



## 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

**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

- Agriculture, Food & Natural Resources
- Architecture & Construction
- Arts, A/V Technology & Communications
- Business Management & Administration
- Education & Training
- Finance
- Government & Public Administration
- Health Science
- Hospitality & Tourism
- Human Services
- Information Technology
- Law, Public Safety, Corrections & Security
- Manufacturing
- Marketing
- Science, Technology, Engineering & Mathematics
- Transportation, Distribution & Logistics

### PROCEDURES & TIME REQUIREMENTS

1. Each participant will submit a *portfolio (hardcopy or electronic)* to the event room consultant at the designated participation time.
2. The participant will have 5 minutes to set up for the event. Other persons may not assist.
3. Room consultants and evaluators will have 10 minutes to preview the *portfolio (hardcopy or electronic)* during participant set up time. The participant must make the *electronic portfolio* accessible to evaluators.
4. The oral presentation **may be up to** 10 minutes in length. 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 have up to 5 minutes to use the rubric to score and write comments for each participant.

### 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 other necessary supplies and/or equipment. Wall space will not be available.
3. **Access to an electrical outlet will not be provided.** Participant(s) are encouraged to bring fully charged electronic 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
Individual	Portfolio, Oral Presentation	Table	Not provided	5 minutes	10 minutes prior to presentation	1-minute warning at 9 minutes; stopped at 10 minutes	5 minutes	30 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.




## CAREER INVESTIGATION 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 FCCLA 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 contain more than 36 pages. 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, and 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 47 slides, as described below.

1-8 ½" x 11" page 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 career investigated.
1-8 ½" x 11" page 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 or 2 slides	FCCLA Planning Process 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 	Evidence of Online Project Summary 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> .
0-7	<i>Content Divider Pages</i> or Sections	Use 0 to 7 <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> .
Up to 25 8 ½" x 11" pages or 35 slides	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, 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/Standards	Describe ways Family and Consumer Sciences coursework and/or standards 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 extra-curricular and intra-curricular activities that will enhance possibilities for achieving goals.
	Works Cited/ <i>Bibliography</i>	Use MLA or APA citation style to cite all references. Resources should be <i>reliable</i> and <i>current</i> .
	Appearance	<i>Portfolio</i> must be neat, legible, and <i>professional</i> and use correct grammar and spelling.

## Career Investigation Specifications (continued)

### Oral Presentation

The oral presentation may be up to 10 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 <i>current</i> data and show evidence of knowledge of selected career.
Relationship of Family and Consumer Sciences Coursework/Standards	Describe the relationship of Family and Consumer Sciences coursework and/or standards to selected career.
Use of <i>Portfolio</i>	Use <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 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, word usage, 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

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> 0 or 3 points	<div style="text-align: right; font-size: small;">Picked up by adviser or designated adult during scheduled time</div> <div style="display: flex; justify-content: space-around;"> <span>No <b>0</b></span> <span>Yes <b>3</b></span> </div>		
<b>Event Online Orientation Documentation</b> 0 or 2 points	<div style="text-align: center; font-weight: bold;">0</div> Official documentation not provided at presentation time or signed by adviser	<div style="text-align: center; font-weight: bold;">2</div> Official documentation provided at presentation time and signed by adviser	
<b>Hardcopy Portfolio</b> 0–1 point or <b>Electronic Portfolio</b> 0–1 point	<div style="text-align: center; font-weight: bold;">0</div> Binder is not the official FCCLA binder	<div style="text-align: center; font-weight: bold;">1</div> Binder is the official FCCLA binder	
<b>Portfolio Pages</b> 0–3 points	<div style="text-align: center; font-weight: bold;">0</div> Portfolio exceeds the page limit	<div style="text-align: center; font-weight: bold;">1      2      3</div> <b>2 or more errors    1 error    no errors</b> Portfolio contains no more than 36 single-sided pages or 47 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 7 content divider pages or slides</li> <li>Up to 25 content pages or 35 content slides</li> </ul>	
<b>Punctuality</b> 0–1 point	<div style="text-align: center; font-weight: bold;">0</div> Participant was late for presentation	<div style="text-align: center; font-weight: bold;">1</div> 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**  
*Rounded only to the nearest hundredth (i.e. 79.99 not 80.00)*

**ROOM CONSULTANT 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)

Evaluator 1 \_\_\_\_\_ Evaluator 2 \_\_\_\_\_ Evaluator 3 \_\_\_\_\_ Adult Room Consultant \_\_\_\_\_ Event Lead Consultant \_\_\_\_\_



## CAREER INVESTIGATION Rubric

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

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

PORTFOLIO							
FCCLA	0	1	2	3	4	5	
<b>Planning Process Summary Page</b> 0–5 points	Planning Process summary not provided	Inadequate steps in the Planning Process are presented	All Planning Process steps are presented but not summarized	All Planning Process steps are summarized	Evidence that the Planning Process was utilized to plan project	The Planning Process is used to plan the project. Each step is fully explained	
<b>Self Assessment</b> 0–10 points	Not included	1–2 Vaguely referred to but incomplete evidence	3–4 Some evidence of self-assessment	5–6 Explained somewhat, but not documented sources of self-assessment	7–8 Documented resources used for self-assessment	9–10 Documented variety of resources used, described role of self-assessment in selection of career	
<b>Evidence of Career Research</b> 0–10 points	Not explained	1–2 Some research done but incomplete information	3–4 Research is current but from unreliable sources	5–6 Research is current but only partially describes job description	7–8 Research is current, appropriate for topic; from reliable sources	9–10 Research is current, from reliable sources, documented correctly, and appropriate for topic	
<b>Experiences with Business, Industry, Agencies, and Organizations</b> 0–5 points	0 No samples provided	1 Limited samples are provided	2 Limited experiences were undertaken	3 Few experiences explained; little variety of experiences	4 Good variety of experiences and of value to the career choice selected	5 Wide variety of valuable experiences and documentation is clear and easy to understand	
<b>Samples of School Work</b> 0–5 points	0 No samples provided	1 Limited number of samples provided	2 Limited samples of FACS or academic coursework	3 Samples of FACS and academic coursework are provided	4 Explanation and documented evidence of how school work will be used be in selected career	5 School work is explained thoroughly as to how it will be used in selected career	
<b>Use of Family and Consumer Sciences Coursework and Standards</b> 0–5 points	0 No explanation of FACS	1 Brief explanation provided of FACS coursework	2 Limited examples of Academic coursework as it relates to career choice	3 Brief explanation, limited evidence of how coursework will be used in selected career	4 Relationship of FACS coursework and standards to selected career is briefly explained	5 FACS coursework and standards are explained thoroughly and related to selected career	
<b>Career Planning</b> 0–5 points	0 No career goal stated	1 Briefly explained career goal(s)	2 States career goal(s) but no plan for achieving goal(s)	3 Brief explanation of career goal(s) and how to achieve the goal(s)	4 States career goal(s) that includes plan for education/ training and other activities for achieving goal(s)	5 Clearly states career goal(s) and includes thorough explanation of plan and activities for achievement of goal(s)	
<b>Works Cited/ Bibliography</b> 0–3 points	0 No resources listed	1 Resources are incomplete, not current, or not reliable for project	2 Reliable resources but incorrect style ( <i>see style sheet</i> )	3 Complete list of current and reliable resources, in MLA or APA style ( <i>see style sheet</i> )			
<b>Appearance</b> 0–3 points	0 Portfolio is illegible and unorganized	1 Portfolio is neat, but may contain grammatical or spelling errors and is organized poorly	2 Portfolio is neat, legible, and professional, with correct grammar and spelling	3 Neat, legible, professional, correct grammar and spelling used with effective organization of information			

## Career Investigation Rubric (continued)

ORAL PRESENTATION							
<b>Organization/ Delivery</b> 0 – 10 points	<b>0</b> Presentation is not done or presented 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 Selected Career</b> 0-5 points	<b>0</b> Little evidence of career knowledge	<b>1</b> Minimal evidence of career knowledge	<b>2</b> Some evidence of career knowledge	<b>3</b> Knowledge of career is evident but not effectively used in presentation	<b>4</b> Knowledge of career is evident and shared at times in the presentation	<b>5</b> Knowledge of career is evident and incorporated throughout the presentation	
<b>Relationship of Family and Consumer Sciences Coursework and Standards</b> 0-5 points	<b>0</b> No evidence of relationship between career and FACS	<b>1</b> Minimal evidence of career knowledge and FACS coursework relationship	<b>2</b> Some knowledge of relationship of career and FACS coursework	<b>3</b> Knowledge of career and FACS coursework but not shared	<b>4</b> Knowledge of career and relationship to FACS is evident and shared	<b>5</b> Knowledge of career and FACS relationship is evident and explained well	
<b>Use of Portfolio during Presentation</b> 0-5 points	<b>0</b> Portfolio not used during presentation	<b>1</b> Portfolio used to limit amount of speaking time	<b>2</b> Portfolio used minimally during presentation	<b>3</b> Portfolio incorporated throughout presentation	<b>4</b> Portfolio used effectively throughout presentation	<b>5</b> Presentation moves seamlessly between oral presentation and portfolio	
<b>Voice – pitch, tempo, volume</b> 0-3 points	<b>0</b> Voice qualities not 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			
<b>Body Language/ Clothing Choice</b> 0-3 points	<b>0</b> Uses inappropriate gestures, posture or mannerisms, avoids eye contact/inappropriate clothing	<b>1</b> Gestures, posture, mannerisms and eye contact is inconsistent/clothing is appropriate	<b>2</b> Gestures, posture, mannerisms, eye contact, and clothing are appropriate	<b>3</b> Gestures, posture, mannerisms, eye contact, and clothing enhance 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	

Evaluator's Comments:

TOTAL  
(90 points possible)

Evaluator # \_\_\_\_\_

Evaluation Initial \_\_\_\_\_

Room Consultant Initial \_\_\_\_\_