



## Chapter Service Project Portfolio

**Chapter Service Project Portfolio**, a *team event*, recognizes chapters that develop and implement an *in-depth service project* that makes a worthwhile contribution to *families, schools, and communities*. Students must use Family and Consumer Sciences *content* and skills to address and take action on a *community need*. Participants must prepare a **portfolio** and an **oral presentation**.

### EVENT CATEGORIES

**Junior:** through grade 9

**Senior:** grades 10–12

**Occupational:** grades 10–12

See page 85 for more information on event categories.

### STANDARDS ALIGNMENTS

See STAR Events Resources Page for detailed event alignment information to national educational initiatives and standards.

### CAREER CLUSTERS

- Government & Public Administration
- Health Science
- Hospitality & Tourism
- Human Services

### PROCEDURES & TIME REQUIREMENTS

1. Each entry will submit a *portfolio* (hard copy or electronic) to the event room consultant at the designated participation time.
2. Room consultants and evaluators will have 5 minutes to preview the *portfolio* before the presentation begins.
3. The oral presentation **may be up to** 10 minutes in length. A one minute warning will be given at 9 minutes. Participants will be stopped at 10 minutes.
4. Following the presentation, evaluators will have 5 minutes to interview participants.
5. Evaluators will have up to 5 minutes to use the rubric to score and write comments for participants.

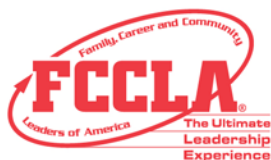
### ELIGIBILITY & GENERAL INFORMATION

1. Review “Eligibility and General Rules for All Levels of Competition” on page 87 prior to event planning and preparation.
2. A table will be provided. Participants must bring all necessary supplies and/or equipment. Wall space will not be available.
3. **Access to an electrical outlet will not be provided.** Participants are encouraged to bring fully charged devices such as laptops, tablets, etc., to use for *electronic portfolio* presentation.

| GENERAL INFORMATION      |                              |                    |                   |                                |   |  |                           |                  |
|--------------------------|------------------------------|--------------------|-------------------|--------------------------------|---|--|---------------------------|------------------|
| Individual or Team Event | Prepare Ahead of Time        | Equipment Provided | Electrical Access | Participant Set Up / Prep Time | Room Consultant & Evaluator Review Time | Maximum Oral Presentation Time                       | Evaluation Interview Time | Total Event Time |
| Team                     | Portfolio, Oral Presentation | Table              | Not provided      |                                | 5 minutes prior to presentation         | 1-minute warning at 9 minutes; stopped at 10 minutes | 5 minutes                 | 25 minutes       |

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

\* Presentation Equipment is allowed only for presentation of electronic portfolio.




## CHAPTER SERVICE PROJECT PORTFOLIO Specifications

### Hardcopy Portfolio

The *portfolio* is a collection of materials used to document and illustrate the work of the project. Materials must be contained in the official STAR Events binder obtained from the FCCLA national emblematic supplier. A decorative and/or informative cover may be included. All materials, including the *content divider pages* and tabs, must fit within the cover, be one-sided, and may not exceed 19 pages, as described below. Once a *hardcopy portfolio* has been turned in to evaluators, participants may not switch to an *electronic portfolio*.

### Electronic Portfolio

An *electronic portfolio* may be either in PowerPoint, Prezi, or other electronic format that can be viewed by the evaluators and room consultants prior to the oral presentation. The *electronic portfolio* and the hardware (method) to view it (i.e., equipment, files, projectors, screens, laptops) will be turned in to the room consultant at the designated participation time. Participants assume the responsibility of providing the technology used to show the evaluators the project. Once an *electronic portfolio* is turned in to the evaluators, participants may not switch to a *hardcopy portfolio*. *Portfolio* may not exceed 30 slides, as described below.

|  |   |  |
|--|---|--|
| 1-8 ½" x 11" page<br>or 1 slide  | <i>Project Identification Page</i>                        | <i>Plain paper</i> or slide, with no <i>graphics</i> or decorations; must include participant's name(s), chapter name, school, city, state, event name, and project title.   |
| 1-8 ½" x 11" page<br>or 1 slide  | Table of Contents   | List the parts of the <i>portfolio</i> in the order in which the parts appear.   |
| 1-8 ½" x 11" page<br>or 2 slides   | FCCLA <i>Planning Process</i><br>Summary Page             | Summarize how each step of the <i>Planning Process</i> was used to plan and implement the project; use of the <i>Planning Process</i> may also be described in the oral presentation.  |
| 1<br> | Evidence of Online<br>Project Summary<br>Submission       | Complete the online project summary form located on the "Surveys" tab of the FCCLA Portal, and include proof of submission in the <i>portfolio</i> .   |
| 0–5  | <i>Content Divider Pages</i> or<br>Sections               | Use 0 to 5 <i>content divider/section</i> pages or slides. <i>Content divider/section</i> pages may be tabbed, may contain a title, a section name, <i>graphic</i> elements, thematic decorations, and/or page numbers. They must not include any other <i>content</i> . |
|  | <i>Portfolio Appearance</i>                               | <i>Portfolio</i> should be neat, legible.  |
| Up to 10<br>8 ½" x 11"<br>pages<br>or 20<br>slides                                       | Identify Concerns: Address<br>Special Needs               | Project addresses an urgent and significant need in the school, <i>community</i> , and world. Research methods such as surveys, interviews, reports, readings, observations were used for gathering data. Technology may have been used to gather data.                  |
|  | Identify Concerns: Target<br><i>Audience</i>              | Research and consideration was given to develop an appropriate project for a specific <i>audience</i> .  |
|  | Set a Goal: Goals/Mission                                 | Project's goals and mission are clear and stated based on needs and research.  |
|  | Set a Goal:<br>Reflects FCCLA Purposes                    | Project is related to at least one of the organization's eight purposes, and may also relate to the mission of FCCLA or the organization's strategic plan.   |
|  | Set a Goal:<br>Relates to Family and<br>Consumer Sciences | Project relates to family and consumer sciences <i>content</i> , standards and the knowledge and skills of members learned in family and consumer sciences areas is utilized.  |
|  | Form a Plan: Scope  | Include evidence that the scope of the project is rigorous and thorough.   |
|  | Form a Plan: Project<br>Organization                      | Project was planned with alternative actions, consequences of various actions and barriers or challenges addressed.  |
|  | Form a Plan: Partners                                     | Include partnerships and cooperative actions taken.  |

(continued next page)

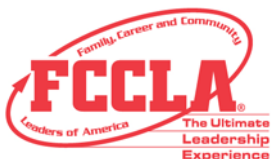
## Chapter Service Project Portfolio Specifications (continued)

|  |  |   |
|--|--|---|
| Up to 10<br>8 ½" x 11"<br>pages<br>or 20<br>slides | Form a Plan: Work Plan                           | Work plans for members and volunteers are detailed and specific.  |
|  | Form a Plan: Timeline                            | Project was planned for the time involved in implementing the project.  |
|  | Form a Plan: Activities, Tasks and Roles         | Activities were planned for various roles, tasks of the members and volunteers.   |
|  | Form a Plan: Budget                              | Project budget was developed to reflect the project goals and is detailed and thorough.   |
|  | Form a Plan: Increase Awareness/Public Relations | Project plans include media outreach, involvement of elected officials, and positive messages about FCCLA and Family and Consumer Sciences.   |
|  | Act: Project Impact                              | Include evidence that the intended impact of the project was reached or reasons why it was not.   |
|  | Act: Youth Involved and Volunteer Recruitment    | Project is youth-led and involves volunteers. Nontraditional volunteers (culturally inclusive, special needs, older people, etc.) are sought for their involvement.   |
|  | Act: Uniqueness                                  | Project should be uniquely designed by youth to meet the needs and <i>audience</i> intended. Project that is an annual project, a previous project or not unique will not receive as many points on the rubric. |
|  | Follow Up: Evaluation and Follow up              | Utilize methods for evaluation such as pre- and post-surveys, interviews, reports, observations, and formal evaluations.  |

### Oral Presentation

The oral presentation **may be up to** 10 minutes in length and is delivered to the evaluators. The presentation should explain the specifics of the project and its outcomes. Participants may not carry in additional *visuals* or *props* for the oral presentation.

|   |  |
|---|--|
| Organization/Delivery                       | Deliver oral presentation in an organized, sequential manner; concisely and thoroughly summarize program of work.  |
| Use of <i>Portfolio</i> During Presentation | Use the <i>portfolio</i> to describe all phases of the project.  |
| Voice                                       | Speak clearly with appropriate pitch, tempo, and volume.   |
| Body Language/Clothing Choice               | Use appropriate body language including posture, mannerisms, eye contact, and appropriate handling of <i>portfolio</i> and notes, or note cards if used. Wear appropriate clothing for the nature of the presentation. |
| Grammar/Word Usage/ Pronunciation           | Use proper grammar, word usage, and pronunciation.   |
| Responses to Evaluators' Questions          | Provide clear and concise answers to evaluators' questions regarding project. Adjust communication to the evaluators' questions. All team members involved in responding to questions.                                 |



## STAR Events Point Summary Form

### CHAPTER SERVICE PROJECT PORTFOLIO

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

Chapter \_\_\_\_\_ State \_\_\_\_\_ Team # \_\_\_\_\_ Station # \_\_\_\_\_ Category \_\_\_\_\_

#### DIRECTIONS:

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

| ROOM CONSULTANT CHECK  |  |  | Points |
|--|--|--|--------|
| <b>Registration Packet</b><br>0 or 3 points  | Picked up by adviser or designated adult during scheduled time<br>No <b>0</b> Yes <b>3</b> |  |        |
| <b>Event Online Orientation Documentation</b><br>0 or 2 points                     | <b>0</b><br>Official documentation not provided at presentation time or signed by adviser  | <b>2</b><br>Official documentation provided at presentation time and signed by adviser   |        |
| <b>Hardcopy Portfolio</b><br>0-1 point or <b>Electronic Portfolio</b><br>0-1 point | <b>0</b><br>Binder is not the official FCCLA binder  | <b>1</b><br>Binder is the official FCCLA binder  |        |
|  | <b>0</b><br>Electronic Portfolio not in viewable format to the evaluators                  | <b>1</b><br>Electronic Portfolio in viewable format to the evaluators  |        |
| <b>Portfolio Pages</b><br>0-3 points   | <b>0</b><br>Portfolio exceeds the page limit   | <b>1</b> <b>2</b> <b>3</b><br><b>2 or more errors</b> <b>1 error</b> <b>no errors</b><br>Portfolio contains no more than 19 single-sided pages or 30 slides completed correctly, including: <ul style="list-style-type: none"> <li>1 project ID page or slide</li> <li>1 table of contents page or slide</li> <li>1 Planning Process summary page or 2 slides</li> <li>Project Summary Submission Proof</li> <li>Up to 5 content divider pages or slides</li> <li>Up to 10 content pages or 20 content slides</li> </ul> |        |
| <b>Punctuality</b><br>0-1 point  | <b>0</b><br>Participant was late for presentation  | <b>1</b><br>Participant was on time for presentation   |        |

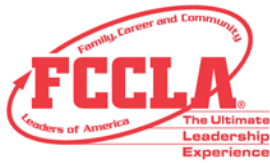
  

|   |  |
|---|--|
| <b>EVALUATORS' SCORES</b><br>Evaluator 1 _____ Initials _____<br>Evaluator 2 _____ Initials _____<br>Evaluator 3 _____ Initials _____<br>Total Score _____ divided by number of evaluators<br>_____ = <b>AVERAGE EVALUATOR SCORE</b><br><i>Rounded only to the nearest hundredth (i.e. 79.99 not 80.00)</i> | <b>ROOM CONSULTANT TOTAL</b><br>(10 points possible)<br><b>AVERAGE EVALUATOR SCORE</b><br>(90 points possible)<br><b>FINAL SCORE</b><br>(Average Evaluator Score plus Room Consultant Total)   |
|   | <div style="border: 1px solid black; width: 100px; height: 30px; margin: 0 auto;"></div> <div style="border: 1px solid black; width: 100px; height: 30px; margin: 0 auto;"></div> <div style="border: 1px solid black; width: 100px; height: 30px; margin: 0 auto;"></div> |

**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 \_\_\_\_\_ Adult Room Consultant \_\_\_\_\_ Event Lead Consultant \_\_\_\_\_



## CHAPTER SERVICE PROJECT PORTFOLIO Rubric

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

Chapter \_\_\_\_\_ State \_\_\_\_\_ Team # \_\_\_\_\_ Station # \_\_\_\_\_ Category \_\_\_\_\_

| PORTFOLIO   |   |   |   |  |  |  | Points |
|---|---|---|---|--|--|--|--------|
| <b>FCCLA Planning Process Summary Page</b><br>0-5 points                                  | <b>0</b><br>Planning Process summary not provided | <b>1</b><br>Inadequate steps in the Planning Process are presented                            | <b>2</b><br>All Planning Process steps are presented but not summarized   | <b>3</b><br>All Planning Process steps are summarized  | <b>4</b><br>Evidence that the Planning Process was utilized to plan project  | <b>5</b><br>The Planning Process is used to plan the project. Each step is fully explained |        |
| <b>Portfolio Appearance</b><br>0-5 points   | <b>0</b><br>Not used during presentation          | <b>1</b><br>Many errors and is not aesthetically pleasing                                     | <b>2</b><br>Has minimal appeal  | <b>3</b><br>Needs some improvement in content and design   | <b>4</b><br>Good word, color and design choice   | <b>5</b><br>Creative, appropriate and of high quality                                      |        |
| <b>Addressed a Specific Need</b><br><i>Identify Concerns</i><br>0-4 points                | <b>0</b><br>No evidence shown                     | <b>1</b><br>Limited needs identified  | <b>2</b><br>Project needs are addressed but somewhat unclear or vague   | <b>3</b><br>Project addresses a need for family, school, community or Family and Consumer Sciences   | <b>4</b><br>Research methods were used to identify an urgent and significant need for school, community, global or for Family and Consumer Sciences, gather data and are described in detail |  |        |
| <b>Target Audience</b><br><i>Identify Concerns</i><br>0-3 points                          | <b>0</b><br>No mention of the intended audience   | <b>1</b><br>Little consideration for intended audience  | <b>2</b><br>It is evident that the project was designed for the intended audience   | <b>3</b><br>Project is appropriate for the specific attributes of the intended audience  |  |  |        |
| <b>Goals/Mission</b><br><i>Set a Goal</i><br>0-3 points                                   | <b>0</b><br>Goals are missing                     | <b>1</b><br>Goals are limited in scope  | <b>2</b><br>Goals and mission are explained   | <b>3</b><br>Goals/mission relate to needs and rationale for the project is evident   |  |  |        |
| <b>Reflects FCCLA Purposes</b><br><i>Set a Goal</i><br>0-2 points                         | <b>0</b><br>Did not refer to a purpose            | <b>1</b><br>FCCLA Purposes are briefly mentioned  | <b>2</b><br>The link to FCCLA Purposes is explained in detail   |  |  |  |        |
| <b>Family and Consumer Sciences Content and Skills</b><br><i>Set a Goal</i><br>0-3 points | <b>0</b><br>FACS not mentioned                    | <b>1</b><br>Relationship of project to Family and Consumer Sciences is not mentioned or vague | <b>2</b><br>The project relates to Family and Consumer Sciences knowledge and skills                                      | <b>3</b><br>Project is related to the national FACS standards. Participant members use many different FACS skills in plans and action  |  |  |        |
| <b>Project Scope</b><br><i>Form a Plan</i><br>0-3 points                                  | <b>0</b><br>No evidence                           | <b>1</b><br>Project is limited in scope   | <b>2</b><br>Project may be similar to other efforts or an annual event. Challenges and barriers are evaluated             | <b>3</b><br>Project involved multiple partners, planning meetings, task descriptions and efforts, has a wide scope, uses technology, and is unique. Barriers are considered and resolved |  |  |        |
| <b>Project's Organization</b><br><i>Form a Plan</i><br>0-4 points                         | <b>0</b><br>Little organization is evident        | <b>1</b><br>Organization is difficult to follow, not concise, not thorough                    | <b>2</b><br>The plan is thorough, but could be organized more efficiently to make communication with volunteers effective | <b>3</b><br>The plan is thorough and is organized in sequence  | <b>4</b><br>The project members identified standards, examined alternative actions, considered consequences of various alternative, and selected acceptable alternatives                     |  |        |
| <b>Cooperative Efforts/Partners</b><br><i>Form a Plan</i><br>0-3 points                   | <b>0</b><br>No evidence shown                     | <b>1</b><br>Cooperative effort is limited   | <b>2</b><br>Partners are limited in scope   | <b>3</b><br>Extensive effort to involve partners. Participant(s) were creative and thoughtful in recruiting cooperative partners   |  |  |        |
| <b>Work Plan</b><br><i>Form a Plan</i><br>0-3 points                                      | <b>0</b><br>No work plan                          | <b>1</b><br>The project work plan of assigned tasks has limited details                       | <b>2</b><br>Work plan has some details and evidence of planning   | <b>3</b><br>Work plan is explained in detail and is extensive  |  |  |        |
| <b>Timeline</b><br><i>Form a Plan</i><br>0-3 points                                       | <b>0</b><br>No timeline                           | <b>1</b><br>A limited timeline is explained   | <b>2</b><br>Timeline explained with some detail. A work plan of assigned tasks has limited details                        | <b>3</b><br>Timeline has many steps and processes, tasks are explained   |  |  |        |
| <b>Activities/Tasks and Roles</b><br><i>Form a Plan</i><br>0-3 points                     | <b>0</b><br>None indicated                        | <b>1</b><br>Project's activities are limited and involve limited members                      | <b>2</b><br>Project involves most members and plan includes detailed activities/roles/tasks                               | <b>3</b><br>Project extends beyond the membership to include community, school or additional volunteers  |  |  |        |

## Chapter Service Project Portfolio Rubric (continued)

|  |   |   |  |   | Points   |  |
|--|---|---|--|---|--|--|
| <b>Budget</b><br><i>Form a Plan</i><br>0-3 points                              | <b>0</b><br>No budget provided  | <b>1</b><br>Budget is evident   | <b>2</b><br>Budget reflects the project's goals  | <b>3</b><br>Budget is detailed and thoughtful with additional resources were sought and described. Many partners are evident to assist with the resources of the project                |  |  |
| <b>Increase Awareness Public Relations</b><br><i>Form a Plan</i><br>0-3 points | <b>0</b><br>No activities shown   | <b>1</b><br>Efforts are evident the project increases awareness of FCCLA and Family and Consumer Sciences | <b>2</b><br>Multiple strategies for media, outreach and publicity are evident  | <b>3</b><br>Project positively increased awareness of FCCLA and FACS with many of these audiences: peers, community, public, elected officials, school administrators, and school board |  |  |
| <b>Project Impact</b><br><i>Act</i><br>0-3 points                              | <b>0</b><br>Impact missing  | <b>1</b><br>Impact on community or chapter members is explained in a limited way                          | <b>2</b><br>Impact of project is shown and evident in a variety of methods and data, statistics, surveys and information   | <b>3</b><br>Impact is significant with data, statistics, surveys and information  |  |  |
| <b>Youth Involved and Volunteer Recruitment</b><br><i>Act</i><br>0-2 points    | <b>0</b><br>Project is not youth led. Volunteers were not recruited                                       | <b>1</b><br>Project is youth-led and members volunteered  | <b>2</b><br>Project is youth-led. Volunteers were recruited beyond chapter membership with people not usually invited to participate (older persons, cultural diversity, persons with special needs) |   |  |  |
| <b>Uniqueness</b><br><i>Act</i><br>0-2 points                                  | <b>0</b><br>Project is not unique   | <b>1</b><br>Project has been done previously or is a project designed to a similar effort                 | <b>2</b><br>Project is unique in its approach to solve a problem or meet a need  |   |  |  |
| <b>Evaluation</b><br><i>Follow Up</i><br>0-4 points                            | <b>0</b><br>No evidence of follow up  | <b>1</b><br>Limited evidence of follow up and evaluation  | <b>2</b><br>Evaluation is evident. Some strategies are used for follow up  | <b>3</b><br>Evaluation involves multiple strategies, interviews, surveys, pre and post tests, reports. Follow up includes plans for replication, and appreciation and recognition       | <b>4</b><br>Evaluation involves multiple strategies, interviews, surveys, pre and post tests, reports and used technology. Follow up includes replication plans, future efforts, lessons learned, and appreciation/recognition |  |
| <b>ORAL PRESENTATION</b>   |   |   |  |   |  |  |
| <b>Organization/Delivery</b><br>0 – 10 points                                  | <b>0</b><br>Presentation is not done or presented briefly and does not cover components of the project    | <b>1-2</b><br>Presentation covers some topic elements   | <b>3-4</b><br>Presentation covers all topic elements but with minimal information  | <b>5-6</b><br>Presentation gives complete information but does not explain the project well   | <b>7-8</b><br>Presentation covers information completely but does not flow well  | <b>9-10</b><br>Presentation covers all relevant information with a seamless and logical delivery |
| <b>Use of Portfolio during Presentation</b><br>0-5 points                      | <b>0</b><br>Portfolio not used during presentation  | <b>1</b><br>Portfolio used to limit amount of speaking time   | <b>2</b><br>Portfolio used minimally during presentation   | <b>3</b><br>Portfolio incorporated throughout presentation  | <b>4</b><br>Portfolio used effectively throughout presentation   | <b>5</b><br>Presentation moves seamlessly between oral presentation and portfolio                |
| <b>Voice – pitch, tempo, volume</b><br>0-3 points                              | <b>0</b><br>Voice qualities not used effectively  | <b>1</b><br>Voice quality is adequate   | <b>2</b><br>Voice quality is good, but could improve   | <b>3</b><br>Voice quality is outstanding and pleasing   |  |  |
| <b>Body Language/ Clothing Choice</b><br>0-3 points                            | <b>0</b><br>Uses inappropriate gestures, posture or mannerisms, avoids eye contact/inappropriate clothing | <b>1</b><br>Gestures, posture, mannerisms and eye contact is inconsistent/ clothing is appropriate        | <b>2</b><br>Gestures, posture, mannerisms, eye contact, and clothing are appropriate   | <b>3</b><br>Gestures, posture, mannerisms, eye contact, and clothing enhance presentation   |  |  |
| <b>Grammar/Word Usage/ Pronunciation</b><br>0-3 points                         | <b>0</b><br>Extensive (more than 5) grammatical and pronunciation errors                                  | <b>1</b><br>Some (3-5) grammatical and pronunciation errors   | <b>2</b><br>Few (1-2) grammatical and pronunciation errors   | <b>3</b><br>Presentation has no grammatical or pronunciation errors   |  |  |
| <b>Responses to Evaluators' Questions</b><br>0-5 points                        | <b>0</b><br>Did not answer evaluators' questions  | <b>1</b><br>Unable to answer some questions   | <b>2</b><br>Responded to all questions but without ease or accuracy  | <b>3</b><br>Responded adequately to all questions   | <b>4</b><br>Gave appropriate responses to evaluators' questions  | <b>5</b><br>Responses to questions were appropriate and given without hesitation                 |

**Evaluator's Comments:**

**TOTAL**  
(90 points possible)

Evaluator # \_\_\_\_\_  
Evaluator Initial \_\_\_\_  
Room Consultant Initial \_\_\_\_\_