

# Career Investigation

Career Investigation, an *individual event*, recognizes participants for their ability to perform self-assessments, research and explore a career, set career goals, create a plan for achieving goals, and describe the relationship of Family and Consumer Sciences coursework to the selected career. Participants must prepare a **portfolio** and an **oral presentation**.

## EVENT CATEGORIES

**Junior:** through grade 9

**Senior:** grades 10-12

See the section on event categories for more information.

## ELIGIBILITY

1. Chapters may submit one entry in each category of this event.
2. Participation is open to any nationally affiliated FCCLA *comprehensive* chapter member.
3. The Career Investigation project must be developed and completed within a one-year span beginning July 1 and ending June 30 of the school year before the National Leadership Meeting.
4. The Career Investigation project must be planned and prepared by the participant(s) only. Supporting resources are acceptable as long as participants are coordinating their use and resources are cited appropriately verbally and/or in print during the presentation to avoid false credit for unoriginal or non-participant work.

## PROCEDURES & TIME REQUIREMENTS

1. **Each entry will submit a *portfolio* to the Event Chairperson at orientation.**

2. Event Chairpersons and evaluators will have 15 minutes to preview the *portfolio* before the presentation begins.
3. The participant will have 5 minutes to set up for the event. Other persons may not assist.
4. The oral presentation **may be up to** 10 minutes in length but must be at least 7 minutes. A one-minute warning will be given at 9 minutes. The participant will be stopped at 10 minutes.
5. Following the presentation, evaluators will have 5 minutes to interview the participant.
6. Evaluators will use the rubric to score and write comments for the participant. Then, evaluators will meet with each other to discuss participants' strengths and suggestions for improvement.
7. The total time required for this event is approximately 35 minutes.

## GENERAL INFORMATION

1. A table will be provided.
2. Words in *italics* are defined in the glossary.
3. **Allowable Presentation Elements.**  
*Costumes/Uniforms, Portfolio.*
4. **Not Allowed:** *Audio, Easel(s), File Folders, Props/Pointers, Skits, Visual Equipment, Visuals.*
5. Internet connections will not be provided.

# Career Investigation Specifications

## 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 FCCLA STAR Events binder/notebook obtained from the national FCCLA emblematic supplier.** A decorative and/or informative cover may be included. All materials, including the *divider pages* and tabs, must fit within the cover. **The binder/notebook must contain no more than 35 pages: 1 project identification page, 1 table of contents page, 1 planning process summary page, 0-7 divider pages, and up to 25 content pages including the documents listed below.** *Divider pages* may be tabbed and may contain a title, a section name, *graphic* elements, thematic decorations, and/or page numbers; they must **not** include any other content. All pages must be one-sided only. All pages except *divider pages* must be 8 1/2" x 11 ". **The portfolio will be turned in to the Event Chairperson at orientation.**

<i>Project Identification Page</i>	One 8 1/2" x 11" page on <i>plain paper</i> , with no <i>graphics</i> or decorations; must include participant's name, chapter name, school, city, state, FCCLA national region, and career investigated.
FCCLA <i>Planning Process</i> Summary Page	One 8 1/2" x 11" summary page of 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.
Self-Assessment	Document evidence of self-assessment. Examples include examining personal interests, values, aptitudes, skills, personality traits, and learning styles. Describe the role of self-assessment in the selection of the specific career.
Evidence of Career Research	Provide detailed research including job description; duties and responsibilities; qualifications; entry-level position and advancement opportunities; job outlook; and salary.
Experiences with Business, Industry, Agencies, and Organizations	Document experiences in selected career field. Examples of documentation may include but are not limited to written summaries of interviews from business, industry, agency, and organization personnel; written narrative of job shadowing or cooperative work experiences; and photographs.
Samples of School Work	Include examples or samples of Family and Consumer Sciences and academic coursework.
Use of Family and Consumer Sciences Coursework	Describe ways Family and Consumer Sciences coursework will be used in selected career.
Career Planning	State career goals and create a plan for achieving goals. Include plans for high school and further education and training as well as extracurricular and intra-curricular activities that will enhance possibilities for achieving goals.
Works Cited/ <i>Bibliography</i>	Use an organized, consistent format to cite all references in alphabetical order. Resources used should be reliable and current. MLA format required.
Appearance	<i>Portfolio</i> must be neat, legible, and <i>professional</i> and use correct grammar and spelling.

# Career Investigation Specifications

## Oral Presentation

The oral presentation may be up to 10 minutes but must be at least 7 minutes in length and is delivered to evaluators. The presentation is to describe research and career exploration efforts in detail. The *portfolio* will be used by the participant during the oral presentation. No other *visuals* or *audiovisual equipment* will be permitted.

Organization/Delivery	Deliver oral presentation in an organized, sequential manner; concisely and thoroughly summarize research.
Knowledge of Selected Career	Present current data and show evidence of knowledge of selected career.
Relationship of Family and Consumer Sciences Coursework	Describe the relationship of Family and Consumer Sciences coursework to selected career.
Use of <i>Portfolio</i>	Use <i>portfolio</i> to describe all phases of project.
Voice	Speak clearly with appropriate pitch, tempo, and volume.
Body Language/Clothing Choice	Use appropriate body language including gestures, posture, mannerisms, eye contact, and appropriate handling of notes or note cards if used. Wear appropriate clothing for the nature of the presentation.
Grammar/Word Usage/Pronunciation	Use proper grammar and pronunciation.
Responses to Evaluators' Questions	Provide clear and concise answers to evaluators' questions regarding project. Questions are asked after the presentation.

## STAR Events Point Summary Form Career Investigation

Category (circle one):            Junior            Senior

Participant's Name(s): \_\_\_\_\_

Participant( s) Number: \_\_\_\_\_

**Directions:**

1. Make sure all information at top is correct. If a student named is not participating, cross their name(s) off. If a team does not show, please write "No Show" across the top and return with other forms. Do **not** change team or group numbers.
2. Before student presentation, Event Chairperson must check participants' *portfolio* using the criteria and standards listed below and fill in the boxes.
3. At the conclusion of presentation, verify evaluator scores and fill in information below. Calculate the final score and ask for evaluators' verification. Place this form in front of the completed rubrics and paper clip all items related to the presentation together. Please do **not** staple.

ROOM CONSULTANT CHECK			POINTS
<b>Registration</b> 0-5 points	<b>0</b> Did not attend/incomplete team attendance	<b>5</b> The individual or ALL participating members of the team attended	
<b>Portfolio</b> 0-1 point	<b>0</b> Binder is not the official FCCLA binder and/or materials do not fit within the binder	<b>1</b> Binder is the official FCCLA binder and materials fit within the binder	
<b>Portfolio Pages</b> 0-1 point	<b>0</b> Portfolio exceeds the page limit or is missing one or more places of required information	<b>1</b> Portfolio contains no more than 35 single-sided pages including: • 1 project ID page • 1 table of contents page • 1 Planning Process summary page • Up to 7 divider pages • Up to 25 content pages	
<b>Project Identification Page</b> 0-2 points	<b>0</b> Project ID page is missing	<b>1</b> Project ID page is present but includes incorrect information	<b>2</b> Project ID page is present and completed correctly
<b>Punctuality</b> 0-1 point	<b>0</b> Participant was late for presentation	<b>1</b> Participant was on time for presentation	

**Evaluators' Scores**

Evaluator 1 \_\_\_\_\_ Initials \_\_\_\_\_

Evaluator 2 \_\_\_\_\_ Initials \_\_\_\_\_

Evaluator 3 \_\_\_\_\_ Initials \_\_\_\_\_

Total Score \_\_\_\_\_ divided by number of evaluators

= **AVERAGE EVALUATOR SCORE**

**Event Chairperson 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) Eval. 1 \_\_\_\_\_ Eval. 2 \_\_\_\_\_ Eval. 3 \_\_\_\_\_ Chair \_\_\_\_\_

