



# CHAPTER SERVICE PROJECT MANUAL

## Rubric



Name(s) of Participant(s) \_\_\_\_\_

State \_\_\_\_\_ Team # \_\_\_\_\_ Group # \_\_\_\_\_

Category \_\_\_\_\_

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

# Chapter Service Project Manual Rubric (continued)

Points

<i>Form a Plan</i> <b>Increase Awareness Public Relations</b> 0–3 points	<b>0</b> No activities shown	<b>1</b> Efforts are evident the project increases awareness of FCCLA and Family and Consumer Sciences	<b>2</b> Multiple strategies for media, outreach and publicity are evident	<b>3</b> Project positively increased awareness of FCCLA and Family and Consumer Sciences with many of these audiences: peers, the community, public-at-large, elected officials, school administrators, and school board		
<i>Act</i> <b>Project Impact</b> 0–3 points	<b>0</b> Impact missing	<b>1</b> Impact on community or chapter members is explained in a limited way	<b>2</b> Impact of project is shown and evident in a variety of methods and data, statistics, surveys and information	<b>3</b> Impact is significant with data, statistics surveys and information		
<i>Act</i> <b>Youth Involved and Volunteer Recruitment</b> 0–2 points	<b>0</b> Project is not youth-led. Volunteers were not recruited	<b>1</b> Project is youth led and members volunteered	<b>2</b> 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)			
<i>Act</i> <b>Uniqueness</b> 0–2 points	<b>0</b> Project is not unique	<b>1</b> Project has been done previously or is a project designed to a similar effort	<b>2</b> Project is unique in its approach to solve a problem or meet a need			
<i>Follow Up</i> <b>Evaluation</b> 0–4 points	<b>0</b> No evidence of follow up	<b>1</b> Limited evidence of follow up and evaluation	<b>2</b> Evaluation is evident. Some strategies are used for follow up	<b>3</b> Evaluation involves multiple strategies, interviews, surveys, pre and post tests, reports. Follow up includes plans for replication, and appreciation and recognition	<b>4</b> Evaluation involves multiple strategies, interviews, surveys, pre and post tests, reports. Evaluation methods used technology. Follow up includes plans for replication, future efforts, lessons learned, and appreciation and recognition	
<b>Organization/Delivery</b> 0–10 points	<b>0</b> Presentation is not done or speaks briefly and does cover components of the project	<b>1–2</b> Presentation covers some topic elements	<b>3–4</b> Presentation covers all topic elements but with minimal information	<b>5–6</b> Presentation gives complete information but does not explain the project well	<b>7–8</b> Presentation covers information completely but does not flow well	<b>9–10</b> Presentation covers all relevant information with a seamless and logical delivery
<b>Use of Manual during Presentation</b> 0–5 points	<b>0</b> Manual is not used during presentation	<b>1</b> Manual used to limit amount of speaking time	<b>2</b> Manual is used minimally during presentation	<b>3</b> Manual incorporated throughout presentation	<b>4</b> Manual used effectively throughout presentation	<b>5</b> Presentation moves seamlessly between oral presentation and manual
<b>Voice—pitch tempo, volume</b> 0–3 points	<b>0</b> No voice qualities are used effectively	<b>1</b> Voice quality is adequate	<b>2</b> Voice quality is good, but could improve	<b>3</b> Voice quality is outstanding and pleasing to listen to		
<b>Body Language/Clothing Choice</b> 0–3 points	<b>0</b> Body language shows nervousness and unease/ inappropriate clothing	<b>1</b> Body language shows minimal amount of nervousness/ clothing is appropriate	<b>2</b> Body language is good and and clothing is professional	<b>3</b> Body language and clothing choice both enhance the presentation		
<b>Grammar/ Word Usage/ Pronunciation</b> 0–3 points	<b>0</b> Extensive (more than 5) grammatical and pronunciation errors	<b>1</b> Some (3–5) grammatical and pronunciation errors	<b>2</b> Few (1–2) grammatical and pronunciation errors	<b>3</b> Presentation has no grammatical or pronunciation errors		
<b>Responses to Evaluators' Questions</b> 0–5 points	<b>0</b> Did not answer evaluators' questions	<b>1</b> Unable to answer some questions	<b>2</b> Responded to all questions, but without ease or accuracy	<b>3</b> Responded adequately to all questions	<b>4</b> Gave appropriate responses to evaluators' questions	<b>5</b> Responses to questions were appropriate and given without hesitation

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**Evaluator's Comments:**

**TOTAL**  
(90 points possible)