



# FCCLA Chapter Website

**FCCLA Chapter Website**, an *individual or team event*, recognizes participants who use a chapter website to educate, inform, and involve members and the general public about the importance of the Family and Consumer Sciences program and the FCCLA chapter. **Level I:** Participants must prepare a website. **Level II:** Fifteen (15) entries will be invited to present their chapter website, plus an oral presentation, at the National Leadership Conference.

## 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

- Arts, A/V Technology & Communications
- Human Services
- Information Technology
- Science, Technology, Engineering & Mathematics

## ELIGIBILITY & GENERAL RULES

1. Review “Eligibility and General Rules for All Levels of Competition” on page 87 prior to event planning and preparation.
2. Any nationally affiliated FCCLA chapter may submit one entry from either the junior, senior or occupational category.
3. If the chapter already has an existing website, the website for the current school year (July 1–June 30 as noted) must be revised in *content*, design, theme, color, etc., by the participant(s).

## PROCEDURES—LEVEL I

1. Participants create a chapter website to educate, inform, and involve members and/or the general public about the importance of the Family and Consumer Sciences program and the FCCLA chapter. Social media sites only (such as Facebook) are not acceptable formats for the event but may be embedded or used in conjunction with the chapter website.
2. The website should be able to be viewed on a variety of Internet browsers (Internet Explorer, Google Chrome, Firefox, etc.) and be optimized for viewing on mobile devices such as tablets or smartphones.

*(continued next page)*

| 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 or Team       | Website with required components | Table, Laptop, Computer, Internet Connection | Provided          | 5 minutes                      |   | 1-minute warning at 9 minutes; stopped at 10 minutes | 5 minutes                 | 25 minutes       |

| PRESENTATION ELEMENTS ALLOWED |          |          |             |               |           |                |       |                        |         |
|-------------------------------|----------|----------|-------------|---------------|-----------|----------------|-------|------------------------|---------|
| Audio                         | Costumes | Easel(s) | File Folder | Flip Chart(s) | Portfolio | Props/Pointers | Skits | Presentation Equipment | Visuals |
| *                             |          |          |             |               |           |                |       | *                      | *       |

\* A USB Drive is allowed for backup presentation use only. No additional Audio, Presentation Equipment, or Visuals other than the presentation of the website are allowed.

3. The website may be developed using website services, templates, or software of the participant's choice.
4. The use of inappropriate or copyrighted music, photographs, or *graphics* may disqualify the entry.
5. All links within the website must be active.
6. Participants must follow state or district rules/guidelines for student privacy and use of photographs or student work when published online.
7. The website must be available for viewing upon the February 1 entry submission date. No changes may be made to the website design following the February 1 deadline until March 15. Updates to calendars and other time sensitive information may be added as needed.

#### **ENTRY SUBMISSION AND REGISTRATION PROCESS**

1. Level I entries will be submitted no later than February 1 using the Online STAR Events entry/registration form. A Level I entry fee will be required.
2. Level II entries will be submitted through the Online STAR Events Registration System through state advisers. The registration will be the same fee required of all National STAR Events participants, plus a team technology fee required for all online events. See page 91 for National STAR Events registration deadlines and information.

#### **AWARDS AND RECOGNITION— LEVEL I**

Each participant will receive a printable electronic STAR Events certificate along with their evaluation results. States may recognize these participants, if desired. The top 15 participants (no ranking 1–15 indicated) receiving a score of 70 or above will

receive an invitation by March 15 to compete at the National Leadership Conference.

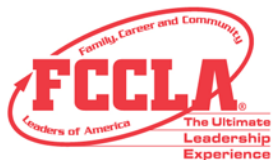
#### **PROCEDURES, TIME REQUIREMENTS AND GENERAL INFORMATION**

##### **For National Leadership Conference Participants Only— Level II (Invitation Only)**

1. A table and laptop computer with Internet connections will be provided. As a backup, participants may bring their chapter website files on a USB drive. Participants are not allowed to bring in any additional equipment. Note cards may be used in the oral presentation.
2. To prepare for the Level II presentation, participants are encouraged to update their Level I presentation based upon evaluation feedback. Changes may be made after March 15.
3. Specifications for the computer hardware and software versions supplied by FCCLA for use at National Leadership Conference will be posted on the national FCCLA website by June 1.
4. Spectators may not observe any portion of this event.
5. Participants will have 5 minutes to set up their presentation. Other persons may not assist.
6. Participants will present their website as part of an oral presentation to evaluators. The presentation should describe the research, planning, impact and personal learning of the participant(s) as a result of the project. The oral presentation and presentation of the website may be up to 10 minutes in length. A one-minute warning will be given at 9 minutes. The participants will be stopped at 10 minutes.
7. Following the presentation, evaluators will have 5 minutes to interview the participant and review website.
8. Evaluators will have up to 5 minutes to use the rubric to score and write comments for each participant.

#### **LEVEL II**

Participants will receive recognition items including achievement medals and a press release to be personalized for local newspapers. Recognition will be held during the STAR Events Recognition Session.



## FCCLA CHAPTER WEBSITE Specifications

### Website Content

|           |  |
|-----------|--|
| Home Page | Include introductory information, social media feed(s) from the local FCCLA chapter, school district, or national FCCLA, and a visitor counter/tracking tool to assess website use. The viewer should be able to locate the rest of the project components from this page. |
|-----------|--|

The following information must be included in the chapter website as a separate page or subpage entitled “STAR Events Documentation.” It may be included as text on the website page, or if posted as a file, must be able to be opened in a Microsoft Word or PDF format.

|                   |   |  |
|-------------------|---|--|
| 1-8 ½” x 11” page | Project Identification Page                   | Plain background, with no <i>graphics</i> or decorations; must include participant’s name(s), chapter name, school, city, state, event name, and project title.  |
| 1-8 ½” x 11” page | FCCLA Planning Process Summary Page           | Summarize how each step of the <i>Planning Process</i> was used to plan and implement the project.   |
| 1                 | Evidence of Online Project Summary Submission | Participants should complete the online project summary form located on the “Surveys” tab of the FCCLA Portal, and include proof of submission on the chapter website.   |
| As Needed         | Copyright/Works Cited                         | Music, photographs, <i>graphics</i> , text, trademarks, or names that are used in the project must be properly cited and documented as either original or licensed for reuse. <b>Only original items or items licensed for reuse are allowed. Most popular/commercial music is copyrighted and its use is strictly limited.</b> Purchasing an item does not necessarily give permission to use in a public project. Copyright laws must be followed. Use MLA or APA citation style to cite all references. |

The following *content* information should be included in the chapter website. There are no limits to the amount of website pages, subpages, tabs, etc. on the website, but the following information should be easily located upon review of the website.

|  |  |   |
|--|--|---|
| Provide one website page, subpage, or tab for each (minimum 8) | Promotion of Family and Consumer Sciences  | Include content to promote the local Family and Consumer Sciences program and FCCLA as an essential part of college and career readiness for all students. The information provided expands user knowledge and moves beyond expectations. |
|  | Membership Information   | Provide recruitment, retention, and membership recognition information for membership growth (membership costs and benefits, deadlines, etc.)   |
|  | Awards/Recognition   | Acknowledge the awards and accomplishments the chapter and/or members have received in the past 2–3 years. Include local, regional/district, state, and/or national recognitions received.  |
|  | Chapter Leadership   | Supply a list of the chapter officers and their responsibilities.   |
|  | Contact Information  | Provide primary contact information and method(s) for the FCCLA chapter.  |
|  | Sponsors/Thank You Section   | Highlight chapter sponsors and provide recognition for their support. Include working hyperlinks to FCCLA websites (regional/district, state, national) school website, and appropriate partners.   |
|  | Activities Information and Calendar  | Include the chapter’s activity calendar and keep it up to date.   |
| Program of Work  | Include local, state, and national programs in the chapter’s program of work. Program of work components include opportunities for personal growth, leadership development, recognition, career exploration, <i>community</i> outreach, social activities and fundraising. |   |

*(continued next page)*

## FCCLA Chapter Website (continued)

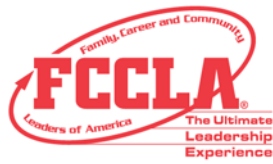
|                       |  |
|-----------------------|--|
| Browser Compatibility | Website is designed for viewing on a range of web-enabled devices including smart phones and tablets) and compatible with the common web browsers (e.g., Chrome, Firefox, Internet Explorer, Safari). Apps created or utilized by the chapter may be included, but are not required. |
| Appearance            | Website must be neat, legible, and <i>professional</i> and use correct grammar and spelling.   |
| Navigation            | All hyperlinks work, and the viewer can quickly locate project components and information. Viewer can easily move between pages.   |
| Licensing             | License the website contents, using school district licensing requirements or Creative Commons ( <a href="http://www.creativecommons.org">www.creativecommons.org</a> ).   |

### For National Leadership Conference Level II Participants ONLY

#### Oral Presentation

Participants will present their website as part of an oral presentation to evaluators. The presentation should describe the research, planning, impact and personal learning of the participant(s) as a result of the project. The oral presentation and presentation of the website may be up to 10 minutes in length. A one-minute warning will be given at 9 minutes. The participants will be stopped at 10 minutes. The presentation may not be prerecorded. No presentation elements are allowed during the oral presentation.

|  |  |
|--|--|
| Organization/Delivery  | Deliver oral presentation in an organized, sequential manner, concisely and thoroughly summarize project.  |
| Relationship of Family and Consumer Sciences Coursework and/or Related Careers | Describe the relationship of project <i>content</i> to Family and Consumer Sciences and related careers.   |
| Knowledge of Subject Matter  | Demonstrate knowledge of subject matter, research, and impact of project on participant(s).  |
| 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 nature of the presentation. |
| Grammar/Word Usage/ Pronunciation  | Use proper grammar, word usage, and pronunciation.   |
| Responses to Evaluator's Questions   | Provide clear and concise answers to evaluators' questions regarding project. Questions are asked after the presentation.  |



# FCCLA CHAPTER WEBSITE

## Level I

### Rubric

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

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

| WEBSITE CONTENT – DOCUMENTATION  |   |  |   |  |   |   | Points   |  |
|--|---|--|---|--|---|---|----------|--|
| <b>Home Page</b><br>0-2 points   | <b>0</b>  |  |   |  |   | <b>1-2</b>  |          |  |
|  | Site does not have a unique home page   | Home page specific for chapter use. Includes social media feed(s) and visitor tracker  |   |  |   |   |          |  |
| <b>Project Identification Page</b><br>0-1 point                                  | <b>0</b>  |  |   |  |   | <b>1</b>  |          |  |
|  | Project Identification Page is missing, is not completed, or includes incorrect information | Project Identification Page is present, contains participants' names, chapter name, school, city, state, event name, and project title |   |  |   |   |          |  |
| <b>FCCLA Planning Process Summary Page</b><br>0-5 points                         | <b>0</b>  | <b>1</b>   | <b>2</b>  | <b>3</b>   | <b>4</b>  | <b>5</b>  |          |  |
|  | 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>Evidence of Online Project Summary Submission</b><br>0 or 1 point             | <b>0</b>  |  |   |  |   |   | <b>1</b> |  |
|  | Not provided  |  | Proof of submission from the online form is included  |  |   |   |          |  |
| <b>Website Content Page, Subpage or Tabs for 8 minimum areas</b><br>0 or 1 point | <b>0</b>  |  |   |  |   |   | <b>1</b> |  |
|  | Did not use one page, subpage, or tab for each  |  |   |  | 8 or more website pages, subpages, or tabs for information areas  |   |          |  |
| <b>Documentation/ Works Cited/ Bibliography</b><br>0-5 points                    | <b>0-1</b>  | <b>2</b>   | <b>3</b>  | <b>4</b>   | <b>5</b>  |   |          |  |
|  | None cited, or sources are cited but no permissions for using copyrighted work are included | Copyright is questionable and sources list is incomplete   | Copyright statements and permissions are included for most sources but in inconsistent format | Copyright statements and permissions are included for all sources. Complete list in MLA or APA style | Work is original, copyright statements with permissions granted are included for all sources, in MLA or APA style |   |          |  |
| WEBSITE CONTENT - INFORMATION  |   |  |   |  |   |   |          |  |
| <b>Promotion of Family and Consumer Sciences and FCCLA</b><br>0-15 points        | <b>0</b>  | <b>1-2-3</b>   |   | <b>4-5-6-7</b>   | <b>8-9-10-11-12</b>   | <b>13-14-15</b>   |          |  |
|  | None provided   | Website is limited in the promotion of FCCLA and FACS  |   | Website promotes either FCCLA or FACS, but not both, inconsistent messages about the programs        | Website promotes FCCLA and FACS as important. User is not moved beyond current expectations                       | Website promotes with enthusiasm FCCLA and FACS as essential for all students. Expands user knowledge and moves beyond expectations |          |  |
| <b>Membership Information</b><br>0-10 points                                     | <b>0</b>  | <b>1-2-3</b>   |   | <b>4-5</b>   | <b>6-7</b>  | <b>8-9-10</b>   |          |  |
|  | None provided   | Limited information is provided for membership growth  |   | Some information is provided for membership growth   | Information to recruit, retain, and recognize membership is included  | Growth oriented recruitment, retention, and membership recognition is provided  |          |  |
| <b>Awards/ Recognition</b><br>0- 5 points  | <b>0</b>  | <b>1-2</b>   |   | <b>3</b>   | <b>4</b>  | <b>5</b>  |          |  |
|  | None provided   | Very few awards or recognitions included   |   | Some chapter and/or member accomplishments provided on limited FCCLA levels                          | Chapter and/or member accomplishments are provided for all FCCLA levels   | 2-3 years of chapter and/or member accomplishments are provided for all FCCLA levels  |          |  |
| <b>Chapter Leadership</b><br>0-5 points  | <b>0</b>  | <b>1-2</b>   |   | <b>3-4</b>   |   | <b>5</b>  |          |  |
|  | None provided   | Chapter officers are listed  |   | Chapter officers and responsibilities are provided   |   | Chapter officers and detailed responsibilities are provided in an easy-to-read format   |          |  |
| <b>Contact Information</b><br>0-5 points   | <b>0</b>  | <b>1-2</b>   |   | <b>3-4</b>   |   | <b>5</b>  |          |  |
|  | None provided   | Minimal information provided   |   | Contact information provided but requires user to leave website                                      |   | Contact information provided and integrated into website  |          |  |
| <b>Sponsors/Thank You Section</b><br>0-10 points                                 | <b>0</b>  | <b>1-2-3</b>   |   | <b>4-5</b>   | <b>6-7</b>  | <b>8-9-10</b>   |          |  |
|  | None provided   | Limited information and no links provided  |   | 1-3 partners are recognized and website links are included   | 4-5 partners are recognized and website links are included  | 4-5 partners are recognized, partnership is explained, and website links are included   |          |  |
| <b>Activities Information and Calendar</b><br>0-5 points                         | <b>0</b>  | <b>1-2</b>   |   | <b>3</b>   | <b>4</b>  | <b>5</b>  |          |  |
|  | None provided   | Limited information provided, but no calendar is available   |   | Limited information provided but calendar is not updated   | General information about chapter activities and chapter calendar is up-to-date                                   | Comprehensive information about chapter activities and chapter calendar is up-to-date   |          |  |

## FCCLA Chapter Website Rubric (continued)

|  |   |  |   |   |   | Points |
|--|---|--|---|---|---|--------|
| <b>Program of Work</b><br>0-10 points          | <b>0</b><br>None provided   | <b>1-2-3</b><br>Minimal information or activities included in program of work  | <b>4-5</b><br>Limited participation in local, state, and national programs, limited areas included in program of work | <b>6-7</b><br>Good participation in local, state, and national programs in program of work  | <b>8-9-10</b><br>Excellent participation in local, state, and national programs is included in a comprehensive program of work      |        |
| <b>WEBSITE CONTENT – DESIGN AND NAVIGATION</b> |   |  |   |   |   |        |
| <b>Browser Compatibility</b><br>0-5 points     | <b>0-1</b><br>Website includes components that are not functional without additional plugins. Is not functional on mobile devices | <b>2</b><br>Website includes components that are only functional on 1 browser, and is not functional for mobile device viewing | <b>3</b><br>Website is functional for 1 or more browsers but is not functional for mobile device viewing              | <b>4</b><br>Website is fully functional in at least 2 browsers and is functional for mobile device viewing                            | <b>5</b><br>Website is fully functional in at least 3 different browsers and is functional for mobile device viewing                |        |
| <b>Appearance</b><br>0-5 points                | <b>0-1</b><br>Design choices negatively impact appearance. Many errors in word/text detract from the project                      | <b>2</b><br>Design choices do not fully support the project. Noticeable errors begin to detract from the project               | <b>3</b><br>Design is inconsistently applied or not appropriate for audience. Some errors in spelling or grammar      | <b>4</b><br>Design is mostly professional, legible, and appropriate for audience. Minimal errors in word choices, spelling or grammar | <b>5</b><br>Neat, professional, legible, and appropriate in appearance for audience. No errors in word choices, spelling or grammar |        |
| <b>Navigation</b><br>0-5 points                | <b>0</b><br>Very difficult to navigate site or find information. Does not return viewer to home page easily                       | <b>1-2</b><br>Some hyperlinks broken, some information not easily located  | <b>3-4</b><br>Hyperlinks work. Information mostly easy to locate  | <b>5</b><br>All hyperlinks work and viewer can easily locate information and navigate site  |   |        |
| <b>Licensing</b><br>0 or 5 points              | <b>0</b><br>The website was not licensed by the participant   | <b>5</b><br>A Creative Commons license or copyright statement is included on the website                                       |   |   |   |        |

**LEVEL I TOTAL**  
(100 points possible)



# STAR Events Point Summary Form FCCLA CHAPTER WEBSITE Level II Only

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

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

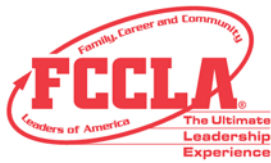
### DIRECTIONS:

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. At the conclusion of the 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.
3. 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.
4. Please check with the Lead or Assistant Lead Consultant if there are any questions regarding the evaluation process.

| ROOM CONSULTANT CHECK                                   |  |  | Points  |
|---|--|--|---|
| Registration Packet<br>0 or 3 points                    | Picked up by adviser or designated adult during scheduled time<br>No <b>0</b> Yes <b>3</b>   |  |   |
| Event Online Orientation Documentation<br>0 or 2 points | Official documentation not provided at presentation time or signed by adviser  | Official documentation provided at presentation time and signed by adviser |   |
| Punctuality<br>0-1 point                                | Participant was late for presentation  | Participant was on time for presentation                                   |   |
| <b>EVALUATORS' SCORES</b>                               |  | <b>ROOM CONSULTANT TOTAL</b><br>(6 points possible)                        |   |
| Evaluator 1 _____                                       | Initials _____   | <b>AVERAGE EVALUATOR SCORE</b><br>(134 points possible)                    |   |
| Evaluator 2 _____                                       | Initials _____   |  |   |
| Evaluator 3 _____                                       | Initials _____   |  |   |
| Total Score _____                                       | divided by number of evaluators<br><b>= AVERAGE EVALUATOR SCORE</b><br><i>Rounded only to the nearest hundredth (i.e. 79.99 not 80.00)</i> | <b>FINAL SCORE</b><br>(Average Evaluator Score plus Room Consultant Total) |   |
|   |  |  | <b>FINAL SCORE</b> divided by 140 possible points =<br><b>RATING SCORE PERCENTAGE</b> |

**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 \_\_\_\_\_



# FCCLA CHAPTER WEBSITE

## Level II

### Rubric

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

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

| WEBSITE CONTENT – DOCUMENTATION  |   |  |  |  |   |  | Points  |  |
|--|---|--|--|--|---|--|---|--|
| <b>Home Page</b><br>0-2 points   | <b>0</b><br>Site does not have a unique home page   |  | <b>1-2</b><br>Home page specific for chapter use. Includes social media feed(s) and visitor tracker  |  |   |  |   |  |
| <b>Project Identification Page</b><br>0-1 point                                  | <b>0</b><br>Project Identification Page is missing, is not completed, or includes incorrect information   |  | <b>1</b><br>Project Identification Page is present, contains participants' names, chapter name, school, city, state, event name, and project title |  |   |  |   |  |
| <b>FCCLA Planning Process Summary Page</b><br>0-5 points                         | <b>0</b><br>Planning Process summary not provided   | <b>1</b><br>Inadequate steps in the Planning Process are presented       | <b>2</b><br>All Planning Process steps are presented but not summarized  | <b>3</b><br>All Planning Process steps are summarized  | <b>4</b><br>Evidence that the Planning Process was utilized to plan project   | <b>5</b><br>The Planning Process is used to plan the project. Each step is fully explained                         |   |  |
| <b>Evidence of Online Project Summary Submission</b><br>0 or 1 point             | <b>0</b><br>Not provided  |  | <b>1</b><br>Proof of submission from the online form is included   |  |   |  |   |  |
| <b>Website Content Page, Subpage or Tabs for 8 minimum areas</b><br>0 or 1 point | <b>0</b><br>Did not use one page, subpage, or tab for each  |  |  | <b>1</b><br>8 or more website pages, subpages, or tabs for information areas                                     |   |  |   |  |
| <b>Documentation/ Works Cited/ Bibliography</b><br>0-5 points                    | <b>0-1</b><br>None cited, or sources are cited but no permissions for using copyrighted work are included | <b>2</b><br>Copyright is questionable and sources list is incomplete     | <b>3</b><br>Copyright statements and permissions are included for most sources but in inconsistent format  | <b>4</b><br>Copyright statements and permissions are included for all sources. Complete list in MLA or APA style | <b>5</b><br>Work is original, copyright statements with permissions granted are included for all sources, in MLA or APA style |  |   |  |
| WEBSITE CONTENT - INFORMATION  |   |  |  |  |   |  |   |  |
| <b>Promotion of Family and Consumer Sciences and FCCLA</b><br>0-15 points        | <b>0</b><br>None provided   | <b>1-2-3</b><br>Website is limited in the promotion of FCCLA and FACS    |  | <b>4-5-6-7</b><br>Website promotes either FCCLA or FACS, but not both, inconsistent messages about the programs  |   | <b>8-9-10-11-12</b><br>Website promotes FCCLA and FACS as important. User is not moved beyond current expectations | <b>13-14-15</b><br>Website promotes with enthusiasm FCCLA and FACS as essential for all students. Expands user knowledge and moves beyond expectation |  |
| <b>Membership Information</b><br>0-10 points                                     | <b>0</b><br>None provided   | <b>1-2-3</b><br>Limited information is provided for membership growth    |  | <b>4-5</b><br>Some information is provided for membership growth   |   | <b>6-7</b><br>Information to recruit, retain, and recognize membership is included                                 | <b>8-9-10</b><br>Growth oriented recruitment, retention, and membership recognition is provided   |  |
| <b>Awards/ Recognition</b><br>0- 5 points  | <b>0</b><br>None provided   | <b>1-2</b><br>Very few awards or recognitions included                   |  | <b>3</b><br>Some chapter and/or member accomplishments provided by on limited FCCLA levels                       |   | <b>4</b><br>Chapter and/or member accomplishments are provided for all FCCLA levels                                | <b>5</b><br>2-3 years of chapter and/or member accomplishments are provided for all FCCLA levels  |  |
| <b>Chapter Leadership</b><br>0-5 points  | <b>0</b><br>None provided   | <b>1-2</b><br>Chapter officers are listed                                |  | <b>3-4</b><br>Chapter officers and responsibilities are provided   |   | <b>5</b><br>Chapter officers and detailed responsibilities are provided in an easy-to-read format                  |   |  |
| <b>Contact Information</b><br>0-5 points   | <b>0</b><br>None provided   | <b>1-2</b><br>Minimal information provided                               |  | <b>3-4</b><br>Contact information provided but requires user to leave website                                    |   | <b>5</b><br>Contact information provided and integrated into website   |   |  |
| <b>Sponsors/Thank You Section</b><br>0-10 points                                 | <b>0</b><br>None provided   | <b>1-2-3</b><br>Limited information and no links provided                |  | <b>4-5</b><br>1-3 partners are recognized and website links are included   |   | <b>6-7</b><br>4-5 partners are recognized and website links are included   |   | <b>8-9-10</b><br>4-5 partners are recognized, partnership is explained, and website links are included |
| <b>Activities Information and Calendar</b><br>0-5 points                         | <b>0</b><br>None provided   | <b>1-2</b><br>Limited information provided, but no calendar is available |  | <b>3</b><br>Limited information provided but calendar is not updated   |   | <b>4</b><br>General information about chapter activities and chapter calendar is up-to-date                        |   | <b>5</b><br>Comprehensive information about chapter activities and chapter calendar is up-to-date      |



## FCCLA Chapter Website Rubric (continued)

|  |   |  |   |   |   | Points   |  |
|--|---|--|---|---|---|--|--|
| <b>Program of Work</b><br>0-10 points  | <b>0</b><br>None provided   | <b>1-2-3</b><br>Minimal information or activities included in program of work  | <b>4-5</b><br>Limited participation in local, state, and national programs, limited areas included in program of work | <b>6-7</b><br>Good participation in local, state, and national programs in program of work  | <b>8-9-10</b><br>Excellent participation in local, state, and national programs is included in a comprehensive program of work      |  |  |
| <b>WEBSITE CONTENT – DESIGN AND NAVIGATION</b>   |   |  |   |   |   |  |  |
| <b>Browser Compatibility</b><br>0-5 points   | <b>0-1</b><br>Website includes components that are not functional without additional plugins. Is not functional on mobile devices | <b>2</b><br>Website includes components that are only functional on 1 browser, and is not functional for mobile device viewing | <b>3</b><br>Website is functional for 1 or more browsers but is not functional for mobile device viewing              | <b>4</b><br>Website is fully functional in at least 2 browsers and is functional for mobile device viewing                            | <b>5</b><br>Website is fully functional in at least 3 different browsers and is functional for mobile device viewing                |  |  |
| <b>Appearance</b><br>0-5 points  | <b>0-1</b><br>Design choices negatively impact appearance. Many errors in word/text detract from the project                      | <b>2</b><br>Design choices do not fully support the project. Noticeable errors begin to detract from the project               | <b>3</b><br>Design is inconsistently applied or not appropriate for audience. Some errors in spelling or grammar      | <b>4</b><br>Design is mostly professional, legible, and appropriate for audience. Minimal errors in word choices, spelling or grammar | <b>5</b><br>Neat, professional, legible, and appropriate in appearance for audience. No errors in word choices, spelling or grammar |  |  |
| <b>Navigation</b><br>0-5 points  | <b>0</b><br>Very difficult to navigate site or find information. Does not return viewer to home page easily                       | <b>1-2</b><br>Some hyperlinks broken, some information not easily located  | <b>3-4</b><br>Hyperlinks work. Information mostly easy to locate  | <b>5</b><br>All hyperlinks work and viewer can easily locate information and navigate site  |   |  |  |
| <b>Licensing</b><br>0 or 5 points  | <b>0</b><br>The website was not licensed by the participant   |  |   | <b>5</b><br>A Creative Commons license or copyright statement is included on the website  |   |  |  |
| <b>ORAL PRESENTATION</b>   |   |  |   |   |   |  |  |
| <b>Organization/Delivery</b><br>0 – 10 points  | <b>0</b><br>Presentation is not done or speaks briefly and does not cover components of the project                               | <b>1-2</b><br>Presentation covers some topic elements  | <b>3-4</b><br>Presentation covers all topic elements but with minimal information                                     | <b>5-6</b><br>Presentation gives complete information but does not explain the project well   | <b>7-8</b><br>Presentation covers information completely but does not flow well   | <b>9-10</b><br>Presentation covers all relevant information with a seamless and logical delivery |  |
| <b>Knowledge of Subject Matter</b><br>0-5 points   | <b>0</b><br>Little or no evidence of knowledge  | <b>1</b><br>Minimal evidence of knowledge  | <b>2</b><br>Some evidence of knowledge  | <b>3</b><br>Knowledge of subject matter is evident but not effectively used in presentation   | <b>4</b><br>Knowledge of subject matter is evident and shared at times in the presentation  | <b>5</b><br>Knowledge of subject matter is evident and incorporated throughout the presentation  |  |
| <b>Relationship of Family and Consumer Sciences Coursework and Standards</b><br>0-5 points | <b>0</b><br>No evidence of relationship between career and FACS   | <b>1</b><br>Minimal evidence of career knowledge and FACS coursework relationship  | <b>2</b><br>Some knowledge of relationship of career and FACS coursework  | <b>3</b><br>Knowledge of career and FACS coursework but not shared  | <b>4</b><br>Knowledge of career and relationship to FACS is evident and shared  | <b>5</b><br>Knowledge of career and FACS relationship is evident and explained well              |  |
| <b>Voice – pitch, tempo, volume</b><br>0-3 points  | <b>0</b><br>Voice qualities not used effectively  | <b>1</b><br>Voice quality is adequate  | <b>2</b><br>Voice quality is good, but could improve  | <b>3</b><br>Voice quality is outstanding and pleasing   |   |  |  |
| <b>Body Language/ Clothing Choice</b><br>0-3 points  | <b>0</b><br>Uses inappropriate gestures, posture or mannerisms, avoids eye contact/inappropriate clothing                         | <b>1</b><br>Gestures, posture, mannerisms and eye contact is inconsistent/ clothing is appropriate                             | <b>2</b><br>Gestures, posture, mannerisms, eye contact, and clothing are appropriate                                  | <b>3</b><br>Gestures, posture, mannerisms, eye contact, and clothing enhance presentation   |   |  |  |
| <b>Grammar/Word Usage/ Pronunciation</b><br>0-3 points                                     | <b>0</b><br>Extensive (more than 5) grammatical and pronunciation errors  | <b>1</b><br>Some (3-5) grammatical and pronunciation errors  | <b>2</b><br>Few (1-2) grammatical and pronunciation errors  |   | <b>3</b><br>Presentation has no grammatical or pronunciation errors   |  |  |
| <b>Responses to Evaluators' Questions</b><br>0-5 points                                    | <b>0</b><br>Did not answer evaluators' questions  | <b>1</b><br>Unable to answer some questions  | <b>2</b><br>Responded to all questions but without ease or accuracy   | <b>3</b><br>Responded adequately to all questions   | <b>4</b><br>Gave appropriate responses to evaluators' questions   | <b>5</b><br>Responses to questions were appropriate and given without hesitation                 |  |

**Evaluator's Comments:**

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

**LEVEL II TOTAL**

Evaluator Initial \_\_\_\_\_

(134 points possible)

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