

# NATIONAL PROGRAMS IN ACTION

## Rubric

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

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

Category \_\_\_\_\_

**National Project** (check one):
  Career Connections
  Community Service
  FACTS (Families Acting for Community Traffic Safety)
  Families First
  Financial Fitness
  Student Body
  Power of One
  STOP the Violence

EVALUATION CRITERIA							Points
<i>Identify Concerns:</i> <b>Relationship to the National Program</b> 0–5 points	<b>0</b> No concern is identified	<b>1</b> Concern is identified	<b>2</b> Concern is identified with 1–2 statements of the issue	<b>3</b> Concern is identified with 2–3 statements of issue and how it relates to the national program	<b>4</b> Concern is identified with 3 or more compelling statements of the need and relation to the national program	<b>5</b> Concern is written well with 4 or more compelling statements of the need and relation to the national program	
<i>Identify Concerns:</i> <b>Knowledge of the National Program</b> 0–5 points	<b>0</b> No knowledge apparent	<b>1</b> Knowledge of the national program seems limited	<b>2</b> Participant(s) seems to have sufficient knowledge but it is not explicitly stated	<b>3</b> National program knowledge is explained in presentation	<b>4</b> Extensive knowledge is apparent through the presentation	<b>5</b> Extensive knowledge is explained and applied to the project	
<i>Set a Goal:</i> <b>Structure</b> 0–5 points	<b>0</b> Goal is missing	<b>1</b> Goal is simplistically stated	<b>2</b> Goal is stated adequately	<b>3</b> Goal is stated strongly with some steps identified	<b>4</b> Goal is stated strongly, ambitious and clear steps are identified	<b>5</b> Ambitious goal is stated, and articulated with clear steps and evaluation methods	
<i>Set a Goal:</i> <b>Appropriate Goal</b> 0–5 points	<b>0</b> Goal is missing	<b>1</b> Goal is inappropriate for the project	<b>2</b> Goal is relevant but does not relate to a national program	<b>3</b> Goal relates to a national program	<b>4</b> Goal relates to an issue and a national program, but relevance is unclear	<b>5</b> Goal explicitly states relationship to a community, school, national, or international issue, and a national program	
<i>Form a Plan:</i> <b>Organization</b> 0–5 points	<b>0</b> No plan is presented	<b>1</b> Plan is presented with minimal steps	<b>2</b> Plan is stated with 3–5 steps	<b>3</b> Plan is clearly stated with 3–5 steps and a timeline identified	<b>4</b> Plan is multi-phased, chronologically sequenced, and has measurable expectations	<b>5</b> Plan is multi-phased, chronologically sequenced, has measurable expectations and is realistic and challenging for participants' level	
<i>Form a Plan:</i> <b>Logistics and Timeline</b> 0–5 points	<b>0</b> Plan does not include logistics	<b>1</b> Logistical and timeline information have been considered, but no evidence is given in the plan	<b>2</b> Logistics and timeline are somewhat unclear	<b>3</b> Logistics and timeline have some gaps and need more detailed descriptions	<b>4</b> Logistics and timeline are complete but could explain with more detail	<b>5</b> Plan identified who, what, where, when, why, how, and lists abilities, resources, possible barriers, and ways to recognize and measure accomplishments	
<i>Act:</i> <b>Action Taken on Plan</b> 0–5 points	<b>0</b> No action plan presented	<b>1</b> Some actions are explained	<b>2</b> All actions are explained	<b>3</b> All actions are explained with mention of possible barriers and outcomes expected	<b>4</b> Each action step is taken but explanation given is limited	<b>5</b> Each action step is taken and full explanation is given of actions and outcomes	
<i>Act:</i> <b>Use of Resources and Partners</b> 0–5 points	<b>0</b> No evidence of partnerships or resources	<b>1</b> Limited evidence of partnerships and resources	<b>2</b> Evidence of partnerships and resources exploration, but no action to develop relationships was taken	<b>3</b> Evidence of search for partners and resources with appropriate action taken to begin relationships	<b>4</b> The project identifies action taken to identify and build relationships with partners and resources who are relevant to the project	<b>5</b> The project identifies possibilities and attempts to develop relationships with partners and resources who enhance the project	

# National Programs in Action Rubric (continued)

**Points**

<i>Follow Up:</i> <b>Publicity &amp; Recognition</b> 0–5 points	<b>0</b> There are not publicity or recognition strategies	<b>1</b> Publicity and recognition are acknowledged, but not an intentional component	<b>2</b> Publicity and recognition strategies are limited in use	<b>3</b> Publicity is utilized at many steps of the action plan, recognition is evident	<b>4</b> Publicity is utilized throughout the action plan, recognition is evident and appropriate	<b>5</b> Publicity is utilized throughout, recognition is evident. Both are creative and purposeful	
<i>Follow Up:</i> <b>Evaluation</b> 0–5 points	<b>0</b> Evaluation methods are not evident in the plans	<b>1</b> Evaluation methods are mentioned	<b>2</b> Evaluation methods are included in the plans and results	<b>3</b> Evaluation methods are evident, but their purpose and outcomes are insufficient	<b>4</b> Evaluation methods are evident, purposefully used and broad outcomes are listed	<b>5</b> Evaluation methods are evident, purposefully used, and measurable outcomes listed	
<b>Organization/Delivery</b> 0–10 points	<b>0</b> Presentation is not done or speaks briefly and does not 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>Knowledge of Subject Matter</b> 0–5 points	<b>0</b> Little or no evidence of knowledge	<b>1</b> Minimal evidence of knowledge	<b>2</b> Some evidence of knowledge	<b>3</b> Knowledge of subject matter is evident but not shared in presentation	<b>4</b> Knowledge of subject matter is evident and shared at times in the presentation	<b>5</b> Knowledge of subject matter is evident incorporated throughout the presentation	
<b>Relationship of Family and Consumer Sciences Coursework</b> 0–5 points	<b>0</b> No evidence of relationship with FACS	<b>1</b> Minimal evidence of FACS coursework and knowledge	<b>2</b> Some evidence of FACS relationship	<b>3</b> Knowledge of FACS coursework is evident but not shared	<b>4</b> Knowledge of relationship to FACS is evident and shared	<b>5</b> Knowledge of FACS relationship is evident and explained well	
<b>Use of Visuals and Technology during Presentation</b> 0–6 points	<b>0</b> Visuals are not used during presentation	<b>1–2</b> Visuals were of poor quality are used to limit amount of speaking time	<b>3</b> Low quality visuals are used minimally during presentation	<b>4</b> Adequately chosen and prepared visuals are incorporated throughout presentation	<b>5</b> Excellent visuals are used effectively throughout presentation	<b>6</b> Presentation moves seamlessly between oral presentation, high quality visuals. Visuals are superbly chosen and enhance presentation	
<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 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)