New Mexico FCCLA

District/Region and State Competitive Events Manual

2023-2024

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Introduction to STAR Events

Students <u>T</u>aking <u>A</u>ction with <u>R</u>ecognition (STAR) Events are competitive events for Family, Career and Community Leaders of America New Mexico members designed to recognize individuals and chapters for their proficiency and achievement in chapter and individual projects, leadership skills, and occupational preparation.

FCCLA STAR Events offer individual skill development and application of learning through the following activities:
- Cooperative: Teams work to accomplish specific goals
- Individualized: An individual member works alone to accomplish specific goals
- Competitive: Individual or team performance is measured by an established set of criteria

STAR Events promote the FCCLA Mission to focus on the multiple roles of family member, wage earner, and community leader. Each event is designed to help members develop specific lifetime skills in character development, creative and critical thinking, interpersonal communication, practical knowledge, and career preparation.

STAR Events encourage active student participation and recognize the accomplishments of youth. The belief that everyone can be successful is the foundation of these events. Cooperation and competition are stressed in positive, constructive ways. Respect and interaction between youth and adults are fostered by establishing teams of adult and youth evaluators and event managers.

<u>New Mexico State Events</u>
New Mexico State Events enable members to demonstrate proficiency and achievement at the District and State levels only. These events provide opportunities for members to demonstrate college and career-ready skills in Family and Consumer Sciences and related occupations.

- **Culinary Knife Skills** – an individual event that showcases the best of participants' knife skills. Participants will produce six uniform pieces for each knife cut meeting industry standards and demonstrating proper safety and sanitation procedures.

- **Fashion Sketch –** an individual event that recognizes members for their ability to design and sketch a croquis based upon a provided design scenario.

- **Interior Design Sketch –** an individual event that recognizes members for their ability to problem solve, design, and sketch an interior design space using the provided interior design scenario.

- **Pastry Arts –** an individual event that recognizes the individual for preparing a pastry art display using icing and frosting representing the scenario for the current year. Students will demonstrate decision-making skills and the ability to work independently, set up and maintain an individual work area utilizing time, energy-saving techniques enforce policies of personal hygiene, and maintain acceptable standards of personal grooming. Individuals will exhibit entrepreneurial skills by designing an order form, a work plan, and a cost analysis.

- **State Creed Presentation –** an individual event that recognizes first-year members for their ability to recite and interpret the FCCLA Creed within the context of their personal philosophy. This event provides an opportunity for members to gain self-confidence in public speaking while learning the values and philosophy expressed by the organization in which they hold membership.

- **Thematic Promotion (Traditional and Digital) –** an individual or team event recognizes participant(s) for designing and creating banners related to the State Leadership Conference theme. The participants will prepare an artistic banner related to the theme of the State Leadership Conference using the fundamental elements of visual design: Shape, Color, Space, Form, Line, Value, and Texture.

- **Toys That Teach –** an individual event that recognizes members for their ability to design, build, and demonstrate an original homemade toy which provides learning and play for either an individual child or a small group of children. The toy is to be constructed of common, everyday household items, meet safety guidelines, and be easy to carry and use.

National Events

These events are divided into four categories as listed below. These events enable members to demonstrate proficiency and achievement at the District, State, and National levels.

Foundational Events			
Events that build basic leadership and life skills for members who want to get involved and improve upon themselves.			
Career Investigation	Entrepreneurship	Focus on Children	Interpersonal Communications
Job Interview	Leadership	Nutrition and Wellness	Parliamentary Procedure
Professional Presentation	Repurpose and Redesign	Sustainability Challenge	
Leadership Events			
Events that provide opportunities for leaders to gain recognition for their work in chapters. Event content is designed to be a chapter project led by the team that takes it to competition.			
Chapter in Review Display	Chapter in Review Portfolio	Chapter Service Project Display	Chapter Service Project Portfolio
National Programs in Action	Promote and Publicize FCCLA	Public Policy Advocate	
Career Focused Events			
Events for members exploring a specific career area. Most events are for Level 2 and Level 3 participants who have spent time building career-specific skills and knowledge, but a few events are open to Level 1 participants who want to explore a specific career path.			
Baking and Pastry	Culinary Arts	Early Childhood Education	Event Management
Fashion Construction	Fashion Design	Food Innovations	Hospitality, Tourism, and Recreation
Interior Design	Say Yes to FCS Education	Sports Nutrition	Teach or Train
Teaching Strategies (2024-2025)			
Online Events			
Events that have a focus on the integration of Family and Consumer Sciences content through digital delivery. Preliminary Round participants submit projects for online evaluation. The top 15 highest-scoring entries in each level are invited to present their digital project and an oral presentation at the National Leadership Conference.			
FCCLA Chapter Website		Digital Stories for Change	
Instructional Video Design		Red Talks on Education	

Left column

Event	Entries per State	Individual Event	or	Team Event
Baking and Pastry				
Level 3 & 4	3	☐		
Career Investigation				
Level 1	2	☐		
Level 2	2	☐		
Level 3 & 4	2	☐		
Chapter in Review Display				
Level 1	2	☐	or	☐
Level 2	2	☐	or	☐
Level 3 & 4	2	☐	or	☐
Chapter In Review Portfolio				
Level 1	2	☐	or	☐
Level 2	2	☐	or	☐
Level 3 & 4	2	☐	or	☐
Chapter Service Project Display				
Level 1	2	☐	or	☐
Level 2	2	☐	or	☐
Level 3 & 4	2	☐	or	☐
Chapter Service Project Portfolio				
Level 1	2	☐		☐
Level 2	2	☐		☐
Level 3 & 4	2	☐		☐
Culinary Arts				
Level 3 & 4	3	☐		
Early Childhood Education				
Level 2	2	☐		
Level 3 & 4	3	☐		
Entrepreneurship				
Level 1	2	☐	or	☐
Level 2	2	☐	or	☐
Level 3 & 4	2	☐	or	☐
Event Management				
Level 1	2	☐	or	☐
Level 2	2	☐	or	☐
Level 3 & 4	2	☐	or	☐
Repurpose and Redesign				
Level 1	2	☐	or	☐
Level 2	2	☐	or	☐
Level 3 & 4	2	☐	or	☐
Say Yes to FCS Education				
Level 1	2	☐		
Level 2	2	☐		
Level 3 & 4	2	☐		
Sports Nutrition				
Level 1	2	☐	or	☐
Level 2	2	☐	or	☐
Level 3 & 4	2	☐	or	☐

Right column

Event	Entries per State	Individual Event	or	Team Event
Fashion Construction				
Level 1	2	☐	or	☐
Level 2	2	☐	or	☐
Level 3 & 4	2	☐	or	☐
Fashion Design				
Level 2	2	☐	or	☐
Level 3 & 4	2	☐	or	☐
Focus on Children				
Level 1	2	☐	or	☐
Level 2	2	☐	or	☐
Level 3 & 4	2	☐	or	☐
Food Innovations				
Level 1	2	☐	or	☐
Level 2	2	☐	or	☐
Level 3 & 4	2	☐	or	☐
Hospitality, Tourism, and Recreation				
Level 1	2	☐	or	☐
Level 2	2	☐	or	☐
Level 3 & 4	2	☐	or	☐
Interior Design				
Level 1	2	☐	or	☐
Level 2	2	☐	or	☐
Level 3 & 4	2	☐	or	☐
Interpersonal Communications				
Level 1	2	☐	or	☐
Level 2	2	☐	or	☐
Level 3 & 4	2	☐	or	☐
Job Interview				
Level 1	2	☐		
Level 2	2	☐		
Level 3 & 4	2	☐		
Leadership				
Level 1	2	☐		
Level 2	2	☐		
Level 3 & 4	2	☐		
National Programs in Action				
Level 1	2	☐	or	☐
Level 2	2	☐	or	☐
Level 3 & 4	2	☐	or	☐
Nutrition and Wellness				
Level 1	2	☐	or	☐
Level 2	2	☐	or	☐
Level 3 & 4	2	☐	or	☐
Parliamentary Procedure				
Level 1	2			☐
Level 2	2			☐
Level 3 & 4	2			☐
Professional Presentation				
Level 1	2	☐	or	☐
Level 2	2	☐	or	☐
Level 3 & 4	2	☐	or	☐

Sustainability Challenge					Promote and Publicize FCCLA				
Level 1	2	☐	or	☐	Level 1	2	☐	or	☐
Level 2	2	☐	or	☐	Level 2	2	☐	or	☐
Level 3 & 4	2	☐	or	☐	Level 3 & 4	2	☐	or	☐
Teaching Strategies					**Public Policy Advocate**				
					Level 1	2	☐	or	☐
Level 2	2	☐	or	☐	Level 2	2	☐	or	☐
Level 3 & 4	2	☐	or	☐	Level 3 & 4	2	☐	or	☐
Teach or Train									
Level 1	2	☐	or	☐					
Level 2	2	☐	or	☐					
Level 3 & 4	2	☐	or	☐					

Major Changes in the 2023-2024 Competitive Event Guidelines

The following is a listing of the major changes in the 2023-2024 Competitive Events Guides. It is in no way inclusive, and participants and advisers should continue to read the event rules carefully to ensure eligibility and successful event completion and presentation.

Special Note: This year, the guidelines underwent a comprehensive audit conducted by CEAT and the National FCCLA Staff in order to align the specifications with the rubrics. Nearly all the wording in the rubrics and specifications has been revised for improved grammar, clarification, and other enhancements.

The following events have been updated to reflect changes per level (scaffolding) as submitted by state associations. These events have multiple revisions in addition to updated rubrics. Please be sure that members understand their level of competition (1, 2, 3 or 4). They are:
  o   Early Childhood Education (Levels 2 – 4)
  o   Fashion Construction (Levels 1 – 4)
  o   Fashion Design (Levels 2 – 4)
  o   Focus on Children (Levels 1 – 4)
  o   Hospitality, Tourism and Recreation (Levels 1 – 4)
  o   Interior Design (Levels 1 – 4)
  o   Job Interview (Levels 1 – 4)
  o   Leadership (Levels 1 – 4)
  o   Say Yes to FCS Education (Levels 1 – 4)

New STAR Events

Red Talks on Education (Online STAR Event) - An individual event recognizing participant(s) who prepare and deliver a TED Talk–style presentation on an education-related–topic based on the annual scenario.

Teaching Strategies - An individual event recognizing participant(s) who exhibit knowledge, expertise and competency in incorporating research–based teaching strategies into an original Lesson Plan Activity for any grade level and content area. Participant(s) must prepare a portfolio and a resource container to justify their teaching strategy selections through an in–person role–play where the participant acts as the teacher and the evaluator acts as the student. **This event is piloting this year in a select few states (Arizona, Georgia, Indiana, Michigan, Oklahoma) and will be open to all states in 2024-2025.**

General Changes

New Look – The guidelines have been re-formatted to a 7-column system. We hope this change makes the guidelines more readable and approachable to both members and advisers.

Dress Code –
- In order to promote equity and professionalism, the use of costumes is no longer permitted on the National level. Only the FCCLA official dress or chef attire (when applicable) is permitted.
- Dress code has now been added to the Point Summary Form. Points were previously given in the rubrics with body language.

Dates and Deadlines – A central place on the website for all the Competitive Events Dates and Deadlines has been added. The link for this webpage has been added to all events for easy access.

Course Requirements – Removed that specific courses are required to be taken in order to be eligible for a specific event. You will still need to check with your State Adviser to see if there are state-specific policies.

Project Identification Page –
- Language was added that states "Page can be up to one 8 ½" x 11" page or 1 slide but cannot be larger."
- Participants' level is now required to be included.
- Removal of the requirement that the project identification page had to be on plain paper or slide, with no graphics or decorations has been removed.

Point Summary Form – The following point adjustments have been made.
- Registration Packet – 1 point (previously 3 points)
- Event Online Orientation – 1 point (previously 2 points)

Event Specific Changes

Baking and Pastry & Culinary Arts –
- FCCLA is excited to introduce Chef Jason Avelson, CCC, CCE, CCA, as the new Culinary Consultant. He comes with a wealth of knowledge, experience, and a passion for helping students grow and learn. In his role, Chef Avelson will spearhead the creation of recipes, compile equipment lists, provide training to skilled evaluators, and address any questions from chapter members and advisers. Any questions regarding Baking and Pastry or Culinary Arts can be directed to culinary@fcclainc.org.
- Removal of the time management plan. Participants are still able to use one, but one is no longer required or will be scored.
- Points for cleaning up have been added to the rubrics. Additional time to cleanup has also been made.

Culinary Math Management –
- Due to low participation numbers, Culinary Math Management will not be offered during the 2023-2024 school year. CEAT is working on new ideas to provide members opportunities to showcase their culinary math skills.

Event Management – Time frame has been added as a component on the rubrics.

Fashion Construction –
- o A skill selection chart has been added.
- o Skills Area Rubric Changes
- o Removed: Sheer Lace or Fabric Overlay, Napped Fabric or One-Way Print, Knit Fabrics.
- o Added: Elastic/drawstring casing, Matching plaids or striped fabrics, embroidery hand/machine.

Fashion Design –
- o Removed the requirement that is needs to be a flat pattern.
- o Added 5 minutes to the oral presentation.
- o Rubric Additions/Removal
- o Added: Pattern Instructions and Collection Sample Photo
- o Removed: Target Retailer and Pricing

Hospitality and Tourism – Clarification to include both Airbnb and food trucks as options.

Interior Design –
- o Standardized the Planning Guide - It is no longer required to use, purchase or meet NBKA Kitchen and Bathroom Planning Guidelines
- o Furniture arrangement is now labeled space planning.

Repurpose and Redesign – Added the option for welding.

Sports Nutrition – Clarified the participant cannot be a student athlete. Previously said, "should not".

New Mexico FCCLA Competitive Event Guidelines

The following guidelines will govern the New Mexico district and state levels of competitive events.

<u>General Rules for All Levels of Competition</u> - *also review p. 8 (General Rules) & p. 10-11(FAQ) of the National STAR Event Guidelines*

1. Participants must meet the STAR event specifications and rules set forth in each event, according to the national and state Competitive Guidebooks. Specific event situations and scenarios can be found in the National FCCLA portal under the Resources section.

2. Refer to the glossary on page 501 in the National STAR Events Guidebook for definitions of terms.

3. All competitive event projects must be developed and completed during a one-year span beginning July 1 and ending June 30 of the current school year preceding the district/regional, state, or national leadership conference.

4. All competitive event projects must be planned and prepared by the participant(s) only. Supporting resources are acceptable as long as participants are coordinating their use and resources are cited appropriately verbally and/or in print during the presentation to avoid false credit for unoriginal or non-participant work. Participants are encouraged to use original materials, items licensed for reuse, or items in which copyright permission has been granted.

5. No projects can be entered in more than one level of a single event, or in more than one event. However, projects entered in any event may be included in the Chapter in Review events.

6. All national events are closed to spectators. Some state events allow spectators during the event and if there is enough time, state projects can be displayed for spectators after the competition. Only evaluators, timekeepers, lead consultants, evaluator coordinators, and FCCLA staff are allowed in the event rooms for the closed events.

7. In events with the choice between a hard copy portfolio and electronic portfolio, participants will be asked at competition time if they are submitting a hard copy portfolio or electronic portfolio. Once the type of portfolio is selected, participants may not switch to the other type of portfolio. Participants should not bring both types of portfolios to be used in the evaluation process.

8. Videotaping and/or audio recording of competitive events will not be allowed unless prior approval has been received from FCCLA staff.

9. Photographs cannot be taken by participants and/or advisors in any event with the exception of Baking and Pastry and Culinary Arts. Each contestant in Baking and Pastry and Culinary Arts may take only one photograph of their own final product after competition. Professional photographers contracted by the state FCCLA office may take photographs. Violation will result in disqualification.

10. Participants are responsible for their own personal property/event materials and may not have others assist them with event setup, including moving items into the competition area. Any items left behind are not the responsibility of FCCLA and may be discarded.

11. Screens and access to an electrical outlet WILL NOT be provided. Participants are encouraged to bring fully charged devices such as laptops, tablets, etc., to use for presentations, as allowed per event guidelines. Participants in events which allow electronic portfolios are responsible for providing their own electronic device (i.e., laptop, etc.) in order to present their electronic portfolio to the evaluators. Individual screens and extension cords will not be allowed.

12. All materials on displays must be placed on a clearly defined presentation surface. Displays with a clearly defined front presentation surface (such as tri-fold boards) may not have items on the back of the board, as consultants/evaluators would not be expected to look behind a display for project components. Displays with multiple presentation sides may have materials on all clearly defined presentation surfaces. All materials must be easily viewed, accessible, and legible. If using a book/flipchart, make sure the event rules allow.

13. There will not be online orientations on the district/region or state level as the national rules reflect. The one point designated for this on the point summary forms will be given to all participants who attend the participant orientation/check-in.

14. The one point designated for "Confirm STAR Competition(s)" on the national point summary forms will be given to entries as long as they complete the mandatory check-in on time.

15. If a participant fails to adhere to event guidelines or event definition, or prepares an item not based on the current event scenario, then the sample/display/project is ineligible for evaluation. The participants will still be able to compete with an oral presentation if they choose to do so and will only be scored on the oral presentation.

16. **DISCLAIMER FOR COMPETITION:** Each participant is responsible for having read all of the state and national guidelines. New Mexico FCCLA is not responsible for an entry that is late, lost, misdirected, or not received. Only entries that are submitted to the registration site will be eligible for scoring and ranking. All technical issues should be directed to state staff as soon as possible for resolution. It is the participant's responsibility to read all information provided to them for the competition. **Only project materials that are available on-site at the competition are eligible for review. Any project materials lost or not in hand by the participants at the time of the competition will not be considered for evaluation.**

New Mexico FCCLA Competitive Event Policies

Affiliation Requirements and Deadlines
1. A student is not considered an affiliated FCCLA member at any level (local, state & national) until all membership dues are received and posted at national headquarters. Only paid/affiliated members are eligible to compete in any level of competitive events and only paid/affiliated members will be allowed to register for competitive events. The national FCCLA affiliation portal will be the source to verify membership.

2. The initial affiliation deadline is **November 1.** Chapters need to be affiliated and payment must be posted in the National portal by the District/Region registration deadline. Advisors will receive an e-mail invoice once the names have been submitted. If payment is made with a credit card, it will be automatically posted. If payment is made by check, it must be received and posted by the district/region conference registration deadline. It is the responsibility of the local chapter advisor to verify that payment has been posted by the national headquarters. If payment has not been posted, the local advisor should contact the national headquarters office.

3. Additional members not affiliated by November 1 who want to participate in competitive events must be affiliated online at **any time** throughout the school year and are eligible to substitute in a competitive event.

4. It is the responsibility of all FCCLA members and advisors to review the district/region, state and national FCCLA dates and deadlines found on both the state FCCLA website and national FCCLA website .

Additional Eligibility Requirements
1. Students must have approval from their local chapter, advisor, school administrators, and parent/guardian in order to participate. An authorization form is available for local chapter use (see resources and forms section).

2. An individual member may participate in only **one** National event and **one** State event in any given year Competitive events are available for participation in two types of activities: Individual events evaluate one member's performance. Team events evaluate several participants' or a chapter's performance as one entry. Each affiliated chapter must determine if it will be represented by teams or individuals. Team events may have one to three participants from the **same** chapter except for the Parliamentary Procedure event, which must have four to eight participants from the **same** chapter.

3. An individual that competes and/or qualifies to compete at the national level will <u>NOT</u> be eligible to enter the same level of the event the following year.

4. Prior to participation, all event participants and advisors must be registered for the district/region, state, and/or national leadership conference in which they are participating. The conference registration fees per person at district/region, state, and national must be paid in addition to the competitive event entry fees.

5. All event participants must compete at the district level in order to qualify to compete at the state level. No affiliated member will compete at the state level and qualify for national without competing at the district level.

Competitive Event Registration, Payment and Deadlines
1. Once chapter members are affiliated, competitive event entries must be registered through the New Mexico FCCLA online conference and competitive event registration system (DLG). Find the link to the system on the New Mexico FCCLA website. This system is tied to the national affiliation portal and chapter advisors will use the same chapter ID and password to log in to both systems.

2. Each affiliated chapter may submit competitive event entry(s) for the district/region level competition. Individuals may choose which event they wish to enter. Competitive event entries are tied to chapter member names.

3. There is an entry fee for district competition and an additional entry fee for those advancing to state competition. National STAR Event competition also has an entry fee. **THERE WILL NOT BE ANY REFUNDS FOR ENTRY FEES AT ANY LEVEL.**

Event Levels, Substitutions, and Team Composition
1. Entry into a particular level is determined by the participant's grade during the school year of the district/region, state, and national leadership conference. Participants must compete in the level as indicated by their grade in the affiliation portal and must reflect the actual grade level for the current school year. Students must compete with the chapter where their membership is held. New Mexico FCCLA offers Postsecondary (Level 4) competition on the district/region, state, and national levels in both state and national events.

2. A team composed of members of mixed grade levels (through grade 12) must enter at the level of the <u>highest</u> participant member's grade level. Keep in mind that when entering a mixed team, a risk is being taken. If you need to substitute at any point, the team must remain eligible for the level the team is entered in.

3. Team events with only Level 2 (grades 9 – 10) or Level 3 (grades 11 – 12) may not include members through grade 8.

4. Team events with only Level 3 (grades 11 – 12) may not include members through grade 10.

5. A change in the team composition could affect eligibility for state and national competitions. *(Ex: A Focus on Children team of three students, two freshmen and one senior, compete at district in Level 3 and advance to state competition. If the senior drops from the competition and no senior alternates are available, the team would not be eligible to advance to state competition. According to*

national rules regarding STAR Events, the freshmen may NOT compete as a Level 3 team. Each state is allowed two entries per event level and since New Mexico would have already submitted a Level 2 team for that year, the freshmen would not be allowed to compete at national. The team would be disqualified, and the third place Level 3 team would then advance to national competition.)

6. **Substitutions:** Competitive event participant substitutions can be made by requesting the substitution in the registration system. Substitutions can be made prior to the state/national conference. Substitutes must be affiliated members prior to substitution. Please see the substitution instructions in the resources section.

7. Substitutions may be made between district/region and state competitions in the team events. However, at least one original participant who entered and presented at district/region competition must remain on the team. Individual entries may not have substitutes between the district/region and state competition. Teams may not increase in size after the district/region competition. There are no substitutions allowed between state and national competition.

Accommodations For Disabilities

1. FCCLA members with disabilities as properly identified by a valued team of professionals (such as an IEP team, Section 504 coordinator, certified psychologist, or physician) will be reasonably accommodated in district/region, state and national events. Participants who require accommodation in their event should indicate a special needs request during the conference registration, or 30 days prior to the event. A staff member may contact the adviser to determine the best process for the participant.

General Presentation and Format Rules

1. When using resources such as audio visuals or graphics, participants need to work to coordinate their use and ensure that resources are cited appropriately verbally and/or in print during the presentation to avoid false credit for unoriginal or non-participant work. Participants are encouraged to use original materials, items licensed for reuse, or items in which copyright permission has been granted.

   Several STAR Events require participants to use MLA or APA citation style to cite all references. There are many resources available to assist with this including the FCCLA Quick Reference Citation Chart found at http://fcclainc.org/programs/resources.php.

   As a reminder to advisors and participants, just because something is cited, does not mean that you have permission to use it. Be diligent in protecting copyrighted work. If you have questions about what is okay to use, whether it is an image, song, document, or video clip, please visit the Fair Use Checklist through Columbia University for guidance at http://copyright.columbia.edu/copyright/fair-use/fair-use-checklist/

2. Avoid using materials that may be dangerous to others or that may damage property (i.e. glass, acids, glitter, etc.) Any cost related to clean-up assessed by the facility will be passed on to the responsible chapter.

3. Participants are to maintain an appropriate appearance and attitude during all STAR Event activities.

4. Participants should be on time to avoid losing points.

5. Pages are to be single sided only and should be legible and in a size that is easy to read.

6. Participants may present in front, behind, or beside the designated table or space.

7. Any materials including technology or easels necessary to present must be provided by the participants.

Policies for Conduct and Appearance

Student dress should contribute to the positive, professional image of FCCLA. Competitive Events participants must adhere to the published conference dress code for all sessions, including the district/regional and state STAR Events Recognition Session. For participation in a

1. Some scholarships are awarded to top participants in certain events and certain levels.

2. Entries progressing to state and national competitions may be altered to improve the presentation between the district/regional and state conferences and between the state and national conferences.

3. If a cancellation occurs with an entry that placed in the top 3 at district/region competition, the entry with the next highest score will be offered the chance to compete at state.

4. If an entry that placed first or second at a state competition cannot attend the national leadership conference, the third-place entry will be invited to compete. If the third-place entry cannot attend, invitations will be extended to the next highest-scored entry.

Conduct
- Members shall conduct themselves in a manner which will reflect credit to themselves, their families, their schools, and Family, Career and Community Leaders of America. This includes respecting the rights and comfort of others in regard to manners, noise, language, and general conduct.
- No alcoholic beverages or nonprescription drugs in any form shall be in the possession of, or consumed by, members at any time while representing Family, Career and Community Leaders of America.
- Participants and their chapter members will be responsible for damages they incur.
- Advisors shall be informed by the local chapter members of their activities and whereabouts at all times.
- Instances of misconduct will be reported to parents and/or guardians and proper school authorities.
- Participants will be disqualified if any of the above guidelines are not followed.

Management of District/Region and State Competitions

The details of implementing and exact procedures for the district/region and state competitions can be found in the New Mexico FCCLA Competitive Events Management Manual.

Personnel
Many individuals are needed to assist in the management of the State STAR Event Competition. Both student members and adults play an important role in the success of the competition by serving in the following areas:

Competitive Events Coordinator: An adult selected by the State CTLP Director or State FCCLA Advisor to help assist, supervise, coordinate the events, as well as enter and verify the scores for the state competitive events.

Competitive Events Review Board: A group of three to five people, consisting of the Board Chair, the State FCCLA Advisor and/or State CTLP Director and the Competitive Events Coordinator, who make decisions regarding any conflicts or controversy within the competitive events state competition.

CTLP Staff: Employees hired by the Career and Technical Leadership Project (CTLP) to manage the responsibilities of Career and Technical Student Organizations (CTSOs) under the direction of the New Mexico Public Education Department (PED).

Evaluators: Evaluation teams composed of adults that are NOT current FCCLA advisors, who are responsible for evaluating and assigning ratings to entrant(s). Advisors are asked to contribute names of individuals who can assist in this area.

FCCLA Board Chair: The person elected to serve as the leader of the New Mexico FCCLA Board of Directors.

Headquarters Manager: A person to supervise the materials turned in before, during and after the state competitive events and works closely with the Competitive Events Coordinator.

Lead Consultants: An adult, preferably a FCCLA Advisor, selected to carry out an individual event, providing necessary orientation, materials, and supplies.

Regional Advisor: A chapter advisor contracted by the State FCCLA Advisor and/or State CTLP Director to manage the district/regional competitive events.

State FCCLA Advisor: The FCCLA staff member, appointed by the State CTLP Director, responsible for managing day to day operations of the association and manages the state leadership conference.

Youth Room Consultants: Students or alumni that help time events, serve as runners, or assist with other responsibilities as needed by the Lead/Room Consultants. Chapter Advisers are asked to submit youth volunteers to serve in this capacity.

Event Management Information
1. Points awarded by evaluators, as well as their decision of entrants' placings, are final.

2. In the event of a tie in the top 5 places, all efforts will be made immediately by the evaluators to resolve it. If the tie cannot be broken, the National STAR Events Tie-Breaker Procedures (p.19 in

the National STAR Events Guidelines) will be used.

3. If awards, medals, plaques, or certificates are not picked up at the conference, the items can be shipped to the chapter advisor. Advisors are encouraged to attend sessions and pick up awards at the conference. All awards will be mailed following the State Conference.

4. Although not guaranteed, New Mexico FCCLA will try to accommodate teacher requests for specific competition days/times at the district/regional and state conference if requests are submitted prior to the posting of the time schedules. Requests must be submitted in writing to robin.slutz.com. State Conference schedule requests must be received by the Monday following the last district/region conference. Schedule day/time change requests will NOT be accepted after schedules are posted.

5. Evaluators play a vital role in the success of all participants in competitive events.   Adults with knowledge in each event will be selected as evaluators. Individuals may not evaluate an event where students from their local school or community are competing or if they have any other connection to the team competing. FCS teachers who are active as current FCCLA advisors may not be evaluators.
    Examples of possible evaluators:
    ☐ Parents/guardians of participants, except an event in which their child, child's chapter or school is participating
    ☐ Teachers other than Family and Consumer Sciences teachers, except in an event in which their chapter or school is participating
    ☐ College students/Alumni members, except in an event in which their former school is competing
    ☐ School Administrators, School Board members, and other community leaders, except in an event in which their community school is competing
    ☐ Business professionals

6. Lead Consultants also play a vital role in the success of competitive events. They ensure that each individual event is conducted with integrity according to the rules. Lead Consultants may include current Family and Consumer Science teachers and/or FCCLA advisors, former Family and Consumer Science teachers, responsible adults with a knowledge of FCS and FCCLA, FCCLA alumni, and college students with competitive events experience. Lead Consultants may not supervise an event that their chapter or a chapter that they were associated with are competing.

Advancing in STAR Events & Awards

The New Mexico Association will follow all scoring levels, guidelines, and rubrics provided by National FCCLA with the following exceptions:

1. An average score of 70 points MUST be made from an individual or team in order to advance from state to national competition.

2. National STAR Events: the top 3 entries in each level (meeting the score requirement) will advance from district/region to state. The top 2 entries in each level (meeting the score requirement) will advance from state to national. *Exception: The top 3 entries in Baking and Pastry and Culinary Arts (meeting the score requirement) advance from state to national.

3. New Mexico State Events: the top 3 entries in each level (meeting the score requirement) will advance from district/region to state. These events do not advance to national competitions.

4. All participants will be recognized at the district/region and state conferences. Recognition at the district/region level will be determined by each Regional Advisor. For the state level, all participants will be recognized on stage and will receive a medal according to the scores listed below:
    ☐ 50-69.99 points — Bronze
    ☐ 70-89.99 points — Silver
    ☐ 90-100 points — Gold

5. Some scholarships are awarded to top participants in certain events and certain levels.

6. Entries progressing to state and national competition may be altered to improve the presentation between the district/regional and state conference and between the state and national conferences.

7. If a cancellation occurs with an entry that placed in the top 3 at district/region competition, the entry with the next highest score will be offered the chance to compete at state.

8. If an entry that placed first or second at state competition cannot attend the national leadership conference, the third-place entry will be invited to compete. If the third-place entry cannot attend, invitations will be extended to the next highest scored entry.

Checklist For Advisors

This checklist is designed to give you, the advisor, an organized view of competitive events and to ensure all requirements for the students have been met. Please read all information carefully and completely to ensure you and your student(s) understand all requirements.

- ☐ Distribute information about New Mexico Competitive events to your members and encourage them to access Competitive Events resources on the FCCLA student portal.

- ☐ Be sure members have access to:
  - ☐ Policies, Eligibility, and General Rules for ALL levels of competition
  - ☐ Checklist for Participants (page 13 of National STAR Events Guidelines)
  - ☐ National STAR Events templates found online in both the advisor and student portals
  - ☐ Rules and Rubrics for their event
  - ☐ Glossary (page 501 of National STAR Events Guidelines)

- ☐ Submit chapter member names online in the national affiliation portal by November 1 and check to make sure national headquarters has posted the payment by November 15.

- ☐ Register for the District/Regional Leadership Conference.

- ☐ Submit competition entries through the online registration system.

- ☐ If entering a portfolio event, purchase the official FCCLA notebook/binder from the national FCCLA store, found at www.fcclainc.org. (Allow time for delivery)

- ☐ Prepare display, file folder, or portfolio, if required, as described in event rules. It is suggested that competitors put their portfolio items in the order of items on the rubric.

- ☐ After the student has completed their projects, go over all requirements with them and make sure all guidelines have been met.

- ☐ Check presentation to ensure that it is the appropriate length.

- ☐ Check district/region and state competition schedules to see if there are any conflicts. Request changes if necessary.

- ☐ Take all needed equipment, supplies and materials to the conference. Check adjusted time schedule after the competitive event check-in has ended to verify scheduled participation time. Competition times are subject to change based on no-shows.

- ☐ Make arrangements to pick up any items brought to the events after the competition is completed

Culinary Knife Skills, an individual event, will showcase the best of participants' knife skills. Participants will produce six uniform pieces for each knife cut meeting industry standards and demonstrating proper safety and sanitation procedures.

ELIGIBILITY
1. Participation is open to any state and nationally-affiliated FCCLA chapter member.
2. An event category is determined by the participants' grades in school prior to the State Leadership Conference.
3. Participants must be registered to attend the State Leadership Conference.
4. Each district may submit the three top entries per category level as identified at the district/regional competition.

EVENT LEVELS
■ Level 1: through grade 8   ■ Level 2: grades 9–10   ■ Level 3: grades 11–12   ■ Level 4: Post-Secondary

PROCEDURES & TIME REQUIREMENTS
1. Participants must attend an event orientation where they will:
   ■ be given a brief overview of the event
   ■ Present tools and equipment for an equipment check, including the properly stored (washed, uncut) food items.
2. Participants will bring all necessary tools and equipment for this event, as listed in event specifications. Additional items are not allowed. Participants may not bring reference materials for use in the holding room.
3. Participants will remain in the holding room until their assigned presentation time and following presentation may not return to the holding room.
4. At the designated time, participants will have 5 minutes to set up the workstation, 15 minutes to produce and arrange each of the knife cuts, 5 minutes to clean the work area.
5. Evaluators will score participants as they work and will complete the scoring within the 5-minute clean-up time period.
6. Total event time per rotation is 30 minutes.

GENERAL INFORMATION
1. The participant(s) must bring all necessary food, cutting boards, tools and equipment. No water or electricity will be available. A table, approximately 6' of work space, will be provided on which to set the display in the competition room. Space will be assigned by the lead consultant.
2. Entries will be scored by industry standards and participants must follow proper sanitation procedures.
3. Participants must bring one each of the following vegetables: carrot, potato, onion.
4. Manuals and books will **not** be permitted in the work area during the competition.
5. Spectators are allowed to observe this event, as space allows. Participants may only observe after they have already presented.
6. Presentations may not be recorded or photographed during competition, except by the official FCCLA photographer.
7. Terms in *italics* are defined in the glossary.

CULINARY KNIFE SKILLS
Specifications

SAFETY AND APPEARANCE

Clean and appropriate uniform including *professional* chef attire (chef coat/jacket; industry pants or commercial uniform pants; apron; hair covering or chef hat; closed-toe, low heel, kitchen shoes made with non-slip soles and sealed non-melting uppers (canvas shoes are not appropriate)). Facial jewelry is concealed with bandages. No additional jewelry, with the exception of a watch, is allowed. Facial hair is permitted if appropriate covering is used. Hair is properly restrained with a hairnet if hair extends past the neckline. Minimal makeup, no cologne or nail polish. Acceptable graphics on the uniform include the FCCLA logo, school, chapter, or state name or logo, and individual name. No additional logos are permitted. The participant must wear food grade disposable gloves.

Clothing and Appearance	Wear appropriate clothing and head covering and present a well-groomed appearance.
Safety and Sanitation	Keep work area clean and organized and demonstrate appropriate safety and sanitation procedures according to industry standards. Participants have 5 minutes to set up their work area, and 5 minutes to clean the work area upon completion of the knife cuts.

FOOD PRODUCTION

Participants may bring only the items listed below to the event. No other equipment will be allowed in the competition site. Additional items will be removed from the participants until after they have finished competing. Participants will demonstrate industry standards in use of equipment, tools, and techniques.

Equipment, Tools, and Techniques	Use proper equipment, tools, products, vocabulary, and techniques. No external rulers are allowed. Only the following tools are allowed: Vegetable peeler – paring knife – 8" or 10" French knife – cutting board and mat- parchment paper and pen prepared sanitizer – towels – gloves – ½ sheet pan – small compost/waste bucket or bowl
Food Product	Participants must bring one each of each of the following vegetables: carrot, potato, onion. No substitutions are allowed. All items must be uncut, whole, and unpeeled. No pre-processed items are allowed.
Time Management/Scraps and Wasting of Supplies	Demonstrate careful planning for completing tasks efficiently. All scraps will be presented for evaluation of product waste.

KNIFE SKILLS/FOOD PRESENTATION

The participant will present all food items for evaluation of appearance, temperature and waste at the end of the competition. There will be no extra time allowed to complete preparation or presentation. All work must stop at the time limit. The evaluation will be based on industry standards.

Knife Cuts	A total of six (6) uniform and appropriate pieces are cut from the vegetable provided to demonstrate three (3) of the following list: Julienne; fine julienne; brunoise; fine brunoise; small, medium, large dice; paysanne; batonnet; rondelle; peel and small dice. Event evaluators will determine which three (3) cuts from specific vegetables all participants will demonstrate during the competition. Dimensions are based on the basic classical knife cuts described in the American Culinary Federation (ACF) published guidelines. Knife cuts will be displayed on one (1) 1/2 sheet pan, and all cuts will be identified using the pen and parchment paper.
Overall Product Appearance and Presentation	Prepare knife cuts consistently, with appropriate proportions. Demonstrate a high quality of workmanship.

CULINARY KNIFE SKILLS
Equipment Check-In Form

Name of Participant _____

Chapter_____   State_____   Level _____

Only the following items are allowed in Culinary Knife Skills. Any additional items will not be allowed for competition and must be removed from the participant's supplies. Each student must have their own set of equipment and may not share items during the competition.

Participants bringing all items as required will earn 5 points on the Point Summary Form.

- ❏   Vegetable peeler
- ❏   Paring knife
- ❏   8" or 10" French knife
- ❏   Cutting board and mat
- ❏   Parchment paper and pen
- ❏   Pen
- ❏   Prepared sanitizer
- ❏   Towels
- ❏   Gloves
- ❏   1/2 sheet pan
- ❏   Small compost/waste bucket or bowl
- ❏   One each: carrot, onion, and potato

Lead Consultant/Volunteer Initials _____

CULINARY KNIFE SKILLS
New Mexico – State Event

Name: _____   District: _____

Chapter: _____

Level: (Circle one)   Level 1   Level 2   Level 3   Level 4

DIRECTIONS:
1. Make sure all information at the top is correct. If a student named is not participating, cross their name(s) off. If a participant does not show, please write "No Show" across the top and return with other forms. Do NOT change participant numbers.
2. At the conclusion of the presentation, verify the evaluator scores and fill in the information below. Calculate the final score and ask for evaluators' verification. Place this form in front of the completed rubrics and paper clip all items related to the presentation together. Please do NOT staple.
3. At the end of the competition in the room, double-check all scores, names, and participant information to ensure accuracy. Sort results by participant order and turn in to the Event or Competitive Events Consultant.
4. Please check with the Competitive Events Consultant if there are any questions regarding the evaluation process.

ROOM CONSULTANT CHECK			POINTS
Attend Orientation 0 or 5 points	**0** Did not attend	**5** Provided evidence of attendance	
File Folder and Supplies 0 or 5 points	**0** Did not bring all required supplies per participant	**5** Brought all required supplies per participant	

Evaluator's Scores

Evaluator 1

_____

Evaluator 2

_____

Evaluator 3

_____

Total Average Score

_____

Lead Consultant Total (10 points possible)

Average Evaluator Score (90 points possible)

Final Score (Average Evaluator Score plus Lead 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 _____   Event Lead Consultant _____

Culinary Knife Skills
New Mexico State Rubric

FCCLA NEW MEXICO STATE ASSOCIATION

Name(s) of Participant(s)			
School:			

Level: (Circle One)	Level 1	Level 2	Level 3	Level 4

Safety and Appearance				**Points**
Clothing and Appearance 0-10 points	**0-1-2-3-4** Non-professional appearance, attire and/or grooming	**5-6-7-8** Neat appearance, attire, and grooming, but lacks professionalism	**9-10** Professional appearance, attire and grooming	
Safety and Sanitation 0-10 points	**0-1-2-3-4** Disregard of safety and sanitation practices, creating unsafe situations during preparation	**5-6-7-8** Shows minimal safety and sanitation concerns during preparation	**8-10** Follows all safety and sanitation practices	
Clean Up 0 or 5 points	**0** The work area was not completely cleaned upon completion of the event		**5** The work area was completely cleaned upon completion of event	

Food Production				**Points**
Equipment, Tools, and Techniques 0-10 points	**0-1-2-3-4** Selection and usage of tools/equipment lacks understanding and demonstration of skills	**5-6-7-8** Selection and usage of tools/equipment occasionally lacks appropriate industry techniques	**9-10** Selects and uses all tools and equipment correctly, according to industry standards	
Mise en place, Time Management, Scraps and Waste 0-10 points	**0-1-2-3-4** Did not manage time or utilize mise en place to complete each task, excessive waste	**5-6-7-8** Managed time and mise en place to complete most tasks on time, some waste	**9-10** Utilized time and mise en place to complete each task on time, minimum waste	

Knife Skills/Food Presentation					**Points**
Overall Product Appearance and Presentation Consistent Correct Proportions 0-15 points	**0-1-2-3** Lacks workmanship, some of the display unacceptable proportions	**4-5-6-7** Ordinary quality of workmanship, improvement needed in proportions	**8-9-10-11** Competent workmanship, acceptable proportions	**12-13-14-15** Extremely high-quality workmanship, accurate proportions	

	0-1	2-3-4	5-6-7	8-9-10	
Knife Cut #1 0-10 points	Incorrect cut or not uniform in size or shape	Correct but pieces inconsistent in size and shape	Correct cut, nearly all consistent in size and shape	Correct cut, identical in size and shape	
Knife Cut #2 0-10 points	Incorrect cut or not uniform in size or shape	Correct but pieces inconsistent in size and shape	Correct cut, nearly all consistent in size and shape	Correct cut, identical in size and shape	
Knife Cut #3 0-10 points	Incorrect cut or not uniform in size or shape	Correct but pieces inconsistent in size and shape	Correct cut, nearly all consistent in size and shape	Correct cut, identical in size and shape	

VERIFICATION OF SCORE (please initial)

Evaluator _____   Lead Consultant _____   STAR Coordinator _____

TOTAL

(90 points possible)

.

Evaluators Comments:

Fashion Sketch, an individual event, recognizes members for their ability to design and sketch a croquis based upon a provided design scenario.

ELIGIBILITY
1. Participation is open to any state and nationally-affiliated FCCLA chapter member.
2. An event level is determined by the participants' grades in school prior to the State Leadership Conference.
3. Participants must be registered to attend the State Leadership Conference.
4. Each district may submit the three top entries per category level as determined at the district/regional competition.

EVENT LEVELS
■ Level 1: through grade 8 ■ Level 2: grades 9–10 ■ Level 3: grades 11–12 ■ Level 4: Post-Secondary

PROCEDURES & TIME REQUIREMENTS
1. Participants must attend an event check-in session where they will be given a brief overview of the event.
2. At the designated participation time, the event consultant will give the participant a design scenario. Using the design scenario, participants will have 40 minutes to design, sketch, color croquis, and complete the Elements and Principles of Design worksheet.
3. Participants are required to bring the following supplies: 1 *file folder* (plain, of any color); colored pencils, crayons, and/or markers; erasers; pencil sharpener(s), and ruler(s). No reference materials are allowed. FCCLA will provide one copy of the Elements and Principles of Design worksheet, one croquis, and *plain paper* per participant. Participants may draw their own croquis if they choose. Croquis of various sexes, ages, and body sizes will be provided.
4. At the designated time, participants will deliver an oral presentation of up to 5 minutes in length, using the completed croquis and completed Elements and Principles of Design worksheet. A 1-minute warning will be given at 4 minutes. Participants will be asked to stop at 5 minutes. Following the oral presentation, the participant will provide the completed croquis and worksheet to evaluators in the *file folder*.
5. Evaluators have up to 5 minutes to ask questions, score, and write comments for each entry. The decision of the evaluators is final.
6. Contents of the *file folder* will be returned to the participant.
7. The total time required for participation in this event is approximately 50 minutes including design, sketching, croquis, completion of Elements and Principles of Design worksheet, oral presentation, and evaluator scoring.

GENERAL INFORMATION
1. A table will be provided. No electricity will be provided. Wall space will **not** be available.
2. Spectators are not allowed.
3. Participants are not allowed to discuss the event with other participants. Doing so will result in disqualification.
4. Presentations may not be recorded or photographed during competition, except by the official FCCLA photographer.
5. If time allows, event will be opened for public viewing following the completion of all the judging. Participants should remain with their project to answer questions from the public, if possible.
6. Participants should follow the approved conference dress code for participation in this event.
7. Terms in *italics* are defined in the glossary.

FASHION SKETCH
Specifications

FASHION SKETCHING
At the designated time, each participant will receive a design scenario. Participants will have 40 minutes to design, sketch, and color one outfit on a croquis. Participants will complete the Principles and Elements of Design worksheet.

Sketching Techniques	Produce a design that is neatly rendered, sketched, colored and includes extra details (zippers, stitching, buttons, seam lines, etc.)
Design Scenario	Make appropriate choices to meet the design scenario.
Elements of Design	Evidence that all four parts of the elements of design are included in the sketch—color, line, texture, and shape.
Principles of Design	Evidence that all five parts of the principles of design are included in the sketch— proportion, balance, rhythm, emphasis, and harmony.
Accessories	Incorporate accessories into the sketch—jewelry, gloves, hats, sunglasses, scarves, handkerchiefs, etc.
Creative and Original Designs	Execute original thought and planned out designs of croquis.
Craftsmanship	Croquis is clean and crisp with no excessive eraser marks. Outline the croquis in black pen or pencil.

ORAL PRESENTATION
The oral presentation may be up to five (5) minutes in length and is delivered to evaluators. Evaluators will ask questions following the presentation.

Organization/Delivery	Deliver oral presentation in an organized, sequential manner; concisely and thoroughly summarize project. This delivery will need to explain the use of elements and principles of design in the sketch.
Content Knowledge	Show evidence of fashion design knowledge and skills. Participants may use the Elements and Principles of Design worksheet, if desired.
Voice	Speak with appropriate force, pitch, and articulation.
Body Language/ Clothing Choice	Use appropriate body language including gestures, posture, and mannerisms. Wear clothing that meets the conference dress code.
Grammar/Word Usage/ Pronunciation	Use proper grammar, word usage, and pronunciation.
Responses to Evaluators' Questions	Provide clear and concise answers to evaluators' questions regarding the project. Questions are asked after the presentation.

Elements and Principles of Design Worksheet

Name of Participant _____

Chapter_____   State_____   Level _____

To be completed by the participant at the designated participation time. Place completed worksheet in a file folder, along with completed croquis, and provide to evaluators following the oral presentation.

Elements of Design

Element	Explain Element and how it has been incorporated in the sketch
Line	
Shape	
Texture	
Color	

Principles of Design

Principle	Explain the Principle and how it has been utilized in the sketch
Proportion	
Balance	
Emphasis	
Rhythm	
Harmony	

FASHION SKETCH
Supplies Check-In Form

Name of Participant _____

Chapter_____   State_____   Level _____

Only the following items are allowed in Fashion Sketch. Any additional items will not be allowed for competition and must be removed from the participant's supplies. Each student must have their own set of equipment and may not share items during the competition.

Participants bringing all items as required will earn 5 points on the Point Summary Form.

    ❏ (1) File folder (plain, of any color)

    ❏ Colored pencils, crayons, and/or markers

    ❏ Erasers

    ❏ Pencil sharpener(s)

    ❏ Ruler(s)

Lead Consultant/Volunteer Initials_____

FASHION SKETCH
New Mexico – State Event

Name: _____   District: _____

Chapter: _____

Level: (Circle one)   Level 1   Level 2   Level 3   Level 4

Directions:

1. Make sure all the information at the 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 group numbers.
2. At the conclusion of the presentation, verify evaluator scores and fill in the information below. Calculate the final score and ask for evaluators' verification. Place this form in front of the completed rubrics and paper clip all items related to the presentation together. Please do NOT staple.
3. At the end of the competition in the room, double-check all scores, names, and team numbers to ensure accuracy. Sort results by team order and turn them into the Competitive Events Coordinator.
4. Please check with the Competitive Events Coordinator if there are any questions regarding the evaluation process.

ROOM CONSULTANT CHECK			POINTS
Attend Orientation 0 or 5 points	**0** Did not attend	**5** Provided evidence of attendance	
File Folder and Supplies 0 or 5 points	**0** Did not bring all required supplies per participant	**5** Brought all required supplies per participant	

Evaluator's Scores

Evaluator 1 _____

Evaluator 2 _____

Evaluator 3 _____

Lead Consultant Total (10 points possible)

Average Evaluator Score (90 points possible)

Final Score (Average Evaluator Score plus Lead Consultant Total)

Total Average Score _____

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_____   Event Lead Consultant _____

Fashion Sketch
New Mexico State Rubric

FCCLA® NEW MEXICO STATE ASSOCIATION

Name(s) of Participant(s)				
School:				
Level: (Circle One)	Level 1	Level 2	Level 3	Level 4

Sketch					Points
Sketching Technique 0-14 points	**0-1-2-3** No attempt has been made to add realistic detail, shading or a variety of line to add texture and interest	**4-5-6-7** An attempt has been made to add realistic detail, shading or a variety of line to add texture and interest	**8-9-10-11** Student is able to add realistic detail, shading or a variety of line to add texture and interest	**12-13-14-15** Drawing techniques are applied in an expressive, thoughtful manner to add realistic detail, shading or a variety of lines to add texture and interest	
Design Scenario 0-4 points	**0** The situation was not taken into consideration when planning the outfit	**1-2** The situation was somewhat considered, but not fully realized in the planning of the outfit	**3** The situation was taken into consideration, but the appropriate design not achieved	**4** When planning this outfit, situation was taken into consideration for optimal and appropriate design	
Elements of Design 0-14 points	**0-1-2-3** Only one element was utilized in the outfit	**4-5-6-7** Only two out of the four elements were visible in the outfit	**8-9-10-11** Only three out of the four elements were visible in the outfit	**12-13-14** It was evident that color, shape, texture, and line all played a role in designing the outfit	
Principles of Design 0-14 points	**0-1-2-3** Only one principle was utilized in the outfit	**4-5-6-7** Only two or three out of the five elements were visible in the outfit	**8-9-10-11** Only four out of the five elements were visible in the outfit	**12-13-14** It was evident that balance, rhythm, proportion, emphasis and harmony all played a role in designing the outfit	
Accessories 0-3 points	**0** No evidence of accessories	**1** One accessory was used.	**2** Accessories were used to complement the outfit, but were not various in assortments	**3** Accessories were creatively used to complement the basic outfit. Various types of accessories were included	
Creative and Original Design 0-3 points	**0** Design shows no evidence of original thought	**1** Design shows little originality	**2** Design demonstrates originality	**3** Design demonstrates a unique level of originality	

	0	1	2	3	
Craftsmanship 0-3 points	Final sketch is not outlined. There are excessive erase marks. Lacks neat and clean presentation	Final figure somewhat outlined. There are some eraser marks on sketch. It is neat and somewhat clean presentation.	Final figure mostly outlined with eraser marks not apparent. There are some small scuffs or other markings on paper. It is a neat and clean presentation.	Final figure outlined with eraser marks not apparent. There are no scuffs or other markings on paper. It is a neat and clean presentation	

Oral Presentation					**Points**
	0-1-2	**3-4-5**	**6-7-8**	**9-10**	
Organization Delivery 0-10 points	Presentation is not completed or does not explain the elements and principles of design	Presentation covers all project elements and principles of design, however with minimal explanation	Presentation gives complete information the elements and principles of design, however it does not flow well	Presentation covers all relevant information with a seamless and logical delivery	
	0	**1-2**	**3-4**	**5**	
Content Knowledge 0-5 points	None shared or information shared was incorrect	Minimal knowledge shared during the presentation	Knowledge of fashion design concepts is evident and shared at times during the presentation	Knowledge of fashion design concepts is evident and incorporated throughout the presentation	
	0	**1-2**	**3-4**	**5**	
Voice – pitch, tempo, volume 0-5 points	No voice qualities are used effectively	Voice quality is adequate	Voice quality is pleasant, though could improve	Voice quality is outstanding and pleasing to listen to	
	0	**1-2**	**3-4**	**5**	
Body Language/ Clothing Choice 0- 5 points	Body language shows nervousness and unease/inappropriate clothing	Body language shows minimal amount of nervousness/ appropriate conference attire	Body language portrays participant at ease/ appropriate conference attire	Body language enhances the presentation/ appropriate conference attire	
	0	**1-2**	**3-4**	**5**	
Grammar/ Word Usage Pronunciation 0-5 points	Extensive (more than 5) grammatical and pronunciation errors	Some (3-5) grammatical and pronunciation errors	Few (1-2) grammatical and pronunciation errors	Presentation has no grammatical or pronunciation errors	

Responses to Evaluators' Questions 0-5 points	**0** Did not answer evaluators' questions	**1-2** Responses to questions did not indicate adequate understanding of skills needed	**3-4** Responses to questions were appropriate and reflect good understanding of skills needed	**5** Responses to questions were appropriate and reflect excellent understanding of skills needed	
VERIFICATION OF SCORE (please initial)				**TOTAL** (90 points possible)	

Evaluator _____   Lead Consultant _____   STAR Coordinator _____

Evaluators Comments:

Interior Design Sketch, an individual event, recognizes members for their ability to problem solve, design, and sketch an interior design space using the provided interior design scenario.

ELIGIBILITY
1. Participation is open to any state and nationally-affiliated FCCLA chapter member.
2. An event category is determined by the participants' grade in school prior to the State Leadership Conference.
3. Participants must be registered to attend the State Leadership Conference.
4. Each district may submit the three top entries per category level as determined at the district/regional competition.

EVENT LEVELS
■ Level 1: through grade 8   ■ Level 2: grades 9–10   ■ Level 3: grades 11–12   ■ Level 4: Post-Secondary

PROCEDURES & TIME REQUIREMENTS
1. Participants must attend an event orientation session where they will be given a brief overview of the event.
2. At the designated participation time, the event consultant will give the participant a design problem. Once instructed, participants have 35 minutes to sketch, for one identified room, a floor plan to scale with furniture arrangements, draw the circulation patterns for the overall plan, and complete the Floor Plan Evaluation Sheet.
3. Participants are required to bring the following supplies: 1 *file folder* (plain, of any color); pencil; blue, green and red colored pencils; erasers; pencil sharpener(s), and architect scale(s). No reference materials are allowed. FCCLA will provide one copy of the Floor Plan Evaluation Sheet, graph paper, furniture symbol chart, and floor plan per participant. Participants may bring their own graph paper if they choose.
4. At the designated time, participants will deliver an oral presentation of up to 5 minutes in length, using the completed sketch and completed Floor Plan Evaluation Sheet. A 1-minute warning will be given at 4 minutes. Participants will be asked to stop at 5 minutes. Following the oral presentation, the participant will provide the completed sketch, floor plan, and worksheet to evaluators in the *file folder*.
5. Evaluators have up to 5 minutes to ask questions, score, and write comments for each entry. The decision of the evaluators is final.
6. Total time required for participation in this event is approximately 45 minutes including sketching and completion of Floor Plan Evaluation Sheet, oral presentation, and evaluator scoring.

GENERAL INFORMATION
1. A table will be provided. No electricity will be provided.
2. Spectators are not allowed.
3. The presentation and project materials submitted must be planned and conducted by the participant only.
4. Participants are not allowed to discuss the event with other participants after competing. Doing so will result in disqualification.
5. If time allows, the event will be opened for public viewing following the completion of all the judging. Participant(s) should remain with their project to answer questions from the public, if possible.
6. Presentations may not be recorded or photographed during competition, except by the official FCCLA photographer.
7. Participants should follow the approved conference dress code for participation in this event.
8. Terms in *italics* are defined in the glossary.

INTERIOR DESIGN SKETCH
Specifications

INTERIOR SKETCHING

At the designated participation time, the event consultant will give the participant a design problem and a residential or commercial floor plan. Once instructed, participants have 35 minutes to sketch, for one identified room, a floor plan to scale with furniture arrangements and complete the Floor Plan Evaluation Sheet.

Floor Plan Drawn to Scale	Produce a floor plan for the identified room correctly drawn to a consistent ¼" =1' scale, with all architectural features indicated appropriately. Add, move, or remove doorways and windows, if desired. The dimensions of the room or its location in the provided floor plan cannot be changed.
Furniture Arrangements	Roughly sketch in furniture arrangements, to scale, for the identified room only. Arrangement will reflect appropriate furniture arrangement and include balance/form, focal point/emphasis, line/harmony, and proportion. Grouping arrangements are appropriate for normal conversations.

ORAL PRESENTATION

The oral presentation may be up to five (5) minutes in length and is delivered to evaluators. Evaluators will ask questions following the presentation.

Oral Presentation	Deliver oral presentation in an organized, sequential manner; concisely and thoroughly summarize project. This delivery will need to explain how the design solves the problem, functions well, and address circulation patterns and appropriate furniture arrangement.
Content Knowledge	Show evidence of interior design knowledge and skills. Participants may use the Floor Plan Evaluation worksheet, if desired.
Voice	Speak with appropriate force, pitch, and articulation.
Body Language/ Clothing Choice	Use appropriate body language including gestures, posture, and mannerisms. Wear clothing that meets the conference dress code.
Grammar/Word Usage/ Pronunciation	Use proper grammar, word usage, and pronunciation.
Responses to Evaluators' Questions	Provide clear and concise answers to evaluators' questions regarding the project. Questions are asked after the presentation.

Floor Plan Evaluation Sheet

Name of Participant _____

Chapter _____   State _____   Level _____

Place the completed worksheet in the file folder, along the with floor plan and sketch.

Answer the following questions for the one room identified in the design problem.	
Explain how you addressed the following with your furniture arrangement choices.	
1 - Balance and Form	
2 - Focal Point or Emphasis	
3 - Line and Harmony	
4 - Proportion	
Answer the following questions for the overall floor plan.	
Explain any recommended changes to the floor plan to meet the needs identified in the design scenario.	

FCCLA **NEW MEXICO** STATE ASSOCIATION

Name: _____   District: _____

Chapter: _____
Level: (Circle one)   Level 1   Level 2   Level 3   Level 4

DIRECTIONS:
1. Make sure all information at the top is correct. If a student named is not participating, cross their name(s) off. If a participant does not show, please write "No Show" across the top and return with other forms.
2. At the conclusion of the presentation, verify evaluator scores and fill in the information below. Calculate the final score and ask for evaluators' verification. Place this form in front of the completed rubrics and paper clip all items related to the presentation together. Please do NOT staple.
3. At the end of competition in the room, double check all scores, names, and team numbers to ensure accuracy. Sort results by participant order and turn in to the Lead or Competitive Events Consultant.
4. Please check with the Lead or Competitive Events Consultant if there are any questions regarding the evaluation process.

ROOM CONSULTANT CHECK			Points
Attend Orientation 0 or 5 points	**0** Did not attend	**5** Provided evidence of attendance	
File Folder and Supplies 0 or 5 points	**0** Did not bring all required supplies per participant	**5** Brought all required supplies per participant	

Evaluator's Scores

Evaluator 1 _____ Initials _____ Evaluator 2_____
Initials_____ Evaluator 3
_____
Initials _____

Lead Consultant Total
(10 points possible)

Average Evaluator Score
(90 points possible)

Total Average Score _____

Final Score
(Average Evaluator Score plus Lead 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_____ Event Lead Consultant _____

Name(s) of Participant(s)				
School:				
Level: (Circle One)	Level 1	Level 2	Level 3	Level 4

Sketching					**Points**
Floor Plan Drawn to Scale 0–10 points	**0-1-2** Scale not used, architectural features incorrect, and/or dimensions incorrect	**3-4** ¼" scale not used, but not some architectural features shown and drawn, some dimensions are drawn correctly	**5-6-7** ¼" scale used, but not consistently. Some architectural features shown and drawn; dimensions mostly correct	**8-9-10** ¼" scale used consistently. All architectural features shown and drawn correctly with correct dimensions	
Furniture Arrangement 0–15 points	**0** No furniture arrangement shown	**1-2-3-4-5** Arrangement negatively impacts circulation, does not reflect identified principles of design	**6-7-8-9-10** Arrangement positively impacts circulation or reflects identified principles of design, but not both	**11-12-13-14-15** Arrangement positively impacts circulation and reflects identified principles of design	
Floor Plan Evaluation Sheet Identified Room 0–20 points	**0-1-2-3-4-5** Did not attempt or provided very limited information	**6-7-8-9-10** Design choices are somewhat explained but show limited understanding of design problem	**11-12-13-14-15** Design choices are explained and show general understanding of design problem	**16-17-18-19-20** Design choices are explained fully and reflect thorough understanding of design problem	
Floor Plan Evaluation Sheet Overall 0–10 points	**0-1-2** Did not attempt or provided very limited information	**3-4-5** Responses mostly appropriate but reflect limited understanding	**6-7-8** Responses appropriate and reflect general understanding	**9-10** Responses appropriate and reflect thorough understanding	

Oral Presentation					Points
	0-1-2	**3-4-5**	**6-7-8**	**9-10**	
Organization and Delivery 0-10 points	Presentation is not completed or not explained well	Presentation covers all project elements with minimal explanation	Presentation gives complete information it does not flow well	Presentation covers all relevant information with a seamless and logical delivery	
	0	**1-2**	**3-4**	**5**	
Content Knowledge 0-5 points	None shared or	Minimal knowledge shared during presentation	Knowledge of interior design concepts is evident and shared at times during the presentation	Knowledge of interior design concepts is evident and incorporated throughout the presentation	
	0	**1-2**	**3-4**	**5**	
Voice 0-5 points	No voice qualities are used effectively	Voice quality is adequate	Voice quality is good, though could improve	Voice quality is outstanding and pleasing to listen to	
	0	**1-2**	**3-4**	**5**	
Body Language/ Clothing Choice 0-5 points	Body language shows nervousness and unease/ inappropriate clothing	Body language shows minimal amount of nervousness/ appropriate conference attire	Body language portrays at ease/appropriate conference attire	Body language enhances the presentation/ appropriate conference attire	
	0	**1-2**	**3-4**	**5**	
Grammar/Word Usage/ Pronunciation 0-5 points	Extensive (more than 5) grammatical and pronunciation errors	Some (3-5) grammatical and pronunciation errors	Few (1-2) grammatical and pronunciation errors	Presentation has no grammatical or pronunciation errors	
	0	**1-2**	**3-4**	**5**	
Responses to Evaluators' Questions 0-5 points	Did not answer evaluators' questions	Responses to questions did not indicate adequate understanding of skills needed	Responses to questions were appropriate and reflect good understanding of skills needed	Responses to questions were appropriate and reflect excellent understanding of skills needed	
				TOTAL **(90 points possible)**	

VERIFICATION OF SCORE (please initial) Evaluator _____

Lead Consultant _____   STAR Coordinator _____

Evaluators Comments:

Pastry Arts is an individual event that recognizes the individual for preparing a pastry art display using icing and frosting representing the scenario for the current year. Students will demonstrate decision-making skills and the ability to work independently, set up and maintain individual work area utilizing time, energy-saving techniques enforce policies of personal hygiene, and maintain acceptable standards of personal grooming. Individuals will exhibit entrepreneurial skills by designing an order form, a work plan, and a cost analysis.

ELIGIBILITY
1. Participation is open to any state and nationally affiliated FCCLA chapter members.
2. An event category is determined by the participant's grade in school prior to the State Leadership Conference.
3. Each district may submit the three top entries per category level as determined at the district/regional competition.

CATEGORIES
- Level 1 – Members through grade 8
- Level 2 – Members grades 9 and 10
- Level 3 – Members grades 11 and 12
- Level 4 – Members Post-secondary

Rules
1. No electricity will be provided.
2. Participants are required to attend orientation prior to the contest.
3. The student must supply all the necessary materials and tools to prepare the entry.
4. A table will be provided on which to set the display in the competition room. Space will be assigned by the lead consultant.
5. All participants must wait to begin the demonstration which will be signaled by the lead consultant.
6. Manuals and books will not be permitted in the work area during the competition.
7. Participants may use 4" X 6" index cards for notes and personally drawn sketches. (Participant(s) need to provide note cards.)
8. Artificial materials and decorations may **not** be used with the exception of those items assigned to lend support to sculpture.
9. Edible decorations, such as flowers, and leaves may be made ahead of time; however, the participant must demonstrate to the evaluators how the decorations were made by making one on-site.
10. The participant must demonstrate for the evaluators at least 2 basic decorations, (for example: drop flower, rose, ribbon, leaf with stem or basket weave) using bags and tips (plain, round, star, leaf, rose, etc.). Students may choose which decorations to demonstrate.
11. Participants will be given **a maximum of 60 minutes** to complete the decoration of the cake, cleanup, and arrangement of the cake for display. A <u>ten and a two-minute warning</u> will be given by the room consultant. All work will stop at the end of 60 minutes.
12. Entries must be set up at the specified time and removed at the specified time. These times will be announced before the start of the competition.
13. Participants should be dressed appropriately for handling food. Participant must wear a chef jacket w/appropriate pants, smock or apron **and** chef hat or hair net, and closed-toed, non-slip shoes (gym shoes are acceptable). Food service quality disposable gloves should be worn.
14. Participant must follow appropriate food handling hygiene. Principles of sanitation must be followed for the participant, utensils, and work area.

CAKE: Specifications

1. Any cake base size or shape may be used. Multiple layers or Styrofoam may be used.
2. The cake base should be frosted with a base coat of frosting before the event begins.
3. **No design or lettering may be traced on the cake before the event begins. This will result in disqualification. All markings on the cake must be done during the competition.**
4. All decorations must be edible. No plastic props will be allowed, except those items to lend support. Coconut, candies, nuts, etc., may be used.
5. Each student should color the icing and place it in bags <u>prior</u> to the start of the event.

DISPLAY – TOTAL PRESENTATION

1. The display may not exceed an area 30" square. A deduction of 1 point per inch in length or width will be made for displays exceeding size requirements to a maximum of 5 points. This must incorporate the cake as the centerpiece to complete the total display presentation including:
   - Decorated cake and other non-food items
   - Folder or notebook that includes all business paperwork
   - Can include table covering, centerpieces, and event accessories.
2. **Participants will provide identification on a 5" X 7" card with the students name, chapter, and participant's level.**
3. Participants will be asked to remain for 15 minutes to answer questions. Evaluators will ask participants questions on:
   - Display
   - Design
   - Preparation and decoration techniques
   - Organization and production
   - Cost of materials
   - Others related to the production and serving of the cake
4. Participants will be notified by the lead consultant when the evaluation is complete. After the final judging, the decorated cake displays will be available for public viewing (if space and time allow). **Failure to attend or remain with the display during the viewing time will result in a 10-point deduction from the total score.** Participants assume responsibility for the safety of the display.
5. The lead consultant will notify the participants when the viewing time is over. The participant must remove all presentation items and leave the area clean and sanitized. Participants are required to bring their own cleaning and sanitizing supplies.

FCCLA® NEW MEXICO STATE ASSOCIATION

Name: _____   District: _____

Chapter: _____

Level: (Circle one)   Level 1   Level 2   Level 3   Level 4

Directions:
1. Make sure all the information at the 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 group numbers.
2. At the conclusion of the presentation, verify evaluator scores and fill in the information below. Calculate the final score and ask for evaluators' verification. Place this form in front of the completed rubrics and paper clip all items related to the presentation together. Please do NOT staple.
3. At the end of the 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 Competitive Events Coordinator.
4. Please check with the Competitive Events Consultant if there are any questions regarding the evaluation process.

ROOM CONSULTANT CHECK							POINTS
Orientation	**0** Did not attend			**2** Provided evidence of attendance			
Setup/Display time	**0** Started setting up early OR didn't stay for the required time			**3** Started setting up at the specified time and stayed for the required display time			
Serving platter/tray size guidelines	**0** Exceeds max size by over 4"	**1** Exceeds max size between 3-4"	**2** Exceeds max size between 2-3"	**3** Exceeds max size between 1-2"	**4** Exceeds max size up to 1"	**5** Display fit within required dimensions	

Evaluator's Scores

Evaluator 1 _____

Evaluator 2 _____

Evaluator 3 _____

Total Average Score _____

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_____ Event Lead Consultant _____

FCCLA **NEW MEXICO** STATE ASSOCIATION

Pastry Arts
Rubric

Name(s) of Participant(s)						
School:						
Level: (Circle one)	Level 1		Level 2	Level 3	Level 4	

Cake						Points

Culinary Skill

Decorating skills – Overall Cake	**0** Showed no decorating skills	**1-2** Showed poor decorating skills	**3-4** Showed fair decorating skills	**5-6** Demonstrated good decorating skills	**7-8** Demonstrated very good decorating skills	**9-10** Demonstrated excellent decorating skills	
Demonstrated Skill #1 =_____	**0** No technique demonstrated	**1-2** Skill poorly done or incomplete	**3-4** Skill needs practice	**5-6** Skill done well	**7-8** Skill done very well	**9-10** Excellent execution of skill	
Demonstrated Skill #2 =_____	**0** No technique demonstrated	**1-2** Skill poorly done or incomplete	**3-4** Skill needs practice	**5-6** Skill done well	**7-8** Skill done very well	**9-10** Excellent execution of skill	

Creativity

Suitability of design to current scenarios	**0** No relation to theme	**1** Poor relation	**2** Relates fairly	**3** Relates somewhat	**4** Relates well	**5** Excellent	

Presentation

Design of Cake	**0** No design evident	**1** Poor design	**2** Fair design	**3** Good design	**4** Very good design	**5** Excellent Design	
Overall Display	**0** No display	**1** Incomplete display	**2** Few display elements present, or elements were distracting	**3** Display was present but did not enhance the cake and scenario	**4** Eye catching and fairly appropriate	**5** Eye catching and very appropriate for the scenario	

Personal						

Organization

Time Management	**0** Was not finished and did not clean up	**1** Did not use time wisely - did not finish cake or clean up on time	**2** Barely finished on time.	**3** Some wasted time, was rushed at the end.	**4** Used time wisely. Finished on time.	**5** Finished cake and cleaned up on time in plenty of time to do the job without being rushed.	
Work Station	**0** Not organized	**1** Very poor organization	**2** Poor organization	**3** Fair organization	**4** Good organization	**5** Very well organized	

Professionalism

	0	1	2	3	4	5	
Appearance	0 Has none of the required uniform pieces	1 Missing many important uniform pieces	2 Missing several important uniform pieces	3 Missing a few important uniform pieces	4 Most of uniform meets professional requirements	5 Meets all professional uniform requirements	
Sanitation	0 No sanitation shown	1-2 Poor sanitation	3-4 Fair sanitation	5-6 Good sanitation	7-8 Very good sanitation	9-10 Excellent sanitation	

Culinary Knowledge

Response to evaluator's question	0 No response	1 Poor response	2 Fair response	3 Good response	4 Very good response	5 Excellent response	

Documentation

Working Papers

Work Plan	0 No work plan	1 Poor work plan	2 Fair work plan	3 Good work plan	4 Very good work plan	5 Excellent work plan	
Order Form	0 No order form	1 Poor order form	2 Fair order form	3 Good order form	4 Very good order form	5 Excellent order form	
Cost Analysis	0 No cost analysis	1 Poor cost analysis	2 Fair cost analysis	3 Good cost analysis	4 Very good cost analysis	5 Excellent cost analysis	

VERIFICATION OF SCORE (please initial)

Evaluator _____   Lead Consultant _____   STAR Coordinator _____

TOTAL
(90 points possible)

Evaluator's comments:

CREED PRESENTATION
New Mexico – State Event

Creed Presentation, an individual event, recognizes first-year members for their ability to recite and interpret the FCCLA Creed within the context of their personal philosophy. This event provides an opportunity for members to gain self-confidence in public speaking while learning the values and philosophy expressed by the organization in which they hold membership.

ELIGIBILITY
1. Participation is open to only **first-year** state and nationally affiliated FCCLA chapter members.
2. An event category is determined by the participant's grade in school prior to the State Leadership Conference.
3. Participants must be registered to attend the State Leadership Conference.
4. Each district may submit the three top entries per category level as determined at the district/regional competition.

EVENT LEVELS   Available only to new, first-year members
- Level 1: through grade 8
- Level 2: grades 9–10
- Level 3: grades 11–12

PROCEDURES & TIME REQUIREMENTS
1. Participants must attend an event orientation session where they will be given a brief overview of the event.
2. At the designated time, an event volunteer will introduce each participant. The participant may not offer introductory remarks or concluding remarks. The participant will greet or thank the evaluators and shake their hands either before or after their event presentation.
3. The individual participant will recite the creed from memory to the evaluators. There is a maximum of 2 minutes for the creed presentation. Once the participant has begun reciting the creed, he/she may not stop and start over.
4. Participants may not use note cards. No other presentation elements such as music or *visuals* are allowed.
5. At the conclusion of the creed presentation, the evaluators will ask the participant to answer three (3) questions concerning the meaning of the creed and how the creed fits the participant's personal philosophy. There will be a 3-minute time limit for questions and answers.
6. Evaluators will score and write comments for each entry for approximately 5 minutes. The decision of the evaluators is final.
7. Total time required for participation in this event is approximately 10 minutes including presentation, questions, and evaluator scoring.

GENERAL INFORMATION
1. No additional set-up is provided.
1. Spectators will be allowed to observe the event. Participants may only observe after they have already presented.
2. Participants are not allowed to discuss the event with other participants. Doing so will result in disqualification.
3. Participants may wear the official FCCLA red blazer (encouraged) but a red, black, or white polo or professional white shirt (long or short sleeves) along with black bottoms (slacks, skirt, or sheath dress) is also acceptable. Black shoes are preferred. Jeans, t-shirts, or athletic wear are not acceptable for competition.
4. Presentations may not be recorded or photographed during competition, except by the official FCCLA photographer.
5. Participants should follow the approved conference dress code for participation in this event.
6. Terms in *italics* are defined in the glossary.

CREED PRESENTATION
Specifications

PRESENTATION AND INTERVIEW

At the designated time, an event volunteer will introduce each participant. The participant may not offer introductory remarks or concluding remarks. The participant will greet or thank the evaluators and shake their hands either before or after their event presentation.

The individual participant will recite the creed from memory to the evaluators. There is a maximum of two (2) minutes for the creed presentation. Once the participant has begun reciting the creed, he/she may not stop and start over. At the conclusion of the creed presentation, the evaluators will ask the participant to answer three (3) questions concerning the meaning of the creed and how the creed fits the participant's personal philosophy. There will be a 3-minute time limit for questions and answers.

Creed Memorization	Orally deliver the FCCLA creed in the correct order and with all the correct words.
Stage Presence/ Professionalism	Deliver creed and interpretation with poise, confidence and ease.
Gestures/Mannerisms	Use appropriate gestures, movements that enhance the presentation.
Posture	Stand straight and face the *audience* in a relaxed and natural way.
Eye Contact	Maintain eye contact with evaluators and *audience*.
Enthusiasm	Facial expressions and body language generate a strong interest and enthusiasm about the topics.
Voice	Speak with appropriate force, pitch, and articulation.
Tempo	Use tempo or pauses to improve meaning and/or add dramatic impact.
Volume	Speak loudly enough to be heard by all throughout the presentation.
Clothing Choice	Wear clothing that meets the competition dress code.
Grammar/Word Usage/Pronunciation	Use proper grammar, word usage, and pronunciation in both creed presentation and interpretation responses.
Interpretation and Responses to Questions	Answer questions with concise, well-constructed, honest responses, and places the answers in context of their personal philosophy.

FCCLA Creed

We are the Family, Career and Community Leaders of America.
We face the future with warm courage and high hope.

For we have the clear consciousness of seeking old and precious values.
For we are the builders of homes, homes for America's future, homes where living will be the expression of everything that is good and fair, homes where truth and love and security and faith will be realities, not dreams.

We are the Family, Career and Community Leaders of America.
We face the future with warm courage and high hope.

FCCLA Spanish Creed

Nosotros somos la Familia, Carrera y Líderes de la Comunidad de América.
Nosotros enfrentamos el futuro con el valor caluroso y la esperanza alta.

Porque nosotros tenemos la conciencia clara de buscar los viejos y preciosos valores. Porque nosotros somos los constructores de casas, Casas para el futuro de América, Casas dónde vivir serán la expresión de todo lo que es bueno y justo, Casas dónde la verdad y amor y seguridad y fe serán las realidades, no los sueños.

Nosotros somos la Familia, Carrera y Líderes de la Comunidad de América.
Nosotros enfrentamos el futuro con el valor caluroso y la esperanza alta.

Name:_____ District:_____

Chapter:_____

Level: (Circle one)   Level 1   Level 2   Level 3   Level 4

DIRECTIONS:
1. Make sure all the information at the top is correct. If a student named is not participating, cross their name(s) off. If a participant does not show, please write "No Show" across the top and return with other forms. Do NOT change participant numbers.
2. At the conclusion of the presentation, verify evaluator scores and fill in the information below. Calculate the final score and ask for evaluators' verification. Place this form in front of the completed rubrics and paper clip all items related to the presentation together. Please do NOT staple.
3. At the end of the competition in the room, double-check all scores, names, and participant information to ensure accuracy. Sort results by participant order and turn them into the Event or Competitive Events Consultant.
4. Please check with the Competitive Events Consultant if there are any questions regarding the evaluation process.

ROOM CONSULTANT CHECK			POINTS
Attend Orientation 0 or 5 points	**0** Did not attend	**5** Provided evidence of attendance	
		Lead Consultant Total (5 points possible)	
Evaluator's Scores Evaluator 1 _____ Evaluator 2 _____ Evaluator 3 _____		**Average Evaluator Score** (95 points possible)	
Total Average Score _____		**Final Score** (Average Evaluator Score plus Lead Consultant Total)	

Name(s) of Participant(s)				
School:				
Level: (Circle One) Level 1 Level 2 Level 3 Level 4				

Presentation					**Points**
Creed Memorization 0-18 points	**0-1-2-3** Attempted to recite the creed, started but did not finish	**4-5-6-7** Recited the creed but omitted one or more sentences	**8-9-10-11** Recited the creed but omitted one or more sentences	**12-13-14-15** Recited the creed in correct order, with 2 errors or omissions	**16-17-18** Recited the creed in correct order with no more than 1 error or omission	
Stage Presence/ Professionalism 0-17 points	**0-1-2-3** Delivery and interpretation were shaky, overly nervous, or overaggressive, did not greet or thank evaluators and shake hands	**4-5-6-7** Fair delivery and interpretation, somewhat nervous, poise and confidence, and interaction with evaluators needs improvements	**8-9-10** Good delivery, interpretation, and poise, though did not greet or thank evaluators	**11-12-13-14** Good delivery and interpretation, speaks with poise confidence, and ease. Greeted or thanked evaluators and shook hands in professional manner	**15-16-17** Excellent delivery and interpretation, speaks with poise, confidence, and ease. Greeted or thanked evaluators and shook hands in a professional manner	
Gestures/ Mannerisms 0-5 points	**0** None used	**1-2** Overuse of hand motions, too much movement	**3-4** Limited use of gestures	**5** Gestures appear natural and are appropriate		
Posture 0-5 points	**0** Poor posture, turns away from audience	**1-2** Leans, sways, slouches, or posture is very tense	**3-4** Generally good posture and faces audience	**5** Straight posture, relaxed, and faces audience		
Eye Contact 0-5 points	**0** No eye contact with evaluators or audience	**1-2** Limited eye contact with evaluators or audience	**3-4** Inconsistent eye contact with evaluators or audience	**5** Good eye contact with evaluators or audience		
Enthusiasm 0-5 points	**0** No enthusiasm for the presentation	**1-2** Very little use of facial expression or body language. Did not generate much interest in topic	**3-4** Facial expressions and body language are used to try to generate enthusiasm but seem somewhat forced	**5** Facial expressions are body language sometimes generate a strong interest and enthusiasm about the topic in others		
Voice 0-5 points	**0** Monotone voice, difficult to understand words	**1-2** Below average use of emphasis, pitch, and articulation	**3-4** Good use of emphasis, pitch, and articulation	**5** Excellent use of force, emphasis, pitch, and articulation		

	0	1-2	3-4	5	
Tempo 0-5 points	Tempo or pauses were used in such a way that they were very distracting	Tempo or pauses were not used to improve meaning or dramatic impact	Tempo or pauses were intentionally used but were not effective in improving meaning or dramatic impact	Tempo or pauses were helpful in improving meaning or dramatic impact	
Volume 0-5 points	Unable to hear the presentation	Volume often too soft to be heard by all	Volume is loud enough to be heard by all at least 80% of the time	Volume is loud enough to be heard at least 90% of the time	
Clothing Choice 0-5 points	Inappropriate clothing not meeting dress code	Appropriate conference attire but clothing is wrinkled, ill fitting, or stained	Appropriate conference attire	Appropriate conference attire, fits well, and gives best impression	
Grammar/ Word Usage Pronunciation 0-5 points	Extensive (more than 5) grammatical and pronunciation errors	Some (3-5) grammatical and pronunciation errors	Few (1-2) grammatical and pronunciation errors	Presentation has no grammatical or pronunciation errors	

	0-1-2	3-4-5-6	7-8-9	10-11-12	13-14-15	
Interpretation and Responses to Questions 0-15 points	Does not respond to questions	Answers but fails to elaborate or explain, or shows little understanding of the Creed	Appropriate responses but appear rehearsed, unsure, or does not reflect good understanding of the Creed	Concise, well-constructed, and genuine responses that convey thought, meaning and understanding of the Creed	Concise, well-constructed and genuine responses that convey thought, meaning, and understanding of the Creed within the context of their personal philosophy	

VERIFICATION OF SCORE (please initial)

Evaluator _____ Lead Consultant _____ STAR Coordinator _____

TOTAL

(95 points possible)

Evaluators Comments:

Thematic Promotion, an individual or team event recognizes participant(s) for designing and creating banners related to the State Leadership Conference theme. The participants will prepare an artistic banner related to the theme of the State Leadership Conference using the fundamental elements of visual design: Shape, Color, Space, Form, Line, Value, and Texture.

ELIGIBILITY
Participation is open to any state and nationally-affiliated FCCLA chapter member.

EVENT LEVELS
■ Level 1: through grade 8   ■ Level 2: grades 9–10   ■ Level 3: grades 11–12   ■ Level 4: Post-Secondary
■

RULES

1. Participants are required to attend orientation prior to the contest.
2. Members will design and construct a banner that represents the theme of the State Leadership Conference.
3. The chapter name or school name may not be included on the banner front; however, each entry **must** include a detachable label which will be placed on the banner at the conclusion of judging by the lead consultant. This label must be **8½" X 11"** and printed in black, bold letters. **(Failure to include the information label will result in points deducted from the event score.)** It shall include: participant name(s), chapter name, school, city, and district.
4. Maximum size of the banner shall be **4' by 5'**. There is no minimum size requirement. Banners will be measured prior to hanging. Banners that exceed these maximum dimensions will have points deducted from the event score.
5. Banners will be judged on two levels: traditional and digital.
   • Traditional: Banners must be made from materials of the chapter's choice.
   • Digital: Banners can be designed and reproduced using computer elements.
6. All banners must be checked in at the State Leadership Conference registration to allow for time to measure before the opening session.
7. The chapter must prepare the banner for hanging with a rod and cord. An easel or stand to display the banner must be provided. Failure to do so will result in points deducted from the event score.
8. The banner will be evaluated using the criteria outlined on the evaluation sheet.
9. All banners will be available for viewing during specified times at the conference. They must be removed by the designated time. The times will be specified at STAR Event orientation.
10. Top two participants will be recognized during the Awards Session.

THEMATIC PROMOTION
New Mexico – State Event

Name:_____ District:_____

Chapter:_____

Level: (Circle one)   Level 1   Level 2   Level 3   Level 4

DIRECTIONS:

1. Make sure all information at the 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 group numbers.
2. At the conclusion of the presentation, verify evaluator scores and fill in the information below. Calculate the final score and ask for evaluators' verification. Place this form in front of the completed rubrics and paper clip all items related to the presentation together. Please do NOT staple.
3. At the end of the competition in the room, double-check all scores, names, and team numbers to ensure accuracy. Sort results by team order and turn them in to the Lead or Assistant Lead Consultant.
4. Please check with the Lead Consultant if there are any questions regarding the evaluation process.

ROOM CONSULTANT CHECK				POINTS
Orientation 0-2 points	**0** Did not attend	**2** Provided evidence of attendance		
Stand/Easel 0-3 points	**0** Did not provide a means to hang/display banner	**3** A means to hand/display the banner was provided		
Banner Size 0-3 points	**0** Did not follow size dimension / **1** 3 to 5 inches over dimensions	**2** 1 to 2 inches over dimensions	**3** Stayed within dimensions	
Information Sheet 0-2 points	**0** Did not attach information sheet	**2** Attached information sheet		

Evaluator's Scores

Evaluator 1 _____

Evaluator 2 _____

Evaluator 3 _____

Room Consultant Total (10 points possible)	
Average Evaluator Score (90 points possible)	
Final Score (Average Evaluator Score plus Room Consultant Total)	

Total Average Score _____

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_____ Event Lead Consultant _____

Name(s) of Participant(s)

School:

Level: (Circle One)	Level 1	Level 2	Level 3	Level 4

					Points
State Theme Presentation 0-20 points	**0-1-2** State theme not represented, or message not clearly identified	**3-4-5-6-7-8** Does not adequately communicate the theme. The message is difficult to understand, and the tone is inappropriate for the audience	**9-10-11-12-13** Somewhat communicates the theme, using a few relevant images and text. The message is not clear, and the tone is generally appropriate for the audience	**14-15-16-17** Adequately communicates the theme, using some relevant images and text. The message is somewhat easy to understand, and the tone is generally appropriate for the audience	**18-19-20** Represents theme clearly and concisely, using a variety of techniques, such as images, text, and color. The message is easy to understand, and the tone is appropriate for the audience	
Color/Value 0-10 points	**0-1** No color scheme and lacks depth, emphasis and is not effective and lacks visual appeal.	**2-3** The color scheme is not cohesive or visually appealing. Does not use value contrast effectively. The visual appeal is lacking in more than 2 areas.	**4-5-6** The color scheme is somewhat cohesive. Value contrast creates some depth, emphasis and mood. Visual appeal is lacking in 1-2 areas.	**7-8** The color scheme is somewhat cohesive and visually appealing. Uses value contrast to create a sense of depth and emphasis, while creating a mood in a way that is both effective and visually appealing.	**9-10** The color scheme is both cohesive and visually appealing. Uses value contrast to create a strong sense of depth and emphasis, while creating a mood in a way that is both highly effective and visually appealing.	
Space/Form 0-10 points	**0-1** No Defined Design. Does not utilize the space effectively	**2-3** Does not have a sense of balance. The elements are the same size, shape and texture. It is not visually appealing and is difficult to look at.	**4-5-6** Has some sense of balance, but doesn't effectively use different sizes, shapes, and textures. It is somewhat visually appealing with a several elements that may need to be adjusted.	**7-8** Utilizes space effectively to create a sense of balance, effectively using different sizes, shapes, and textures. It is somewhat visually appealing with a few elements that may need to be adjusted.	**9-10** Utilizes space effectively to create a strong sense of balance, effectively using different sizes, shapes, and textures. It is visually appealing and does not feel top-heavy or bottom-heavy.	

	0-1	2-3	4-5-6	7-8	9-10	
Line/Texture 0-10 points	Uses all the same lines and does not have any texture to the banner. It is not visually appealing, hard to read, and lacks texture or the texture is distracting or confusing.	There is no variety to the lines and textures used. The effects lacks depth but is clear in the wording and still has some visual appeal, although it lacks interest.	Uses the same type of lines to create a visual presentation. Not many textures are used to create different effects, a sense of depth and interest. The banner is visually pleasing, but could be improved with utilizing lines and textures in a more interesting way.	Uses different lines to create a somewhat pleasing visual presentation. It utilizes a few different lines and textures to create a few different effects and interest without feeling cluttered. The banner is visually appealing, easy to read and does not feel flat.	Uses different lines to create a highly effective visual presentation. It utilizes a variety of lines and textures to successfully create different effects, a sense of depth and interest without feeling cluttered. The banner is visually appealing, easy to read and does not feel flat.	
	0-1	**2-3**	**4-5-6**	**7-8**	**9-10**	
Use of Materials 0-10 points	Materials used are of poor quality and does not have any visual appeal in the overall design.	Materials used are of poor quality and are not used in a creative and innovative way, but has some visual appeal in the overall design.	Materials used are of good quality and have some visual appeal. The way the materials were used lacks creativity and innovation.	Materials used are of high quality and have some visual appeal. They are used in some creative and innovative ways that may not enhance the overall design.	Materials used are of superior quality and visually appealing. They are used in a creative and innovative way that enhances the overall design.	
	0-1	**2-3-4-5-6**	**7-8-9**	**10-11-12**	**13-14-15**	
Creativity, Imagination, & Innovation 0-10 points	Not creative, imaginative, or innovative. It uses poor-quality materials, techniques, or ideas, and it is visually unappealing. It does not engage the viewer and is likely to be ignored.	Not creative or imaginative. It uses standard materials, techniques, or ideas, and it does not stand out from other banners. It is not visually appealing and does not engage the viewer.	Somewhat creative and imaginative. It uses some interesting materials, techniques, or ideas, but it does not stand out as particularly original or innovative. It is visually appealing, but it does not leave a lasting impression on the viewer.	Creative and imaginative. It uses interesting materials, techniques, or ideas to create a visually appealing and engaging work. It is original and stands out from other banners.	Highly creative, imaginative, and innovative. It uses unique and unexpected materials, techniques, or ideas to create a truly original work. It is visually stunning and leaves a lasting impression on the viewer.	

Overall Quality of Workmanship 0-15 points	0-1	2-3-4-5-6	7-8-9	10-11-12	13-14-15	
	The materials are of unacceptable quality, and the workmanship is unacceptable. The banner is not only visually unappealing, but it may also be unsafe or unusable.	The materials are of poor quality, and the workmanship is poor. The banner has many errors or flaws, and it is visually unappealing.	The materials are of fair quality, and the workmanship is adequate. The banner may have a few more noticeable errors or flaws, but they do not detract from the overall appearance of the banner.	The materials are of good quality, and the workmanship is generally good. The banner may have a few minor errors or flaws, but they are not noticeable.	The materials is of the highest quality and the workmanship is impeccable. The banner is free of errors and flaws, and it is visually stunning.	

VERIFICATION OF SCORE (please initial)

Evaluator _____   Lead Consultant _____   STAR Coordinator _____

TOTAL

(90 points possible)

Evaluators Comments:

Name(s) of Participant(s)

School: District:

Level: (Circle One)   Level 1   Level 2   Level 3   Level 4

						Points
State Theme Presentation 0-20 points	**0-1-2** State theme not represented, or message not clearly identified	**3-4-5-6-7-8** Does not adequately communicate the theme. The message is difficult to understand, and the tone is inappropriate for the audience	**9-10-11-12-13** Somewhat communicates the theme, using a few relevant images and text. The message is not clear, and the tone is generally appropriate for the audience	**14-15-16-17** Adequately communicates the theme, using some relevant images and text. The message is somewhat easy to understand, and the tone is generally appropriate for the audience	**18-19-20** Represents theme clearly and concisely, using a variety of techniques, such as images, text, and color. The message is easy to understand, and the tone is appropriate for the audience	
Color/Value 0-10 points	**0-1** No color scheme and lacks depth, emphasis and is not effective and lacks visual appeal.	**2-3** The color scheme is not cohesive or visually appealing. Does not use value contrast effectively. The visual appeal is lacking in more than 2 areas.	**4-5-6** The color scheme is somewhat cohesive. Value contrast creates some depth, emphasis and mood. Visual appeal is lacking in 1-2 areas.	**7-8** The color scheme is somewhat cohesive and visually appealing. Uses value contrast to create a sense of depth and emphasis, while creating a mood in a way that is both effective and visually appealing.	**9-10** The color scheme is both cohesive and visually appealing. Uses value contrast to create a strong sense of depth and emphasis, while creating a mood in a way that is both highly effective and visually appealing.	
Space/Form 0-10 points	**0-1** No Defined Design. Does not utilize the space effectively	**2-3** Does not have a sense of balance. The elements are the same size, shape and texture. It is not visually appealing and is difficult to look at.	**4-5-6** Has some sense of balance, but doesn't effectively use different sizes, shapes, and textures. It is somewhat visually appealing with a several elements that may need to be adjusted.	**7-8** Utilizes space effectively to create a sense of balance, effectively using different sizes, shapes, and textures. It is somewhat visually appealing with a few elements that may need to be adjusted.	**9-10** Utilizes space effectively to create a strong sense of balance, effectively using different sizes, shapes, and textures. It is visually appealing and does not feel top-heavy or bottom-heavy.	

	0-1	2-3	4-5-6	7-8	9-10	
Line/Texture 0-10 points	Uses all the same lines and does not have any texture to the banner. It is not visually appealing, hard to read, and lacks texture or the texture is distracting or confusing.	There is no variety to the lines and textures used. The effects lacks depth but is clear in the wording and still has some visual appeal, although it lacks interest.	Uses the same type of lines to create a visual presentation. Not many textures are used to create different effects, a sense of depth and interest. The banner is visually pleasing but could be improved with utilizing lines and textures in a more interesting way.	Uses different lines to create a somewhat pleasing visual presentation. It utilizes a few different lines and textures to create a few different effects and interest without feeling cluttered. The banner is visually appealing, easy to read and does not feel flat.	Uses different lines to create a highly effective visual presentation. It utilizes a variety of lines and textures to successfully create different effects, a sense of depth and interest without feeling cluttered. The banner is visually appealing, easy to read and does not feel flat.	
	0-1	2-3	4-5-6	7-8	9-10	
Use of Digital Effects 0-10 points	The banner does not use digital effects. The banner is visually unappealing and does not engage the viewer.	Digital effects are used in a way that is ineffective. The effects are used to distract from the overall design of the banner, or they are overused. The banner is not visually appealing and does not engage the viewer.	Digital effects are used in a way that is somewhat effective. The effects are used to enhance the overall design of the banner, but they are not used consistently. It is visually appealing, but it does not leave a lasting impression on the viewer.	Digital effects are used in a way that is appropriate and effective. The effects are used to enhance the overall design of the banner, but they are not particularly creative. The banner is visually appealing and engages the viewer.	Digital effects are used in a way that is both creative and effective. The effects used to enhance the overall design are not overused. It is visually stunning and leaves a lasting impression on the viewer.	

	0-1	2-3-4-5-6	7-8-9	10-11-12	13-14-15	
Creativity, Imagination, & Innovation 0-10 points	Not creative, imaginative, or innovative. It uses poor-quality materials, techniques, or ideas, and it is visually unappealing. It does not engage the viewer and is likely to be ignored.	Not creative or imaginative. It uses standard materials, techniques, or ideas, and it does not stand out from other banners. It is not visually appealing and does not engage the viewer.	Somewhat creative and imaginative. It uses some interesting materials, techniques, or ideas, but it does not stand out as particularly original or innovative. It is visually appealing, but it does not leave a lasting impression on the viewer.	Creative and imaginative. It uses interesting materials, techniques, or ideas to create a visually appealing and engaging work. It is original and stands out from other banners.	Highly creative, imaginative, and innovative. It uses unique and unexpected materials, techniques, or ideas to create a truly original work. It is visually stunning and leaves a lasting impression on the viewer.	
Overall Quality of Workmanship 0-15 points	The materials are of unacceptable quality, and the workmanship is unacceptable. The banner is not only visually unappealing, but it may also be unsafe or unusable.	The materials are of poor quality, and the workmanship is poor. The banner has many errors or flaws, and it is visually unappealing.	The materials are of fair quality, and the workmanship is adequate. The banner may have a few more noticeable errors or flaws, but they do not detract from the overall appearance of the banner.	. The materials are of good quality, and the workmanship is generally good. The banner may have a few minor errors or flaws, but they are not noticeable.	The materials is of the highest quality and the workmanship is impeccable. The banner is free of errors and flaws, and it is visually stunning.	
VERIFICATION OF SCORE (please initial)					**TOTAL** (90 points possible)	

Evaluator _____   Lead Consultant _____   STAR Coordinator _____

Evaluators Comments:

Toys That Teach, an individual event, recognizes members for their ability to design, build, and demonstrate an original homemade toy which provides learning and play for either an individual child or a small group of children. The toy is to be constructed of common, everyday household items, meet safety guidelines, and be easy to carry and use.

EVENT LEVELS
- Level 1: through grade 8   ■ Level 2: grades 9–10   ■ Level 3: grades 11–12   ■ Level 4: Post-Secondary

ELIGIBILITY
1. Participation is open to any state and nationally affiliated FCCLA chapter member.
2. An event level is determined by the participants' grade in school prior to the State Leadership Conference.
3. Participants must be registered to attend the State Leadership Conference.
4. Each district may submit the three top entries per category level as determined at the district/regional competition.

PROCEDURES AND TIME REQUIREMENTS
1. Participants must attend an event orientation session where they will be given a brief overview of the event.
2. Participants may not bring reference materials for use in the holding room. Participants are allowed to bring note cards, the completed project, and demonstration supplies (if required).
3. At the designated participation time, the participant will give two (2) completed copies of the Toy Design Worksheet to evaluators for use during the oral presentation. The copies will not be returned.
4. Participants will have up to 5 minutes to set up their toy demonstration, if needed. Oral presentations may be up to 5 minutes in length. A 1-minute warning will be given at 4 minutes. Participants will be asked to stop at 5 minutes.
5. Participants may use note cards. Items required for demonstration of the toy are permitted.
6. Evaluators will score and write comments for each entry for approximately 5 minutes. The decision of the evaluators is final.
7. Total time required for participation in this event is approximately 15 minutes including set up, presentation, and evaluator scoring.

GENERAL INFORMATION
1. A table will be provided. Participant must bring any necessary supplies for demonstration of project. Wall space and electrical access will not be provided.
2. Spectators are not allowed.
3. Participants are not allowed to discuss the event with other participants. Doing so will result in disqualification.
4. Presentations may not be recorded or photographed during competition, except by the official FCCLA photographer.
5. Participants should follow the approved conference dress code for participation in this event.

TOYS THAT TEACH
Specifications

Toy Design

Each participant will design and construct an original toy for a child that meets the developmental and educational needs of a specific age group. Safety should be a primary concern in the planning and construction of the toy. Two (2) copies of the completed Toy Design Worksheet will be given to the evaluators prior to the start of the oral presentation.

Name of Toy	Choose a creative name for the original toy.
Age Group	Design and construct an original toy to meet the developmental needs of one of the following age groups: Birth–12 months; 12 months–24 months; 2–4 years; or 5–7 years.
Category of Play	Select applicable categories of play such as quiet play, active play, cooperative play, manipulative play, make-believe play, creative play, and learning play.
Design and Construction	Construct a toy using common, everyday items. Items may include, but are not limited to: paper goods, containers, household objects, sewing and craft items, and wood. The toy is creative, stimulates play, visually appealing, and well-made.
Safety, Sanitation and Storage	Design and construct the toy to meet safety and sanitation needs for the selected age group.

Oral Presentation

The oral presentation may be up to five (5) minutes in length and is delivered to the evaluators. The oral presentation should explain the specifics of the project. The toy should be demonstrated during the presentation. Only items required for use in demonstrating the toy are permitted.

Organization/Delivery	Deliver an oral presentation in an organized, sequential manner; concisely and thoroughly summarize project.
Knowledge of Child Development	Show evidence of child development knowledge and skills by explaining how the toy addresses the developmental and educational needs of the selected age group.
Safety, Sanitation and Storage	Describe safety and sanitation considerations for the selected age group and how this has been addressed in the toy design. Explain how the toy should be maintained, cleaned, and stored.
Appeal for Children/Adults	Explain why the toy would appeal to children of the selected age group, and to adults who may recreate or purchase this toy for a child.
Toy Demonstration	Demonstrate use of the toy, pointing out any unique aspects of design, safety, or adaptive uses for special needs children, if applicable.
Voice	Speak with appropriate force, pitch, and articulation.
Body Language/ Clothing Choice	Use appropriate body language including gestures, posture, and mannerisms. Wear clothing that meets the conference dress code.
Grammar/Word Usage/ Pronunciation	Use proper grammar, word usage, and pronunciation.
Responses to Evaluators' Questions	Provide clear and concise answers to evaluators' questions regarding the project. Questions are asked after the presentation.

TOYS THAT TEACH

Toy Design Worksheet

Name of Participant _____

Chapter_____   State_____   Level _____

Bring two (2) copies of this completed worksheet to give to the evaluators prior to your oral presentation.

Name of Toy	Child Age Group	Category of Play

Developmental and Educational Needs: *How does this toy meet the developmental and educational needs of the selected age group?*

Appeal: *Describe how this toy will appeal to children of selected age group, and to adults who may recreate or purchase this toy for a child.*

Supplies: *List the common, everyday items used to create the toy.*

Safety: *What safety concerns did you address in design and construction?*	Suggested Storage and Care:

Additional Resources

- FCCLA national website (www.fcclainc.org)
- Library
- Magazines
- Newspapers
- Books
- State Advisor
- Chapter Advisor
- School Personnel
- Other Youth Groups
- School Counselor
- Professionals in Subject Area
- Peers
- Family

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FCCLA® **NEW MEXICO** STATE ASSOCIATION

Name:_____ District:_____

Chapter:_____

Level: (Circle one)   Level 1   Level 2   Level 3   Level 4

Directions:
1. Make sure all the information at the 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 group numbers.
2. At the conclusion of the presentation, verify evaluator scores and fill in the information below. Calculate the final score and ask for evaluators' verification. Place this form in front of the completed rubrics and paper clip all items related to the presentation together. Please do NOT staple.
3. At the end of the competition in the room, double-check all scores, names, and team numbers to ensure accuracy. Sort results by team order and turn them into the Competitive Events Coordinator.
4. Please check with the Competitive Events Coordinator if there are any questions regarding the evaluation process.

ROOM CONSULTANT CHECK			POINTS
Attend Orientation 0 or 5 points	**0** Did not attend	**5** Provided evidence of attendance	
Evaluator's Scores Evaluator 1 _____ Evaluator 2 _____ Evaluator 3 _____		**Lead Consultant Total** (5 points possible)	
		Average Evaluator Score (95 points possible)	
Total Average Score _____		**Final Score** (Average Evaluator Score plus Lead 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_____Event Lead Consultant _____

Toys That Teach
New Mexico State Rubric

FCCLA® **NEW MEXICO** STATE ASSOCIATION

Name(s) of Participant(s)					
School:					
Level: (Circle One)	Level 1	Level 2	Level 3	Level 4	

Toy Design					**Points**
Toy Design Worksheet 0–15 points	**0–1–2- 3** Did not provide or not completed	**4-5-6-7** Minimal information, many grammar or spelling errors	**8-9-10-11** Completed with all required information, lacking detail, minor grammar or spelling errors	**12-13-14-15** Completed with all required information, details given, correct grammar and spelling	
Age Appropriateness / Play Category 0–15 points	**0–1–2- 3** Not age appropriate or does not address play category	**4-5-6-7** Limited age appropriateness or application to play category	**8-9-10-11** Generally age appropriate and addresses the selected play category	**12-13-14-15** Toy is age appropriate and correctly addresses the selected play category	
Design and Construction 0-10 points	**0–1–2** Little creativity shown, does not stimulate play, is not appealing, and is poorly made	**3–4–5** Inconsistent in efforts of creativity, play, appeal, and construction	**6–7–8** Generally creative, stimulates play, appealing, well-made	**9–10** Used a variety of materials, is creative, stimulates play, visually appealing, and well-made/durable	
Knowledge of Child Development 0–10 points	**0–1–2** None shared or information shared was incorrect	**3–4–5** Minimal knowledge shared during presentation	**6–7–8** Knowledge of child development is evident and shared at times in the presentation	**9–10** Knowledge of child development is evident and incorporated throughout the presentation	
Safety, Sanitation Storage 0–10 points	**0–1–2** Toy does not meet safety, sanitation, or storage needs for selected age group	**3–4–5** Toy needs multiple changes to meet safety standards, be easy to clean/sanitize, and store	**6–7–8** With minor changes, toy would pose no known safety hazard, be easy to clean/sanitize, and store	**9–10** Toy poses no known safety hazards, is easy to clean/sanitize, and store	
Appeal of Toy to Children or Adults 0–5 points	**0** Toy is not appealing	**1–2** Toy is minimally appealing	**3–4** Toy is generally appealing	**5** Toy has high appeal	
Toy Demonstration 0–10 points	**0** Did not demonstrate toy	**1-2-3-4** Demonstrated toy but did not point out unique features	**5-6-7-8** Toy use, safety, and unique aspects demonstrated	**8-9-10** Toy use, safety, unique aspects, and adaptive uses demonstrated	

	0	1–2	3–4	5	
Voice 0–5 points	No voice qualities are used effectively	Voice quality is adequate	Voice quality is good, though could improve	Voice quality is outstanding and pleasing to listen to	
Body Language/ Clothing Choice 0–5 points	Body language shows nervousness and unease/ inappropriate clothing	Body language shows minimal amount of nervousness/ appropriate conference attire	Body language portrays participant at ease/appropriate conference attire	Body language enhances the presentation/ appropriate conference attire	
Grammar/Word Usage/ Pronunciation 0–5 points	Extensive (more than 5) grammatical and pronunciation errors	Some (3–5) grammatical and pronunciation errors	Few (1–2) grammatical and pronunciation errors	Presentation has no grammatical or pronunciation errors	
Responses to Evaluators' Questions 0–5 points	Did not answer evaluators' questions	Responses to questions did not indicate adequate understanding of skills needed	Responses to questions were appropriate and reflect good understanding of skills needed	Responses to questions were appropriate and reflect excellent understanding of skills needed	

| **VERIFICATION OF SCORE** (please initial)

 Evaluator _____   Lead Consultant _____   STAR Coordinator _____ | **TOTAL**

 (95 points possible) | |

Evaluator Comments: