



FOCUS ON CHILDREN

Rubric



FOCUS ON CHILDREN

Name(s) of Participant(s) _____

State _____ Team # _____ Group # _____

Category _____

DISPLAY							Points
FCCLA Planning Process Summary Page 0–5 points	0 Planning Process summary not provided	1 Inadequate steps in the Planning Process are presented	2 All Planning Process steps are presented but not summarized	3 All Planning Process steps are summarized	4 Evidence that the Planning Process was utilized to plan project	5 The Planning Process is used to plan the project. Each step is fully explained	
Addresses a Specific Need 0–5 points	0 Project did not address a specific child development need	1 Project did not show evidence of research	2 Project addressed a specific need, concern or issue involving child development	3 Project addressed needs, concerns or issues involving child development which were researched	4 Project addressed a specific need, concern or issue involving child development. Research methods were used to gather this data and described	5 Extensive research and evaluation methods were presented to support the need	
Impacts Children and Community Positively 0–6 points	0 No evidence	1 Limited information on how the project impacted children or the community	2 Clear understanding of the positive effect on children, but not how it has impacted the community	3 Impact on the community was shown	4 Clear understanding of the positive impact on children and the community with various sources of data and information	5–6 Participants were able to analyze the impact of the project and showed understanding plus application of lessons learned	
Applies Child Development Concepts 0–5 points	0 No evidence of child development concepts being used	1 Child development concepts were limited	2 Little evidence of child development concepts being applied to the project	3 Child development concepts were known to the participants	4 Extensive evidence child development concepts were applied and utilized in the project	5 Participants could apply child development concepts utilized in the project to new and potential projects and learning	
Ability of Participants to Work with Children 0–5 points	0 No evidence of working with children	1 Evidence some of the participants worked with the children, but not all of them were actively involved	2 All participants were involved with working with children	3 Participants were involved with children and could articulate what they had learned	4 Evidence of all participants involved working with children during the “ACT” step of the Planning Process	5 Extensive evidence of the scope, impact and application of learning by the participants in their work with children	
Appearance 0–5 points	0 Display not used during presentation	1 Display has many errors and is not aesthetically pleasing	2 Display has minimal appeal both in design and content	3 Display needs some improvement in content and design	4 Display is highly creative but lacks real content/Display has strong content and lacks creativity	5 Display is creative, appropriate and of high quality/Display has good word, color, and design choices	
ORAL PRESENTATION							Points
Organization/Delivery 0–10 points	0 Presentation is not done or speaks briefly and does not cover components of the project	1–2 Presentation covers some topic elements	3–4 Presentation covers all topic elements but with minimal information	5–6 Presentation gives complete information but does not explain the project well	7–8 Presentation covers information completely and explains project fully	9–10 Presentation covers all relevant information completely and explains project well with a seamless and logical delivery	
Identify Concerns 0–5 points	0 No evidence of concerns	1 A limited explanation of concerns was given	2 Evidence of several concerns but no research or data given as reference	3 Evidence of 2 or more concerns were generated with some data	4 Evidence of 2 or more concerns were generated from current research and data	5 Much evidence and data included on identifying concerns	
Set a Goal 0–5 points	0 No goal was evident	1 Goal set was not attained or achievable in the time frame of the project	2 The goal was not clearly defined	3 Goal was defined in a limited manner	4 The goal was clearly defined, explained in detail, and partially measurable	5 Goal was explained, desired outcome was understood, and measurable	

Focus on Children Rubric (continued)

Points

Form a Plan 0–5 points	0 Not evident	1 Most elements were not clearly defined	2 3 or more elements were not clearly defined	3 2 elements were not clearly defined	4 1 element was not clearly defined	5 All elements were clearly defined of your plan: who, what, where, when, and how	
<i>Elements: who what, where, when, and how</i>							
Act 0–5 points	0 No evidence	1 Action was limited	2 The activity was acted upon but it was not clear	3 Action was explained, plans were limited	4 The activity was acted upon to meet the goal	5 Action and plans included evidence of support from partners and collaborators	
Follow-Up 0–5 points	0 No evidence	1 No clear understanding if the goal had been met or there were no notations of what improvements were needed	2 There were no notations of what ideas went well and what improvements were needed	3 Limited methods for evaluation were noted	4 Determination if the goal and concerns were met was noted	5 Evaluation methods were extensive and varied. Notations of what went well and ideas for improvement were noted	
Knowledge of Subject Matter 0–5 points	0 Little or no evidence of knowledge	1 Minimal evidence of knowledge	2 Some evidence of knowledge	3 Knowledge of subject matter is evident but not shared in presentation	4 Knowledge of subject matter is evident and shared at times in the presentation	5 Knowledge of subject matter is evident and incorporated throughout the presentation	
Use of Display during Presentation 0–5 points	0 Display is not used during presentation	1 Display is used to limit amount of speaking time	2 Display is used minimally during presentation	3 Display is incorporated throughout presentation	4 Display is used effectively throughout presentation	5 Presentation moves seamlessly between oral presentation and display	
Voice—pitch, tempo, volume 0–3 points	0 No voice qualities are used effectively	1 Voice quality is adequate		2 Voice quality is good, but could improve		3 Voice quality is outstanding and pleasing to listen to	
Body Language/Clothing Choice 0–3 points	0 Body language shows nervousness and unease/inappropriate clothing	1 Body language shows minimal amount of nervousness/clothing is appropriate		2 Body language is good and clothing is professional		3 Body language and clothing choice both enhance the presentation	
Grammar/Word Usage/Pronunciation 0–3 points	0 Extensive (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	
Responses to Evaluators' Questions 0–5 points	0 Did not answer evaluators' questions	1 Unable to answer some questions	2 Responded to all questions, but without ease or accuracy	3 Responded adequately to all questions	4 Gave appropriate responses to evaluators' questions	5 Responses to questions were appropriate and given without hesitation	

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Evaluator's Comments:

TOTAL
(90 points possible)

Evaluator Initial _____

Room Consultant Initial _____