tasks on time, some waste	**9 10** Utilized time and mise en place to complete each task on time, minimum waste	
Mise en Place, Time Management Scraps and Waste 0–10 points	**0 1 2 3 4** Did not manage time or utilize Mise en Place to complete each task, excessive waste	**5 6 7 8** Managed time and Mise en Place to complete most tasks on time, some waste	**9 10** Utilized time and Mise en Place to complete each task on time, minimum waste	
Degree of Difficulty 0–10 points	**0 1 2 3 4** Fair techniques, some evidence of skill/ performance, somewhat organized	**5 6 7 8** Good techniques, student is competent in skill/ performance, organized	**9 10** High quality techniques, superior skill/performance, well organized	
Craftsmanship/ Quality of Work 0–10 points	**0 1 2 3 4** Lacks workmanship, some unacceptable proportions	**5 6 7 8** Competent workmanship, acceptable proportions	**9 10** Extremely high quality workmanship, accurate proportions, sturdy or stable if moved	
Use of Food Items 0–5 points	**0 1** Not all of the food items brought were used in the food art presentation	**2 3** All food items brought were used in the food art presentation	**4 5** All food items brought were used creatively in the final food art presentation	
Equipment, Tools, and Techniques 0–15 points	**0 1 2 3** Selection and usage of tools/equipment lacks understanding and demonstration of skills	**4 5 6 7** Selection and usage of tools/equipment demonstrates some industry techniques	**8 9 10 11** Selection and usage of tools/equipment demonstrated most industry techniques	**12 13 14 15** Selects and uses all tools and equipment

Evaluators Comments:

TOTAL
(90 points possible)

VERIFICATION OF SCORE (please initial)

Evaluator _____

Room Consultant _____

IDAHO EVENTS

FCCLA IDAHO

Impromptu Speaking

An individual event that recognizes participants for their ability to address a topic relating to FCCLA and Family and Consumer Sciences without prior preparation. The ability to express one's thoughts in an impromptu situation while maintaining poise, self-confidence, logical organization of point, and conversational speaking are important assets in family, career and community situations.

Eligibility

1. Participation is open to any nationally affiliated FCCLA member grades 6-12.
2. Participants must be registered for the State Leadership Conference and may participate in one STAR event in addition to the Idaho Impromptu Speaking event.
3. Participants must follow the approved conference dress code for participation in this event.

General Information									
Individual or Team Event	Prepare Ahead of Time	Equipment Provided	Electrical Access	Participant Set Up/Prep Time	Room Consultant & Evaluator Review Times	Maximum Oral Presentation Time	Evaluator Interview Time	Evaluator Scoring Time	Total Event Time
Individual		Table Notecard	Not Provided	10 minutes		5 minutes		5 minutes	20 minutes

Oral Presentation.

The participant may see the three topics before choosing one to use. The topics will relate to FCCLA purposes, activities, current programs and/or Family and Consumer Sciences topics. Participants may not bring reference materials for use during the 10-minute preparation period. Participants are allowed to use one 4" x 6" card that can be used during the preparation and performance. Information may be written on both sides of the note card. The note card must be left with the event consultant at the conclusion of the oral presentation. The oral presentation may be up to 5 minutes in length and is delivered to evaluators. The presentation should be based on the topic chosen and should not be scripted.

Introduction	Uses creative methods to capture audience attention.
Relationship to Family & Consumer Sciences and/or Related Careers	Reflect views and knowledge of issues related to areas of Family and Consumer Sciences and/or related careers.
Relationship to FCCLA Purposes, Programs, and/or Activities	Referenced FCCLA purposes, programs, or activities in relationship to the chosen topic.
Purpose and Focus	Establishes a purpose early in the presentation and maintains a clear focus throughout.
Idea Organization	Ideas are effectively organized and remain aligned with chosen topic.
Topic Development	Fully addresses the chosen topic and the oral presentation is not scripted.
Summary/Ending	Summarize major points related to the chosen topic.
Enthusiasm	Facial expression, voice, & body language generate strong interest and enthusiasm.
Tempo	Use tempo or pauses to improve meaning and/or add dramatic impact.
Volume	Speak loudly enough to be heard by all throughout the presentation.
Eye Contact	Maintain eye contact with evaluators and audience.
Body Language	Use appropriate body language including gestures, posture, and mannerisms.
Grammar/Word Usage/Pronunciation	Use proper grammar, word usage, and pronunciation.

IMPROMPTU SPEAKING
Point Summary Form

Name of Participant_____

Chapter Name_____

DIRECTIONS:

1. Make sure all information at the top of this form is correct. If an individual does not show, please write "No Show" across the top and return with other forms.
2. At the conclusion of scoring, 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 staple all items related to the participant together.
3. At the end of the competition, double check all scores, names, and team numbers to ensure accuracy.
4. Please check with the Competitive Events Coordinator if there are any questions regarding the evaluation process.

ROOM CONSULTANT CHECK			POINTS
Punctuality 0 ***or*** 3 points	0 Participant did not arrive on time	3 Participant arrived on time	
Dress Code 0 or 2 point	0 Event dress code was not followed	2 Event dress code was followed	

EVALUATORS' SCORES

Evaluator 1 _____ Initials _____

Evaluator 2 _____ Initials _____

Evaluator 3 _____ Initials _____

Total Score _____ divided by number of evaluators

=**AVERAGE EVALUATOR SCORE**

_____ Rounded to the nearest hundredth (i.e. 79.99 not 80.00)

ROOM CONSULTANT TOTAL: (5 points possible)	
AVERAGE EVALUATOR SCORE: (95 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

VERIFICATION OF FINAL SCORE AND RATING (please initial)

Evaluator 1 _____ Evaluator 2 _____ Evaluator 3 _____ Room Consultant _____ Event Lead Consultant _____

IMPROMPTU SPEAKING
Rubric

Name of Participant_____

Chapter Name_____

PRESENTATION					POINTS
Introduction 0–5 points	**0** No obvious introduction	**1-2** Introduction not effective in capturing attention	**3-4** Somewhat creative and attention getting	**5** Introduction captured attention immediately	
Relationship to Family & Consumer Sciences Coursework and Standards 0-7 points	**0** No evidence of relationship to areas of Family and Consumer Sciences and/or related careers	**1-2-3** Minimal evidence of relationship to areas of Family and Consumer Sciences and/or related careers.	**4-5** Knowledge of relationship to areas of Family and Consumer Sciences and/or related careers is evident and explained	**6-7** Knowledge of relationship to areas of Family and Consumer Sciences and/or related careers is evident and well explained	
Relationship to FCCLA Programs, Purposes, & Activities 0-8 points	**0** None evidence of relationship to FCCLA	**1-2-3** Referenced FCCLA purposes, programs, or activities but not in relation to topic	**4-5-6** Used one example of FCCLA purposes, programs, or activities in relation to topic	**7-8** Used multiple examples of FCCLA purposes, programs, or activities in relation to topic	
Purpose & Focus 0-10 points	**0-1** Purpose and focus is missing	**2-3-4** Purpose and focus is weak and difficult to figure out	**5-6-7** Purpose and focus is implied and fairly clear	**8-9-10** Establishes a purpose early and maintains focus for most of the presentation	
Idea Organization 0-10 points	**0-1** Ideas not organized, hard to follow, audience left confused by disorganization	**2-3-4** Ideas lack coherence, consistency and flow, audience needs to make assumptions to follow	**5-6-7** Ideas mostly coherent but not clearly supported, portions are hard to follow	**8-9-10** Ideas coherent and organized, flows well and is easy to follow	
Topic Development 0-10 points	**0-1** Presentation is not related to chosen topic	**2-3-4** Very little relationship between presentation and chosen topic	**5-6-7** Presentation somewhat centers on chosen topic	**8-9-10** Topic is addressed and well developed	
Summary/Ending 0-5 points	**0** Ending is abrupt, weak, or missing	**1-2** Ending is somewhat developed, but does not provide closure	**3-4** Ending is developed and provides closure	**5** Ending is creative and closes the presentation well	
Enthusiasm 0-5 points	**0** No enthusiasm for the presentation	**1-2** Very little use of facial expression or body language. Did not generate much interest in topic	**3-4** Facial expression and body language are used to try to generate enthusiasm but seem somewhat forced	**5** Facial expression and body language generate a strong interest and enthusiasm about the topic	
Voice 0-5 points	**0** Monotone voice, words are difficult to understand	**1-2** Below average use of emphasis, pitch and articulation	**3-4** Good use of emphasis, pitch, and articulation	**5** Excellent use of force, emphasis, pitch, and articulation	

Volume 0-5 points	**0** Unable to hear the presentation	**1-2** Volume often too soft to be heard by all	**3-4** Volume is loud enough to be heard by all at least 80% of the time	**5** Volume is loud enough to be heard 100% of the time	
Tempo 0-5 points	**0** Tempo or pauses were used in such a way that they were very distracting	**1-2** Tempo or pauses were not used to improve meaning or dramatic impact	**3-4** Tempo or pauses were intentionally used but were not effective in improving meaning or dramatic impact	**5** Tempo or pauses were helpful in improving meaning or dramatic impact	
Eye Contact 0-5 points	**0** No eye contact with evaluators	**1-2** Limited eye contact	**3-4** Inconsistent eye contact	**5** Good Eye Contact	
Body Language 0-5 points	**0** Body Language shows nervousness and unease	**1-2** Body language shows minimal amount of nervousness	**3-4** Body language portrays participant at ease	**5** Body language enhances the presentation	
Grammar/Word Usage Pronunciation 0-5 points	**0** Extensive (more than 5) grammatical and pronunciation errors	**1-2** Some (3-5) grammatical and pronunciation errors	**3-4** Few (1-2) grammatical and pronunciation errors	**5** Presentation has no grammatical or pronunciation errors	
Time 0-5 points	**0** Presentation is less than 1 minutes	**1-2** Presentation is less than 2 minutes	**3-4** Presentation is between 2 and 3 minutes in length	**5** Presentation is 4-5 minutes in length	

Evaluators' Comments:

TOTAL
(95 points possible)

VERIFICATION OF SCORE (please initial)

Evaluator _____

Room Consultant _____

Interior Design Sketching

An individual event that recognizes members for their ability to problem solve, design, and sketch an interior space using the provided scenario.

Eligibility

1. Participation is open to any nationally affiliated FCCLA member grade 6-12. It is highly recommended that participants are currently enrolled in or have previously taken Interior Design.
2. Participants must be registered for the State Leadership Conference and may participate in one STAR event in addition to the Idaho Interior Design Sketching event.
3. Participants must follow the approved conference dress code for participation in this event.

General Information								
Individual or Team Event	Prepare Ahead of Time	Equipment Provided	Electrical Access	Participant Prep Time	Room Consultant & Evaluator Review Times	Maximum Oral Presentation Time	Evaluator Interview/ Scoring Time	Total Event Time
Individual	1 file folder, ruler, pencil, blue, green, and red colored pencils, erasers, pencil sharpener, architect scale(s)	Table, Floor Plan Evaluation Sheet, graph paper, furniture symbol guide, floor plan	Not Provided	35 minutes		5 minutes	5 minutes	45 minutes

Sketching

At the designated participation time, the event consultant will give all participants a design problem. Once instructed, participants have 35 minutes to sketch, for one identified room, a floor plan to scale with furniture arrangements, draw the circulation patterns for the overall plan, and complete the Floor Plan Evaluation Sheet. After the 35 minutes, the participants will place their floor plan and the Floor Plan Evaluation sheet into the file folder and turn it into the room consultant.

Floor Plan Drawn to Scale	Produce a floor plan for the identified room correctly drawn to a consistent ¼" = 1' scale, with all architectural features indicated appropriately. Add, move, or remove doorways and windows, if desired. The dimensions of the room or its location in the provided floor plan cannot be changed.
Furniture Arrangements	Roughly sketch in furniture arrangements, to scale, for the identified room only. Arrangement will reflect appropriate furniture arrangement and includes balance/form, focal point/emphasis, line/harmony, and proportion. Grouping arrangements are appropriate for normal conversations.

Oral Presentation

The oral presentation may be up to 5 minutes in length and is delivered to evaluators. Evaluators will ask questions following the presentation.

Introduction	Use creative methods to capture the audience's attention.
Content Knowledge	Show evidence of interior design knowledge and skills. Participants may reference the Floor Plan Evaluation worksheet if desired.
Voice	Speak with appropriate force, pitch and articulation.
Body Language	Use appropriate body language, including gestures, posture, mannerisms, eye contact, and appropriate handling of notes or note cards if used.
Grammar/Word Usage/ Pronunciation	Use proper grammar, word usage and pronunciation.
Responses to Evaluators' Questions	Provide clear and concise answers to evaluators' questions regarding the project.

INTERIOR DESIGN SKETCHING
Point Summary Form

Name of Participant_____

Chapter Name_____

DIRECTIONS:

1. Make sure all information at the top of this form is correct. If an individual does not show, please write "No Show" across the top and return with other forms.
2. At the conclusion of scoring, 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 staple all items related to the participant together.
3. At the end of the competition, double check all scores, names, and team numbers to ensure accuracy.
4. Please check with the Competitive Events Coordinator if there are any questions regarding the evaluation process.

ROOM CONSULTANT CHECK			POINTS
Dress Code 0 or 2 point	0 Event dress code was not followed	2 Event dress code was followed	
Punctuality 0 ***or*** 3 points	0 Participant did not arrive on time	3 Participant arrived on time	
File Folder & Suppliles	0, 1, 2, 3, 4 Did not bring all required supplies	5 Brought all required supplies	

EVALUATORS' SCORES

Evaluator 1 _____ Initials _____

Evaluator 2 _____ Initials _____

Evaluator 3 _____ Initials _____

Total Score _____ divided by number of evaluators

=**AVERAGE EVALUATOR SCORE**

_____ Rounded to the nearest hundredth (i.e. 79.99 not 80.00)

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

VERIFICATION OF FINAL SCORE AND RATING (please initial)

Evaluator 1 _____ Evaluator 2 _____ Evaluator 3 _____ Room Consultant _____ Event Lead Consultant _____

INTERIOR DESIGN SKETCHING
Rubric

Name of Participant_____

Chapter Name_____

SKETCHING					POINTS
Floor Plan Drawn to Scale 0–10 points	0 1 2 Scale not used, architectural features incorrect, and/or dimensions incorrect	3 4 5 6 7 ¼" scale used, but not consistently. Some architectural features shown and drawn, dimensions mostly correct		8 9 10 ¼" scale used consistently. All architectural features shown and drawn correctly with correct dimensions	
Furniture Arrangement 0–15 points	0 Did not attempt or provided very limited information	1 2 3 4 5 Arrangement negatively impacts circulation, does not reflect identified principles of design	6 7 8 9 10 Arrangement positively impacts circulation or reflects identified principles of design, but not both	11 12 13 14 15 Arrangement positively impacts circulation and reflects identified principles of design	
Floor Plan Evaluation Sheet – Identified Room 0–20 points	0 1 2 3 4 5 Did not attempt or provided very limited information	6 7 8 9 10 Design choices are somewhat explained but show limited understanding of design problem	11 12 13 14 15 Design choices are explained and show general understanding of design problem	16 17 18 19 20 Design choices are explained fully and reflect thorough understanding of design problem	
Floor Plan Evaluation Sheet - Overall 0–10 points	0 1 2 Did not attempt or provided very limited information	3 4 5 Responses mostly appropriate but reflect limited understanding	6 7 8 Responses appropriate and reflect general understanding	9 10 Responses appropriate and reflect thorough understanding	
SKETCHING					**POINTS**
Organization/ Delivery 0-10 points	0 1 2 Presentation is not completed or not explained well	3 4 5 Presentation covers all project elements, with minimal explanation	6 7 8 Presentation gives complete information; it does not flow well	9 10 Presentation covers all relevant information with a seamless and logical delivery	
Content Knowledge 0-5 points	0 None shared or information shared was incorrect	1 2 Minimal knowledge shared during presentation	3 4 Knowledge of interior design concepts is evident and shared at times during the presentation	5 Knowledge of interior design concepts is evident and incorporated throughout the presentation	
Voice 0-5 points	0 No voice qualities are used effectively	1 2 Voice quality is adequate	3 4 Voice quality is good, though could improve	5 Voice quality is outstanding and pleasing to listen to	
Body Language 0-5 points	0 No eye contact with evaluators	1 2 Body language shows minimal amount of nervousness	3 4 Body language portrays participant at ease	5 Body language enhances the presentation	
Grammar/ Word Usage/ Pronunciation 0-5 points	0 Extensive (more than 5) grammatical and pronunciation errors	1 2 Some (3-5) grammatical and pronunciation errors	3 4 Few (1-2) grammatical and pronunciation errors	5 Presentation has no grammatical or pronunciation errors	
Responses to Evaluators' Questions 0-5 points	0 Did not answer evaluators' questions	1 2 Responses to questions did not indicate adequate understanding of skills needed	3 4 Responses to questions were appropriate and reflect good understanding of skills needed	5 Responses to questions were appropriate and reflect excellent understanding of skills	

Evaluators Comments:

TOTAL
(90 points possible)

VERIFICATION OF SCORE (please initial)

Evaluator _____

Room Consultant _____

INTERIOR DESIGN SKETCHING
Floor Plan Evaluation Sheet

Name of Participant_____

Chapter Name_____

Place completed worksheet in the file folder, along with floor plan and sketch. Answer the following questions for the one room identified in the design problem.

Explain how you addressed the following with your furniture arrangement choices.	
1. Balance and Form	
2. Focal Point or Emphasis	
3. Line and Harmony	
4. Proportion	
Explain any recommended changes to the floor plan to meet the needs identified in the design plan.	

Job Interviewing Skills

An individual event that recognizes members for their ability to prepare employment materials and utilize job interviewing skills for an entry-level position. This event provides an opportunity for members to gain self-confidence and demonstrate job-seeking skills.

Eligibility

1. Participation is open to any nationally affiliated FCCLA member grade 6-12.
2. Participants must be registered for the State Leadership Conference and may participate in one STAR event in addition to the Idaho Job Interviewing Skills event.
3. Participants must follow the approved conference dress code for participation in this event.

General Information									
Individual or Team Event	Prepare Ahead of Time	Equipment Provided	Electrical Access	Participant Set Up/Prep Time	Room Consultant & Evaluator Review Times	Maximum Oral Presentation Time	Evaluator Interview Time	Evaluator Scoring Time	Total Event Time
Individual	Cover Letter Resume	Table	Not Provided		5 minutes		5 minutes	5 minutes	15 minutes

Cover Letter & Resume

Each participant will provide a cover letter and resume. The job applied for must be for an entry level position and the position must match the participant's current level of education.

Cover Letter	Maximum of 1- 8 ½" x 11" page in length, using appropriate layout, spacing, alignment, and letter format. Includes opening paragraph indicating position for which applying, and what is included with the letter; middle paragraph with strengths, skills, knowledge and personality characteristics highlighted; and closing paragraph with request for interview, providing contact information.
Resume	Maximum of 2- 8 ½" x 11" pages in length, using appropriate layout, spacing, alignment, and formatting, using reverse chronological order (most recent listed first). References are not required.
Overall Appearance and Neatness	Use consistent font style and appropriate font size for readability. Resume is typed, clean, and in good condition.
Resume Criteria	Include the following information: • Participant name and school contact information • Career objective • Education and training • Work and volunteer experience, relevant skills • Activities, honors and awards
Spelling/Grammer	Use proper spelling, punctuation, capitalization, word usage, and grammar.

INTERVIEW

The interview will be up to 5 minutes in length, using common interview questions and questions generated by review of the individual cover letter and resume.

Introduction and First Impression	Create a positive first impression by greeting evaluator with firm handshake, appropriate eye contact and smile, and initiates introduction. Include the name of the position in the introduction.
Gestures/Mannerisms	Use natural and appropriate gestures and movements during interview.
Posture	Maintain appropriate posture during interview.
Eye Contact	Maintain eye contact with evaluator throughout interview.
Voice	Speak with appropriate force, pitch and articulation.
Appearance	Clothing meets the conference dress code and is neat, pressed, clean, and fits properly. Professional appearance and grooming.
Grammar/Word Usage/ Pronunciation	Use proper grammar, word usage and pronunciation.
Responses to Evaluators' Questions	Provide clear and concise answers to evaluators' questions regarding the project.

JOB INTERVIEWING SKILLS
Point Summary Form

Name of Participant_____

Chapter Name_____

DIRECTIONS:

1. Make sure all information at the top of this form is correct. If an individual does not show, please write "No Show" across the top and return with other forms.
2. At the conclusion of scoring, 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 staple all items related to the participant together.
3. At the end of the competition, double check all scores, names, and team numbers to ensure accuracy.
4. Please check with the Competitive Events Coordinator if there are any questions regarding the evaluation process.

ROOM CONSULTANT CHECK			POINTS
Dress Code 0 or 2 point	0 Event dress code was not followed	2 Event dress code was followed	
Punctuality 0 ***or*** 3 points	0 Participant did not arrive on time	3 Participant arrived on time	

EVALUATORS' SCORES

Evaluator 1 _____ Initials _____

Evaluator 2 _____ Initials _____

Evaluator 3 _____ Initials _____

Total Score _____ divided by number of evaluators

=**AVERAGE EVALUATOR SCORE**

_____ Rounded to the nearest hundredth (i.e. 79.99 not 80.00)

ROOM CONSULTANT TOTAL: (5 points possible)	
AVERAGE EVALUATOR SCORE: (95 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

VERIFICATION OF FINAL SCORE AND RATING (please initial)

Evaluator 1 _____ Evaluator 2 _____ Evaluator 3 _____ Room Consultant _____ Event Lead Consultant _____

JOB INTERVIEWING SKILLS
Rubric

Name of Participant_____

Chapter Name_____

COVER LETTER AND RESUME						POINTS
Cover Letter 0–11 points	0 Not provided	1 2 3 Does not use appropriate layout, spacing/alignment, or format, or missing opening, middle or closing paragraph content	4 5 6 Minimal information is provided but letter is not well written or organized, inconsistent formatting	7 8 9 Appropriate layout, spacing/alignment and format. Opening, middle, and closing paragraphs contain required information	10 11 12 Appropriate layout, spacing/alignment and format. Opening, middle, and closing paragraphs contain required information, is well written and organized and presents participant as strong candidate	
Resume Organization 0–11 points	0 Not provided	1 2 3 Name or contact information missing/unclear, sections not clear or missing, no clear patterns in how experiences listed	4 5 6 Name and contact information incomplete, inconsistent section titles/dates/ locations, inconsistent use of reverse chronological order	7 8 9 Name and contact information listed on top, titles/dates/locatio ns listed, reverse chronological order followed	10 11 12 Name and contact information listed on top, section titles/dates/ locations consistent and clear, experiences listed in reverse chronological order	
Resume Content 0-11 points	0 Not provided	1 2 3 Education section incomplete, no use of outcomes/ accomplishments, too wordy, information irrelevant to position	4 5 6 Education section unclear, statements repetitive or not well developed, ineffective descriptions, not targeted to position	7 8 9 Education section complete, accomplishments included, concise wording, keywords/skills somewhat targeted to position	10 11 12 Education section complete, well developed accomplishment statements, concise and descriptive wording used, keywords/skills	
Overall Appearance and Neatness 0–6 points	0 Damaged and unprofessional documents	1 2 Documents are not neat, have inconsistent formatting, or illegible	3 4 Neat, legible, inconsistent formatting	5 6 Consistent style and formatting, neat, legible, and professional		
Resume Criteria 0–6 points	0 Contains 3 or less of listed criteria	1 2 Contains 4-6 of the listed criteria	3 4 Contains 7 of the 9 listed criteria	5 6 Contains name, address, contact information, objective, education and training, qualification highlights, work history and relevant experience, activities, honors and awards		
Spelling/ Grammar 0–5 points	0 Extensive (more than 5) errors	1 2 Some (3-5) errors	3 4 Few (1-2) errors	5 No errors		

INTERVIEW					POINTS
Introduction and First Impression 0-5 points	0 No introduction or greeting	1 2 Does not shake hands, minimal eye contact, does not initiate introduction	3 4 Weak or overly strong handshake, adequate eye contact and smile, and initiates introduction	5 Firm handshake, good eye contact and smile, initiates introduction, and includes name of position	
Gestures/ Mannerisms 0–3 points	0 Inappropriate use of gestures or mannerisms	1 Overuse of gestures or mannerisms	2 Appropriate use of gestures/mannerisms	3 Natural and appropriate use of gestures/ mannerisms	
Posture 0–3 points	0 Inappropriate use of posture, not professional	1 Too stiff or too relaxed in posture	2 Posture is appropriately used	3 Posture indicates interest in interview and is	

Eye Contact 0–3 points	0 Little or no eye contact	1 Aggressive or unnatural eye contact throughout interview	2 Inconsistent eye contact throughout interview	3 Maintains appropriate eye contact throughout entire interview		
Voice 0–3 points	0 Voice qualities not used effectively	1 Voice quality is overly loud or quiet, not well articulated	2 Voice quality is inconsistent in volume and articulation	3 Voice quality is appropriate in volume and articulation		
Grammar/ Word Usage/ Pronunciation 0-5 points	0 Extensive (more than 5) grammatical or pronunciation errors	1 2 Some (3-5) grammatical and pronunciation errors	3 4 Few (1-2) grammatical and pronunciation errors	5 No grammatical or pronunciation errors		
Responses to Evaluator Questions 0-20 points	0 Does not answer questions or participate in interview	1 2 3 4 5 Interview is brief, participant does not carry on a conversation or is unable to answer questions, does not understand position	6 7 8 9 10 Participant answers most questions well, but without ease or accuracy	11 12 13 14 15 Participant is poised, answers questions well, and gives appropriate responses	16 17 18 19 20 Participant is confident and poised, personable, answers questions appropriately and without	

Evaluators Comments:

TOTAL
(95 points possible)

VERIFICATION OF SCORE (please initial)

Evaluator _____

Room Consultant _____

IDAHO EVENTS

FCCLA IDAHO

Knife Skills

An individual event that showcases participants knife skills. Participants will produce three different knife cuts and demonstrate proper safety and sanitation procedures.

Eligibility

1. Participation is open to any nationally affiliated FCCLA member grades 9-12 who is currently or has been enrolled in a Culinary Arts course.
2. Participants must be registered for the State Leadership Conference and may participate in one STAR event in addition to the Idaho Knife Skills event.

General Information									
Individual or Team Event	Prepare Ahead of Time	Equipment Provided	Electrical Access	Equipment Check	Participant Set Up/ Prep Time	Production	Clean Up Time	Evaluator Scoring Time	Total Event Time
Individual	Equipment	Table Space	Not Provided	5 minutes	5 minutes	15 minutes to produce cuts	5 minutes	5 minutes	30 minutes

Safety & Appearance

Participants will be well groomed and wear appropriate, clean attire meeting industry standards including chef jacket, chef pants, apron; hair covering or chef hat; closed- toe, low heel, nonskid leather shoes; no jewelry (watches are acceptable); minimal make-up; no cologne or nail polish; facial hair is permitted if appropriate covering is used. Participants will also demonstrate the ability to keep their work area organized and clean in a safe and sanitary manner.

Food Production

Participants may bring only the items listed below to the event. No other equipment will be allowed in the competition site. Additional items will be removed from the participants until after they have finished competing. Sanitation buckets with solution will be provided on-site. Participants will demonstrate industry standards in use of equipment, tools, and techniques.

Equipment, Tools, and Techniques	Use proper equipment, tools, products, vocabulary, and techniques. Participants have 5 minutes to set up their work area. No external rulers are allowed. Only the following tools are allowed: ▪ Vegetable peeler ▪ Paring knife ▪ 8” or 10” Chef knife ▪ Cutting board and mat ▪ Parchment paper & pen ▪ Towels ▪ Gloves ▪ 1⁄2 sheet pan ▪ Small compost/waste bucket/ bowl
Food Product	Participants must bring one potato and one carrot. All items must be uncut, whole, and unpeeled. No pre-processed items are allowed.
Time Management & Scraps	Demonstrate careful planning for completing tasks efficiently. All scraps will be presented for evaluation of product waste. Participants will have 5 minutes to clean the work area upon completion of the knife cuts.

KNIFE SKILLS/ FOOD PRESENTATION

Participants will have 15 minutes to produce the knife cuts. The participant will present all food items for evaluation. There will be no extra time allowed to complete preparation or presentation. All work must stop at the time limit.

Knife Cuts	A total of six uniform and appropriate pieces are cut from the vegetables to demonstrate three of the following list: ▪ Rondelle (¼ ") ▪ Batonnet (¼" x ¼"x 2") ▪ Julienne (1/8" x 1/8" x 2") ▪ Fine Julienne (1/16" x 1/16" x 2") ▪ Medium Dice (½ ") ▪ Small Dice (¼ ") ▪ Brunoise (1/8") ▪ Fine Brunoise (1/16") Event evaluators will determine which three cuts all participants will demonstrate during the competition. Knife cuts will be displayed on a 1/2 sheet pan, and all cuts will be identified using the pen and parchment paper.
Overall Product Appearance/ Presentation	Prepare knife cuts consistently, with appropriate proportions. Demonstrate a high quality of workmanship.

KNIFE SKILLS
Equipment Check-In Form

Name of Participant_____ Workstation #_____

Chapter Name_____

Only the following items are allowed in Culinary Knife Skills. Any additional items will not be allowed for competition and must be removed from the participant's supplies.

- ❑ Vegetable peeler
- ❑ Paring knife
- ❑ 8" or 10" Chef knife
- ❑ Cutting board and mat
- ❑ Parchment paper
- ❑ Pen
- ❑ Towels
- ❑ Gloves
- ❑ 1/2 sheet pan
- ❑ Small compost/waste bucket or bowl
- ❑One Carrot
- ❑One Potato

Room Consultant Initials_____

KNIFE SKILLS
Point Summary Form

Name of Participant_____ Workstation #_____

Chapter Name_____

DIRECTIONS:

1. Make sure all information at the top of this form is correct. If an individual does not show, please write "No Show" across the top and return with other forms.
2. At the conclusion of scoring, 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 staple all items related to the participant together.
3. At the end of the competition, double check all scores, names, and team numbers to ensure accuracy.
4. Check with the Competitive Events Coordinator if there are any questions regarding the evaluation process.

ROOM CONSULTANT CHECK			POINTS
Required Equipment 5 points	0 1 2 3 4 Did not bring all required equipment (For each error, a point will be deducted, up to a maximum of 4 points)	5 Brought all required equipment.	
Punctuality 0 ***or*** 5 points	0 Participant did not arrive on time	5 Participant arrived on time	

EVALUATORS' SCORES

Evaluator 1 _____ Initials _____

Evaluator 2 _____ Initials _____

Evaluator 3 _____ Initials _____

Total Score _____ divided by number of evaluators

=**AVERAGE EVALUATOR SCORE**

_____ Rounded to the nearest hundredth (i.e. 79.99 not 80.00)

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

VERIFICATION OF FINAL SCORE AND RATING (please initial)

Evaluator 1 _____ Evaluator 2 _____ Evaluator 3 _____ Room Consultant _____ Event Lead Consultant _____

KNIFE SKILLS
Rubric

Name of Participant_____ Workstation #_____

Chapter Name_____

SAFETY & APPEARANCE				POINTS
Clothing and Appearance 0–10 points	**0–1–2–3–4** Non-professional appearance, attire and/or grooming	**5–6–7–8** Neat appearance, attire and grooming, but lacks professionalism	**9-10** Professional appearance, attire and grooming	
Safety and Sanitation 0–10 points	**0–1–2–3–4** Disregard of safety and sanitation practices, creating unsafe situation during preparation	**5–6–7–8** Shows minimal safety and sanitation concerns during preparation	**9–10** Follows all safety and sanitation practices	
Clean Up 0-5 points	**0-1-2-3-4** Work area not completely cleaned upon completion of event	**5** Work area completely cleaned upon completion of event		
FOOD PRODUCTION				
Equipment, Tools, and Techniques 0-10 points	**0–1–2–3–4** Selection and usage of tools/equipment lacks understanding and demonstration of skills	**5-6-7-8** Selection and usage of tools/equipment occasionally lacks appropriate industry techniques	**9-10** Selects and uses all tools and equipment correctly	
Mise en place, Time Management Scraps and Waste 0–10 points	**0-1-2-3-4** Did not manage time or utilize mise en place to complete each task, excessive waste	**5-6-7-8** Managed time and mise en place to complete most tasks on time, some waste	**9-10** Utilized time and mise en place to complete each task on time, minimum waste	

KNIFE SKILLS/FOOD PRESENTATION					
Overall Product Appearance & Presentation Consistent, Correct proportions 0-15 points	**0–1–2–3** Lacks workmanship, some of the display unacceptable proportions	**4-5-6-7** Ordinary quality of workmanship, improvement needed in proportions	**8-9-10-11** Competent workmanship, acceptable proportions	**12-13-14-15** Extremely high-quality workmanship, accurate proportions	
Knife Cut #1: _____ 0-10 points	**0-1** Incorrect cut or not uniform in size or shape	**2-3-4** Correct but pieces inconsistent in size and shape	**5-6-7** Correct cut, nearly all consistent in size and shape	**8-9-10** Correct cut, identical in size and shape	
Knife Cut #2: _____ 0-10 points	**0-1** Incorrect cut or not uniform in size or shape	**2-3-4** Correct but pieces inconsistent in size and shape	**5-6-7** Correct cut, nearly all consistent in size and shape	**8-9-10** Correct cut, identical in size and shape	
Knife Cut #3: _____ 0-10 points	**0-1** Incorrect cut or not uniform in size or shape	**2-3-4** Correct but pieces inconsistent in size and shape	**5-6-7** Correct cut, nearly all consistent in size and shape	**8-9-10** Correct cut, identical in size and shape	

Evaluators Comments:

TOTAL
(90 points possible)

VERIFICATION OF SCORE (please initial)

Evaluator _____

Room Consultant _____

Menu Planning & Table Setting

An individual or team event that recognizes participants who create a menu plan and table setting. Participants will plan a lunch or dinner menu and create a table setting for two people based on a theme they choose.

Eligibility

1. Participation is open to any nationally affiliated FCCLA member grades 6-12.
2. Participants must be registered for the State Leadership Conference and may participate in one STAR event in addition to the Idaho Menu Planning & Table Setting event.
3. Participants must follow the approved conference dress code for participation in this event.

General Information

Individual or Team Event	Prepare Ahead of Time	Equipment Provided	Electrical Access	Participant Set Up/Prep Time	Room Consultant & Evaluator Review Times	Maximum Oral Presentation Time	Evaluator Interview Time	Evaluator Scoring Time	Total Event Time
Individual or Team	File Folder, Oral Presentation, Table Display	Table	Not Provided	10 minutes	10 minutes	3 minutes	2 minutes	5 minutes	20 minutes

File Folder

Participants will submit 1 file folder containing 3 identical stapled sets of the items listed below to the Room Consultant at the designated participation time. The file folder must be identified in the top left corner with name of event, event category, participant's name, and chapter name. Evaluators will have 10 minutes to preview the file folder before each presentation begins. (During participant set up time)

Project Identification Page	1 -8 ½" x 11" page	Must include participant's name, school, city, state, and theme.
Menu	1 -8 ½" x 11" page	Menu for given meal for two based on participants chosen theme
Recipes	1-5 -8 ½" x 11" pages	All recipes with ingredients and directions used in the menu. No photocopies of recipes from books or textbooks will be allowed. Beverage recipes are optional.
Nutritional Analysis	1-5 -8 ½" x 11" pages	Create a nutritional analysis for each recipe that includes the following: • Serving Size • Calories • Protein • Fat • Cholesterol • Carbohydrates • Sodium

Table Setting

Participants are required to set a two-person table display that complements their menu and theme. Participants will have 10 minutes to set up the table. Other people may not assist.

Place Setting	A place setting for two based on a theme chosen by participants. May include tablecloth, salt and pepper shakers, flowers, dinnerware, glassware, napkins, flatware, etc.
Centerpiece	May be Edible or Non-edible
Napkins	Fold 2 napkins in a creative and consistent manner
Menu Card	The printed card shall be no larger than 4" x 6" (mounting or frame may be larger). The card must list the title of the display/theme and menu. The title can be the selected theme or a creative name incorporating the theme.

Oral Presentation

The oral presentation may be up to 3 minutes in length. A one-minute warning will be given at 2 minutes. Participants will be asked to stop at 3 minutes. The participants will discuss the rationale for choosing their menu as it relates to the theme, how the menu is a balanced meal and meal appeal (flavor, texture, form or shape, method of preparation, taste, and color). Following the presentation, evaluators and participants will have a 2-minute follow-up question and answer period.

Organization/ Delivery	Deliver oral presentation in an organized, sequential manner; concisely and thoroughly summarize research.
Voice	Speak clearly with appropriate pitch, tempo, and volume.
Body Language	Use appropriate body language including gestures, posture, mannerisms, eye contact, and appropriate handling of visuals or notecards if used.
Responses to Evaluators' Questions	Provide clear and concise answers to evaluators' questions regarding the project.

MENU PLANNING & TABLE SETTING
Point Summary Form

Name of Participant(s)_____

Chapter Name_____

DIRECTIONS:

1. Make sure all information at the top of this form is correct. If an individual does not show, please write "No Show" across the top and return with other forms.
2. At the conclusion of scoring, 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 staple all items related to the participant together.
3. At the end of the competition, double check all scores, names, and team numbers to ensure accuracy.
4. Please check with the Competitive Events Coordinator if there are any questions regarding the evaluation process.

ROOM CONSULTANT CHECK				POINTS
Punctuality 0 or 3 points	0 Participant did not arrive on time		3 Participant arrived on time	
Dress Code 0 or 2 point	0 Event dress code was not followed		2 Event dress code was followed	
File Folder 0-5 points	0 File Folder not provided	1-2-3-4 File Folder presented with incorrect labeling/ insufficient materials for evaluators (less than 3 copies of contents), incomplete content, or exceeds the maximum page limit	5 File Folder is presented with correct labeling and sufficient evaluators material • Project ID page • Menu • Recipes • Nutritional Analysis	

EVALUATORS' SCORES

Evaluator 1 _____ Initials _____

Evaluator 2 _____ Initials _____

Evaluator 3 _____ Initials _____

Total Score _____ divided by number of evaluators

=**AVERAGE EVALUATOR SCORE**

_____ Rounded to the nearest hundredth (i.e. 79.99 not 80.00)

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

VERIFICATION OF FINAL SCORE AND RATING (please initial)

Evaluator 1 _____ Evaluator 2 _____ Evaluator 3 _____ Room Consultant _____ Event Lead Consultant _____

MENU PLANNING & TABLE SETTING
Rubric

Name of Participant_____

Chapter Name_____

FILE FOLDER						POINTS
Menu 0-15 points	**0** Menu not provided	**1-2-3-4** Not appropriate to theme, does not have variety, color, texture	**5-6-7-8** Somewhat appropriate to theme. Limited variety, color, texture	**9-10-11-12** Appropriate to the theme. Adequate variety, color, texture	**13-14-15** Appropriate to the theme, has variety, color, texture, shape, and is well balanced	
Recipes 0-10 points	**0** Recipes not provided	**1-2** Recipes are incomplete and poorly written	**3-4-5** Recipes are complete, but lack detail and consistency	**6-7-8** Recipes are complete and detailed with minimal discrepancies	**9-10** Recipes are typed, complete, concise, well written, and consistent throughout	
Nutritional Analysis 0-10 points	**0** Nutritional Analysis not provided	**1-2** Minimal information provided	**3-4-5** Analysis in incomplete	**6-7-8** Analysis is complete, presented in a consistent format, and contains most recipes	**9-10** Analysis is complete, presented in a consistent format and contains all recipes	
TABLE SETTING						
Place Setting 0-10 points	**0** Place Setting not provided	**1-2-3-4** Place setting does not reflect the theme or menu; several items are missing or misplaced	**5-6-7-8** Place setting is somewhat appropriate to theme and menu; some items are missing or misplaced	**9-10-11-12** Place setting reflects theme, minimal items misplaced, appropriate for menu	**13-14-15** Place setting reflects and matches theme, appropriately placed, appropriate for menu	
Centerpiece 0-5 points	**0** Centerpiece not provided	**1** Does not reflect theme, inappropriate size and height	**2-3** Somewhat reflects theme, fairly creative, appropriate size and height	**4** Somewhat reflects theme, decorative and visually pleasing, appropriate size and height	**5** Reflects theme, creative, appropriate to meal service, appropriate size and height	
Napkin Fold 0-5 points	**0** Napkin fold not provided	**1** Inconsistent folds, no creative effort made	**2-3** Basic Fold used	**4** Appealing, creative, folds are inconsistent	**5** Appealing, creative, both folds are consistent	
Menu Card 0-5 points	**0** Menu card not provided	**1** Does not state title of the display and or theme, inappropriate size, inaccurate to menu	**2-3** Somewhat states title of the display and theme, card is appropriate size, some errors on card	**4** States title of the display and theme, card is appropriate size, accurate to menu, minimal errors	**5** Clearly states title of the display and theme, appropriate size, well formatted with no errors, accurate to menu, shows creativity.	

IDAHO MENU PLANNING & TABLE SETTING

COMPETITIVE EVENTS

Appearance 0-5 points	**0** None of the items used in the table setting support the chosen theme, items are not visually pleasing	**1** Few items in the table setting support the chosen theme, items are not visually pleasing, lacks creativity	**2-3** Some items in the table setting support the theme, some items are visually appealing, lacks originality	**4** Most items in the table setting support the theme, most items are visually appealing, demonstrates originality	**5** All items in the table setting support the theme, are visually appealing, demonstrates a unique level of originality	
ORAL PRESENTATION						
Organization/ Delivery 0-5 points	**0** Presentation does not cover all relevant information	**1-2** Presentation covers relevant information but with minimal explanation	**3-4** Presentation explains all relevant information but does not flow well	**5** Presentation explains all relevant information with a seamless and logical delivery		
Voice 0-5points	**0** Monotone voice, words difficult to understand	**1-2** Below average use of emphasis, pitch and articulation	**3-4** Good use of emphasis, pitch, and articulation	**5** Excellent use of force, emphasis, pitch, and articulation		
Body Language 0-5 points	**0** Body Language shows unease	**1-2** Body language shows minimal amount of nervousness	**3-4** Body language portrays participant at ease	**5** Body language enhances the presentation		
Response to Evaluators' Questions 0-5 points	**0** Did not answer questions	**1-2** Appropriate responses but appears unsure	**3-4** Appropriate responses that reflect good understanding of project	**5** Concise, well-constructed, genuine responses that convey a strong understanding of project		

Evaluators Comments:

TOTAL (90 points possible)

VERIFICATION OF SCORE (please initial) _____

Evaluator _____

Room Consultant _____

IDAHO EVENTS

FCCLA IDAHO

Tour Idaho

An individual or team event that recognizes participants who use Family and Consumer Sciences skills to research and analyze a location in the state of Idaho and create a guidebook. The participants must prepare a file folder, an oral presentation, and visuals.

Eligibility

1. Participation is open to any nationally affiliated FCCLA member grades 6-12.
2. Participants must be registered for the State Leadership Conference and may participate in one STAR event in addition to the Idaho Tour Idaho event.
3. Participants must follow the approved conference dress code for participation in this event.

General Information									
Individual or Team Event	Prepare Ahead of Time	Equipment Provided	Electrical Access	Participant Set Up/Prep Time	Room Consultant & Evaluator Review Times	Maximum Oral Presentation Time	Evaluator Interview Time	Evaluator Scoring Time	Total Event Time
Individual or Team	File Folder, Oral Presentation, Visuals	Table	Not Provided	5 minutes	5 minutes	10 minutes	5 minutes	5 minutes	25 minutes

Presentation Elements Allowed									
Audio	Costumes	Easel	File Folder	Flip Chart(s)	Portfolio	Props/ Pointers	Skits	Presentation Equipment	Visuals
X		X	X			X		X	X

File Folder

Participants will submit 1 file folder containing 3 identical stapled sets of the items listed below to the Room Consultant at the designated participation time. The file folder must be identified in the top left corner with name of event, event category, participant's name, and chapter name. Evaluators will have 5 minutes to preview the file folder before each presentation begins, during participant set up time.

Project Identification Page	1-8 ½" x 11" page	Use plain paper, with no graphics or decorations; must include participant's name, school, city, state, and theme.
FCCLA Planning Process	1 -8 ½" x 11" page	Summarize how each step of the Planning Process was used to develop the project
Guidebook Components Checklist	1 -8 ½" x 11" page	Identify the components contained in the guidebook on the Guidebook Components Sheet
Idaho Destination Guidebook	1- 5 ½" x 8 ½" Booklet	A self-created guidebook featuring a location in the state of Idaho.
Work Cited/ Bibliography	1 -8 ½" x 11" page	Use MLA or APA citation style to cite all references. Resources should be reliable and current.

GUIDEBOOK

Participants will design, develop, and present a guidebook that targets a specific tourist destination in Idaho. Contents of the guidebook are as follows

Specifications	The guidebook must be typed and measure 5 ½" wide x 8 ½" long. It should contain a minimum of 8 pages and not exceed 16 pages. A page is considered one side of the paper. The guidebook should contain the 7 general components and a minimum of 3 specific components as listed below. Additional components relevant to the specific destination may be included.
General Components	Table of Contents, Name of Idaho Destination, History of Destination, Climate, Transportation, Map, Calendar of Events
Specific Components	Lodging, Shopping, Dining, Museums, Theater, Sports and Recreation, Beaches, Parks and/or Campgrounds, Visitor Services

ORAL PRESENTATION

Participants will have 5 minutes to set up for the event. Other people may not assist. The presentation is intended to be a 10-minute presentation during which the student will discuss the guidebook and location in detail. Visuals can be used by the participant during the oral presentation. If audio or audiovisual recordings are used, they are limited to 1-minute playing time.

Organization/ Delivery	Deliver oral presentation in an organized, sequential manner; concisely and thoroughly summarize research
General components	Provide detailed information on the destination's history, climate during all seasons of the year, transportation available to and while visiting, calendar of events, and map of the area
Selected Specific Components	Provide detailed information on a minimum of three of the following areas available at the destination: Lodging, shopping, dining, museums, theater, sports and recreation, beaches, parks, and or campgrounds, visitor's services
Use of Visual/Props during Presentation	The visuals chosen present the information clearly, concise, and visually appealing.
Voice	Speak clearly with appropriate pitch, tempo, and volume
Body Language	Use appropriate body language including gestures, posture, mannerisms, eye contact, and appropriate handling of visuals or notecards if used.
Grammar/Pronunciation	Use proper grammar and pronunciation.
Responses to Evaluators' Questions	Provide clear and concise answers to evaluators' questions regarding the project.

TOUR IDAHO
Point Summary Form

Name of Participant(s)_____

Chapter Name_____

DIRECTIONS:

1. Make sure all information at the top of this form is correct. If an individual does not show, please write "No Show" across the top and return with other forms.
2. At the conclusion of scoring, 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 staple all items related to the participant together.
3. At the end of the competition, double check all scores, names, and team numbers to ensure accuracy.
4. Please check with the Competitive Events Coordinator if there are any questions regarding the evaluation process.

ROOM CONSULTANT CHECK				POINTS
Dress Code 0 or 2 point	0 Event dress code was not followed		2 Event dress code was followed	
Punctuality 0 or 2 points	0 Participant did not arrive on time		2 Participant arrived on time	
File Folder 0-6 points	0 File Folder not provided	1-2-3 File Folder presented with incorrect labeling, insufficient materials for evaluators (less than 3 copies of contents), incomplete content, or exceeds the maximum page limit	4-5-6 File Folder is presented with correct labeling and sufficient evaluators material • Project ID page • FCCLA Planning Process Summary • Guidebook Components Sheet • Idaho Destination Guidebook • Works Cited/Bibliography	

EVALUATORS' SCORES

Evaluator 1 _____ Initials _____

Evaluator 2 _____ Initials _____

Evaluator 3 _____ Initials _____

Total Score _____ divided by number of evaluators

=**AVERAGE EVALUATOR SCORE**

_____ Rounded to the nearest hundredth (i.e. 79.99 not 80.00)

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

VERIFICATION OF FINAL SCORE AND RATING (please initial)

Evaluator 1 _____ Evaluator 2 _____ Evaluator 3 _____ Room Consultant _____ Event Lead Consultant _____

TOUR IDAHO
Guidebook Components Checklist

Name of Participant(s)_____

Chapter Name_____

The guidebook should contain all seven general components and a minimum of three specific components as listed below. Participants should place a check in the box of each item listed below that they have included in their guidebook. Participants may select more than the 3 specific components, if desired. Three copies of this completed checklist must be included in the event file folder.

REQUIRED COMPONENTS	
Table of Contents	☐
Name of Idaho Destination	☐
History of Destination	☐
Climate of Destination	☐
Transportation available to destination/while visiting destination	☐
Map of Destination	☐
Calendar of Events for Destination	☐

SELECTED SPECIFIC COMPONENTS	
Lodging	☐
Shopping	☐
Dining	☐
Museums	☐
Theater	☐
Sports & Recreation	☐
Beaches, Parks, and/or Campgrounds	☐
Visitor Services	☐
Other Area:	☐
Other Area:	☐
Other Area:	☐

TOUR IDAHO
Rubric

Name of Participant_____

Chapter Name_____

FILE FOLDER						POINTS
FCCLA Planning Process 0–5 points	**0** Planning Process not provided	**1-2** All Planning Process steps are present but not summarized	**3** All Planning Process steps are summarized	**4** Evidence that the Planning Process was utilized to plan project but not fully explained	**5** The Planning Process is used to plan the project and each step is fully explained	
Guidebook Components Checklist 0-3 points	**0** Checklist not provided	**1-2** Checklist is provided but incomplete		**3** Checklist is provided and completed appropriately		
Guidebook General Components 0-15 points	**0** Not provided	**1-2-3-4** Information provided on only a few general components	**5-6-7-8** All general components are covered, limited information is provided and/or briefly described	**9-10-11-12** All general components covered adequately	**12-13-14-15** All general components are covered, detailed information is provided	
Guidebook Specific Components 0-10 points	**0** Not provided	**1-2** Information provided on only 1-2 specific components	**3-4-5** 3 specific components are covered, limited information is provided and/or briefly described	**6-7-8** At least 3 specific components covered adequately	**9-10** At least 3 specific components are covered, detailed information is provided	
Appearance of Guidebook 0-5 points	**0** Guidebook is illegible and unorganized	**1-2** Portfolio is neat, but may contain grammatical or spelling errors and is organized poorly	**3-4** Portfolio is neat, and professional with correct grammar and spelling	**5** Neat, legible, professional, correct grammar and spelling used with effective organization information		
Works Cited/ Bibliography 0-3 points	**0** No resources listed	**1-2** Incomplete list of resources/does not use correct MLA or APA style		**3** Complete list of reliable, appropriate resources in a consistent MLA or APA style		
ORAL PRESENTATION						
Organization/ Delivery 0-10 points	**0-1-2** Presentation does not cover all relevant information	**3-4-5** Presentation covers relevant information but with minimal explanation	**6-7-8** Presentation explains all relevant information but does not flow well	**9-10** Presentation explains all relevant information with a seamless and logical delivery		
Destination Selection Rationale 0-3 points	**0** No destination selected, destination is not in Idaho	**1-2** Briefly explained rationale for selection of destination		**3** Detailed summary of rationale for selection of destination		
History 0-3 points	**0** History not provided	**1-2** Brief or limited history of destination provided, some information is inaccurate		**3** Detailed history of destination provided, information is clear and accurate		
Climate 0-3 points	**0** Climate not provided	**1-2** Brief description of climate provided, some information is inaccurate		**3** Detailed description of climate provided, information is clear and accurate		

Calendar of Events 0-3 points	**0** Calendar of Events not provided	**1-2** Briefly shows or discusses a Calendar of Events		**3** Calendar of Events is shown and discussed in detail, information is clear and accurate	
Specific Components 0-5 points	**0** Information about specific components is not included	**1-2** Briefly describes 1 or 2 specific components, limited information is provided	**3-4** A minimum of 3 specific components are described adequately	**5** At least 3 specific components are described, detailed information is provided, information is clear and accurate	
Voice 0-3 points	**0** Monotone voice, words difficult to understand	**1** Below average use of emphasis, pitch and articulation	**2** Good use of emphasis, pitch, and articulation	**3** Excellent use of force, emphasis, pitch, and articulation	
Body Language 0-3 points	**0** Body Language shows unease	**1** Body language shows minimal amount of nervousness	**2** Body language portrays participant at ease	**3** Body language enhances the presentation	
Grammar/Word Usage Pronunciation 0-3 points	**0** 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	
Response to Evaluators' Questions 0-3 points	**0** Did not answer questions	**1** Appropriate responses but appears unsure	**2** Appropriate responses that reflect good understanding of project	**3** Concise, well-constructed, genuine responses that convey a strong understanding of project	
VISUALS/PROPS					
Effectively Illustrates Content 0-5 points	**0** Visuals not provided	**1-2** Visual are weak in supporting the presentation	**3-4** Visuals support the presentation but do not complement the content	**5** Visuals support and complement the presentation	
Use of Visuals during Presentation 0-5 points	**0** Visuals are not used during the presentation	**1-2** Minimal use of visuals during the presentation	**3-4** Visuals are incorporated throughout the presentation	**5** Presentation moves seamlessly between visuals and oral presentation	

Evaluators Comments:

TOTAL (90 points possible)

VERIFICATION OF SCORE
(please initial) _____

Evaluator _____

Room Consultant _____

IDAHO EVENTS

FCCLA IDAHO

Toys that Teach

An individual event that recognizes members for their ability to design, build, and demonstrate an original homemade toy which provides learning and play for either an individual child or a small group of children. The toy is to be constructed of common, everyday household items, meet safety guidelines, and be easy to carry and use.

Eligibility

1. Participation is open to any nationally affiliated FCCLA member grade 6-12. It is highly recommended that participates are currently enrolled in or have previously taken Child Development or Early Childhood Education.
2. Participants must be registered for the State Leadership Conference and may participate in one STAR event in addition to the Idaho Toys that Teach event.
3. Participants must follow the approved conference dress code for participation in this event.

General Information									
Individual or Team Event	Prepare Ahead of Time	Equipment Provided	Electrical Access	Participant Set Up/Prep Time	Room Consultant & Evaluator Review Times	Maximum Oral Presentation Time	Evaluator Interview Time	Evaluator Scoring Time	Total Event Time
Individual	Toy Toy Design Worksheet	Table	Not Provided	5 minutes		5 minutes	5 minutes	5 minutes	20 minutes

Toy Design

Each participant will design and construct an original toy for a child that meets the developmental and educational needs of a specific age group. Safety should be a primary concern in the planning and construction of the toy. Three copies of the completed Toy Design Worksheet will be given to the evaluators prior to the start of the oral presentation.

Name of Toy	Choose a creative name for the original toy.
Age Group	Design and construct an original toy to meet the developmental needs of one of the following age groups: Birth – 12 months; 12 months -25 months; 2 – 4 years; or 5 -7 years.
Category of Play	Select applicable category of play: quiet play, active play, cooperative play, manipulative play, make-believe play, creative play, and learning play.
Design and Construction	Construct a toy using common, everyday items. Items may include, but are not limited to paper goods, containers, household objects, sewing and craft items, and wood. Toy is creative, stimulates play, visually appealing, and well-made.
Safety, Sanitation and Storage	Design and construct the toy to meet safety and sanitation needs for the selected age group.

ORAL PRESENTATION

Participants will have 5 minutes to set up for their presentation. No outside help is permitted. The oral presentation may be up to five minutes in length. The oral presentation should explain the specifics of the project. The toy should be demonstrated during the presentation. Only items required for use in demonstrating the toy are permitted.

Organization/Delivery	Deliver oral presentation in an organized, sequential manner; concisely and thoroughly summarize project.
Knowledge of Child Development	Show evidence of child development knowledge and skills by explaining how the toy addresses the developmental and educational needs of the selected age group.
Safety, Sanitation and Storage	Describe safety and sanitation considerations for the selected age group and how this has been addressed in the toy design. Explain how the toy should be maintained, cleaned, and stored.
Appeal for Children/Adults	Explain why the toy would appeal to children of the selected age group, and to adults who may recreate or purchase this toy for a child.
Toy Demonstration	Demonstrate use of the toy, pointing out any unique aspects of design, safety, or adaptive uses for special needs children, if applicable.
Voice	Speak with appropriate force, pitch, and articulation.
Body Language	Use appropriate body language including gestures, posture, and mannerisms.
Grammar/Word Usage/ Pronunciation	Use proper grammar, word usage, and pronunciation.
Responses to Evaluators' Questions	Provide clear and concise answers to evaluators' questions regarding the project. Questions are asked after the presentation.

TOYS THAT TEACH
Point Summary Form

Name of Participant_____

Chapter Name_____

DIRECTIONS:

1. Make sure all information at the top of this form is correct. If an individual does not show, please write "No Show" across the top and return with other forms.
2. At the conclusion of scoring, 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 staple all items related to the participant together.
3. At the end of the competition, double check all scores, names, and team numbers to ensure accuracy.
4. Please check with the Competitive Events Coordinator if there are any questions regarding the evaluation process.

ROOM CONSULTANT CHECK			POINTS
Dress Code 0 or 2 points	0 Event dress code was not followed	2 Event dress code was followed	
Punctuality 0 ***or*** 3 points	0 Participant did not arrive on time	3 Participant arrived on time	

EVALUATORS' SCORES

Evaluator 1 _____ Initials _____

Evaluator 2 _____ Initials _____

Evaluator 3 _____ Initials _____

Total Score _____ divided by number of evaluators

=**AVERAGE EVALUATOR SCORE**

_____ Rounded to the nearest hundredth (i.e. 79.99 not 80.00)

ROOM CONSULTANT TOTAL: (5 points possible)	
AVERAGE EVALUATOR SCORE: (95 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

VERIFICATION OF FINAL SCORE AND RATING (please initial)

Evaluator 1 _____ Evaluator 2 _____ Evaluator 3 _____ Room Consultant _____ Event Lead Consultant _____

TOYS THAT TEACH
Rubric

Name of Participant_____

Chapter Name_____

TOY DESIGN					POINTS
Toy Design Worksheet 0–15 points	**0–1–2–3** Did not provide or not completed	**4-5–6–7** Minimal information, many grammar or spelling errors	**8–9–10-11** Completed with all required information, lacking detail, minor grammar or spelling errors	**12-13-14-15** Complete with all required information, details given, correct grammar and spelling	
Age Appropriateness /Play Category 0-10 points	**0-1-2** Not age appropriate or does not address play category	**3-4-5** Limited age appropriateness or application to play category	**6-7-8** Generally appropriate and addresses the selected play category	**9-10** Toy is age appropriate and correctly addresses the selected play category	
Design and Construction 0-10 points	**0-1-2** Little creativity shown, does not stimulate play, is not appealing and is poorly made	**3-4-5** Inconsistent in efforts of creativity, play, appeal, and construction	**6-7-8** Generally creative, stimulates play, appealing, well-made	**9-10** Uses a variety of material's, is creative, stimulates play, visually appealing, and well-made/durable	
Knowledge of Child Development 0-10 points	**0** None shared or information shared was incorrect	**3-4-5** Minimal knowledge shared during presentation	**6-7-8** Knowledge of child development is evident and shared at times in the presentation	**9-10** Knowledge of child development is evident and incorporated throughout the presentation	
Safety, Sanitation, Storage 0-10 points	**0-1-2** Toy does not meet safety, sanitation, or storage needs for selected age group	**3-4-5** Toy needs multiple changes to meet safety standards, be easy to clean/sanitize, and store	**6-7-8** With minor changes toy would pose no known safety hazard, be easy to clean/sanitize, and store	**9-10** Toy poses no known safety hazards, is easy to clean/sanitize, and store	
Appeal of Toy to Children or Adults 0-10 points	**0-1-2** Toy is not appealing	**3-4-5** Toy is minimally appealing	**4-5-6** Toy is generally appealing	**7-8-9-10** Toy has high appeal	
Toy Demonstration 0-10 points	**0-1-2** Did not demonstrate toy	**3-4-5** Demonstrated toy but did not point out unique features	**6-7-8** Toy use, safety, and unique aspects demonstrated	**9-10** Toy use, safety, unique aspects, and adaptive uses demonstrated	
ORAL PRESENTATION					
Voice 0-5 points	**0** Monotone Voice	**1-2** Voice quality is adequate	**3-4** Voice quality is good, though could improve	**5** Voice quality is outstanding and pleasing to listen to	
Body Language 0-5 points	**0** Body language shows nervousness and unease	**1-2** Body language shows minimal amount of nervousness	**3-4** Body language portrays participant at ease	**5** Body language enhances the presentation	

Grammar/Word Usage Pronunciation 0-5 points	**0** Extensive (more than 5) grammatical and pronunciation errors	**1-2** Some (3-5) grammatical and pronunciation errors	**3-4** Few (1-2) grammatical and pronunciation errors	**5** Presentation has no grammatical or pronunciation errors	
Response to Evaluators' Questions 0-5 points	**0** Did not answer evaluator's questions	**1-2** Responses to questions did not indicate adequate understanding of skills needed	**3-4** Responses to questions were appropriate and reflect good understanding of skills needed	**5** Responses to questions were appropriate and reflect excellent understanding of skills needed	

Evaluators' Comments:

TOTAL
(95 points possible)

VERIFICATION OF SCORE (please initial)

Evaluator _____

Room Consultant _____

TOYS THAT TEACH
Toy Design Worksheet

Name of Participant_____

Chapter Name_____ Category_____

Bring two copies of completed worksheet to give to the evaluators prior to your oral presentation.

NAME OF TOY	CHILD AGE GROUP	CATEGORY OF PLAY

DEVELOPMENTAL AND EDUCATIONAL NEEDS: How does this toy meet the developmental and intellectual needs of the selected age group?

APPEAL: Describe how this toy will appeal to children of selected ages group, and to adults who may recreate or purchase this toy for a child.

SUPPLIES: List the common, everyday items used to create the toy.

SAFETY: What safety concerns did you address in design and construction?	SUGGESTED STORAGE AND CARE: