



**FCCLA STAR Events**  
**VOLUNTEER HANDBOOK:**  
**Food Innovations**  
**201&-201'**



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**PLEASE BE SURE TO BRING THIS HANDBOOK AND YOUR CONFIRMATION MAILING TO THE ROOM CONSULTANT AND EVALUATOR ORIENTATION.**



Dear STAR/Skill Events Volunteer:

Ohio Family, Career and Community Leaders of America (FCCLA) sincerely appreciate your willingness to serve as a volunteer for STAR/Skill Events during the 2013 State Leadership Conference. The success of the State STAR/Skill Events is dependent upon the support, cooperation, and assistance of many people. Your event assignment and orientation schedule are below and specific information about your assignment is enclosed.

Orientation for STAR/Skill Events will be held prior to events at State Leadership Conference. Orientation session will include the following: clarifying rules, answering questions, explaining the evaluation process and reviewing the philosophy associated with the events. Please read the enclosed information about the specific event and rubric plus STAR/Skill Events general rules and philosophy.

**Required Events**

**Orientation:** April 18, 2013 8: 00 A.M.

**Evaluation:** April 18, 2013 8:30 A.M – 4:30 P.M. (Must be present for total time) Lunch will be provided.

**Volunteer Assignment** Ohio Exposition Center, 17<sup>th</sup> Avenue, Columbus Ohio

**Event:** \_\_\_\_\_

**Category:** \_\_\_\_\_

**Location Event:** \_\_\_\_\_

**Time:** \_\_\_\_\_

You are also invited to attend the STAR Events Recognition Sessions on Friday, April 19 in the Celeste Center. Please join us to take a bow for all of your hard work and help recognizing all of the outstanding students.

The Volunteer Handbook will provide you with more information and further directions on your specific duties. Please read this information carefully, familiarize yourself with the rules and procedures BEFORE your arrival at the State Leadership Conference.

The FCCLA competitive events team looks forward to meeting you and working together in Columbus! This is an exciting and rewarding time for all of us. STAR/Skill Events participants are fortunate to have your commitment and support.

Sincerely,

Paulette Farago  
Ohio FCCLA State Adviser  
25 S. Front Street  
Columbus, Ohio 43215-4183  
[pofarago@aol.com](mailto:pofarago@aol.com)



# INFORMATION

*Family, Career and Community Leaders of America, Inc. (FCCLA) is a nonprofit national career and technical student organization for young men and women in Family and Consumer Sciences Education or as defined by your state Department of Education in public and private schools through grade 12.*

## MISSION

To promote personal growth and leadership development through Family and Consumer Sciences education. Focusing on the multiple roles of family member, wage earner and community leader, members develop skills for life through –

- Character development
- Creative and critical thinking
- Interpersonal communication
- Practical knowledge
- Career preparation.

## PURPOSES

1. To provide opportunities for personal development and preparation for adult life.
2. To strengthen the function of the family as a basic unit of society.
3. To encourage democracy through cooperative action in the home and community.
4. To encourage individual and group involvement in helping achieve global cooperation and harmony.
5. To promote greater understanding between youth and adults.
6. To provide opportunities for making decisions and for assuming responsibilities.
7. To prepare for the multiple roles of men and women in today's society.
8. To promote Family and Consumer Sciences and related occupations.

## PROGRAM EMPHASIS

FCCLA –

- Is the only in-school student organization with the family as its central focus.
- Is a career and technical student organization that functions as an integral part of the Family and Consumer Sciences education curriculum and operates within the school system.
- Provides opportunities for active student participation at local, state and national levels.

## MEMBERSHIP

FCCLA has a national membership of approximately 220,000 young men and women in 7,500 local chapters. There are 53 state associations including the District of Columbia, Puerto Rico and the Virgin Islands.

Since its founding in 1945, FCCLA has involved more than ten million youth. Former members are eligible to participate through Alumni & Associates.

## GOVERNANCE

Ten national officers (students) are elected by the voting delegates at the annual National Leadership Conference and together make up the National Executive Council.

The National Board of Directors is composed of adult representatives from education and business and four youth representatives.

State associations and local chapters elect their own youth officers. State programs come under the direction of Family and Consumer Sciences education staff. Chapter advisers are Family and Consumer Sciences teachers.

## FINANCIAL AND COOPERATIVE SUPPORT

FCCLA is supported primarily by student membership dues. Additional funds are raised from individuals, corporations and foundations. FCCLA is endorsed by the U.S. Department of Education (Office of Vocational and Adult Education) and the American Association of Family and Consumer Sciences (AAFCS).



# STAR EVENTS

## STUDENTS TAKING ACTION WITH RECOGNITION

### STAR EVENTS FACT SHEET

STAR Events (Students Taking Action with Recognition) are competitive events in which members are recognized for proficiency and achievement in chapter and individual projects, leadership skills and career preparation.

#### STRUCTURE

Family, Career and Community Leaders of America's STAR Events competition offers individual skill development and application of learning through the following activities:

- cooperative--teams work to accomplish specific goals
- individualized--members work alone to accomplish specific goals
- competitive--individual or team performance measured by an established set of criteria.

STAR Events promote the FCCLA Mission to prepare members for 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.

#### PHILOSOPHY

The goals of STAR Events are--

- Active student participation and recognition of youth accomplishments.
- Cooperation and competition are stressed in positive and constructive ways and teamwork is encouraged.
- In addition to participating in STAR Events, members are involved in planning, conducting, and evaluating the events.
- STAR Events are designed to emphasize the positive accomplishments of youth.
- Respect and interaction between youth and adults are fostered by establishing teams of adult and youth evaluators and event managers.
- Members are evaluated against a set of standard criteria rather than against another individual.
- The belief that all people are winners is the foundation of these events and procedures.

#### EVALUATION/RECOGNITION

STAR Events evaluation and recognition procedures were developed around the belief that all participants are winners.

- Participants must advance from local, district/region, and state levels to be selected for national-level participation. Thus, this is an earned honor.
- All participants receive recognition for their achievements in the form of medals and certificates.
- The evaluation teams determine whether recognition should be gold, silver, or bronze.
- Members receive gold, silver, or bronze medals to commemorate their achievements at a STAR Events Recognition Session.

## **NATIONAL STAR EVENTS**

STAR Events currently includes the following competitions:

Advocacy

Applied Technology

Career Investigation

Chapter Service Project (Display and Manual)

Chapter Showcase (Display and Manual)

Culinary Arts

Early Childhood

Entrepreneurship

Fashion Construction

Focus on Children

Hospitality, Tourism and Recreation

Illustrated Talk

Interior Design

Interpersonal Communications

Job Interview

Leadership

Life Event Planning

National Programs in Action

Nutrition and Wellness

Parliamentary Procedure

Promote and Publicize FCCLA!

Recycle and Redesign

Teach and Train

Environmental Ambassador

Fashion Design Food Innovations

**For more information contact—**

Competitive Events Coordinator

Family, Career and Community Leaders of America, Inc.

1910 Association Drive Reston, VA 20191-1584

(703) 476-4900

(703) 860-2713 fax

# The FCCLA Planning Process for Individual and Team Action

The *Planning Process* is a decision-making tool that supports the organization’s overall philosophy about youth-centered leadership and personal growth. It can be used to determine group action in a chapter or class or to plan individual projects.



## IDENTIFY CONCERNS

The circle represents a continuous flow of ideas and has no beginning or end. As a target, it symbolizes zeroing in on the one idea around which you would like to build a project.

- Brainstorm to generate ideas, or state the activity or problem you want to address if already determined.
- Evaluate your list and narrow it down to a workable idea or project that interests and concerns the majority or all of your members.



## SET A GOAL

The arrow stands for deciding which direction you will take. It points toward the goal or end result.

- Get a clear mental picture of what you want to accomplish, and write your ideas down as your goal.
- Make sure your goal is one that can be achieved and evaluated.
- Consider resources available to you.



## FORM A PLAN

The square represents the coming together of ideas—the who, what, where, when, and how of your plan.

- Decide what needs to be done to reach your goal.
- Figure out the who, what, where, when, and how.
- List the abilities, skills, and knowledge required on your part.
- List other available resources, such as people, places, publications, and funds.
- Make a workable timetable to keep track of your progress.
- List possible barriers you might face, and develop plans if necessary.
- Decide ways to recognize your accomplishments along the way.



## ACT

The different squares in this symbol represent the activities to be carried out to meet your goal. It represents acting on the plan.

- Carry out your group or individual plan.
- Use *family* and *community* members, advisers, committees, task forces, and advisory groups when needed.



## FOLLOW UP

The broken squares suggest examining the project piece by piece. This symbol also represents a “window” through which to review and evaluate the plan.

- Determine if your goal was met.
- List ways you would improve your project or plan for future reference.
- Share and publicize your efforts with others, including the media if appropriate.
- Recognize members and thank people involved with your project.



**Food Innovations**, an *individual* or *team event*, recognizes participants who demonstrate knowledge of the basic concepts of food product development by creating an original *prototype formula*, testing the product through *focus groups*, and developing a marketing strategy. Participants will demonstrate their knowledge of food science, nutrition, food preparation safety, and product marketing. Participants must prepare a **display**, suggested **product packaging**, and an **oral presentation**.

## EVENT CATEGORIES

**Junior:** through grade 9

**Senior:** grades 10–12

**Occupational:** grades 10–12

See page 68 for more information on event categories.

## ELIGIBILITY

1. States may submit two entries in this event.
2. Participation is open to any nationally affiliated FCCLA chapter member.
3. The Food Innovations project must be developed and completed within a one-year span beginning July 1 and ending June 30 of the school year before the National Leadership Conference.
4. The Food Innovations project 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.

## PROCEDURES & TIME REQUIREMENTS

1. At the designated participation time, participants will have 5 minutes to set up a *display*. Other persons may not assist.
2. The oral presentation **may be up to** 15 minutes in length. A one-minute warning will be given at 14 minutes. Participant(s) will be stopped at 15 minutes.
3. If audio or audiovisual recordings are used, they are limited to 3 minutes playing time during the presentation. *Visual equipment*, with no audio, may be used during the entire presentation.
4. Following the presentation, evaluators will have 5 minutes to interview participant(s).
5. Following the interview, evaluators will have 5 minutes to review the *display*.
6. Evaluators will use the rubric to score and write comments for participants. Then, evaluators will meet with each other to discuss participants' strengths and suggestions for improvement.
7. The total time required for the presentation and evaluation of this event is approximately 35 minutes.

## GENERAL INFORMATION

1. A table or freestanding space will be provided. Participant(s) must bring all necessary supplies and/or equipment. Wall space will not be available.
2. 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 audiovisual presentation. Extension cords and power strips are not provided. Access to electricity may be arranged by the participant through the audiovisual rental procedure prior to the National Leadership Conference. Participant(s) will be responsible for all audiovisual fees incurred.
3. Spectators may not observe any portion of this event.
4. Items within the *display* may be used as in-hand *visuals* during the oral presentation, but must be returned within *display dimensions* when finished.
5.  The food product scenario for each category will be posted on the STAR Events page of the FCCLA national website on September 1.
6. **Presentation Elements:**  
 Allowed: *Audio, Costumes/Uniforms, Easel(s), Props/Pointers, Visual Equipment, Visuals.*  
 Not Allowed: *File Folders, Flip Chart(s), Manuals, Photo Albums, Portfolios, Skits.*

### Display

A *display* should be used to document and illustrate the work of one project.

The *display* may be either freestanding or tabletop. Freestanding *displays* should not exceed a space 48” deep by 60” wide by 72” high, including *audiovisual equipment*. Tabletop *displays* should not exceed a space 30” deep by 48” wide by 48” high, including any *audiovisual equipment*. Information or props outside the *display* will be considered part of the *display* and subject to penalty (tablecloths, storage items, boxes below the table, etc.). Each *display* must include the following elements:

Project Identification Page	One 8 1/2” x 11” page on <i>plain paper</i> , with no <i>graphics</i> or decorations; must include participant’s name(s), chapter name, school, city, state, FCCLA national region, event name, and project title.
FCCLA Planning Process Summary Page	One 8 1/2” x 11” summary page of how each step of the <i>Planning Process</i> was used to plan and implement the project; use of the <i>Planning Process</i> may also be described in the oral presentation.
Original Prototype Formula(s)	Present an original <i>prototype formula(s)</i> and the modified version(s) after each test and alteration, including the final formula(s). Changes from the previous version should be highlighted in each modified formula. The original <i>prototype formula(s)</i> must fit within the participants’ category of the online national food product scenario. The final formula(s) may be from any stage of development, sufficient evidence is given to support the choice of the final formula(s) as the best option for manufacturing.
Product Testing Method	Participants will test their formula in <i>focus groups</i> and modify it two times. <i>Focus groups</i> should follow the following guidelines: Test #1—minimum five (5) individuals Test #2—minimum ten (10) individuals, who are part of the intended consumer <i>audience(s)</i> of the product. Display the method of evaluation for each stage of testing and include a sample of both negative and positive results from each stage. Selection of final product may occur at any stage of product testing.
Process Storyboard	Show pictures of the product at various stages of production and testing.
Nutrition Information	<b>Junior</b> —list of nutrients (no amounts needed) found in the product, exhaustive list of ingredients, allergy warnings, and consumption instructions, if needed. <b>Senior and Occupational</b> —create a nutrition fact label for the product, following FDA guidelines, which includes the following items: serving size; amount per serving and % Daily Value of: total calories, fat calories, total fat, total carbohydrates, protein, sodium, and cholesterol; ingredients; allergy warnings; and consumption instructions.
Equipment, Safety, and Sanitation	Develop a list of equipment used and safety precautions taken to ensure a safe test kitchen and sanitary product.
Product Summary	Includes product name, target market, appeal of product to target <i>audience</i> .
Actual and Suggested Pricing	Determine the actual cost of producing one serving and one package of the product. Develop a suggested price for retailing the product.
Appearance	The <i>display</i> must be neat, legible, <i>professional</i> and use correct grammar and spelling.

## Food Innovations Specifications (continued)

### Suggested Product Packaging

**Junior**—The suggested product packaging should be a 2-D rendition of the intended product container, either drawn by hand or with a digital program, displayed either on or in addition to the *display*.

**Senior and Occupational**—The suggested product packaging should be an actual size, 3-D *model* of the intended product container, in addition to the *display*.

Design Effectiveness	The drawing or <i>model</i> should exhibit creativity and innovation and the design should be effective in containing, shipping, and storing the product. Include a description of actual materials to be used in the suggested product packaging.
Marketability	<p><b>Junior</b>—The packaging should be appealing to the target <i>audience</i>. Minimum information required:</p> <ul style="list-style-type: none"> <li>• Product Name</li> <li>• Ingredient List</li> <li>• Allergy Warning</li> <li>• Consumption Instructions</li> </ul> <p><b>Senior and Occupational</b>—The packaging should be appealing to the target <i>audience</i> and contain all of the appropriate information to be ready for sale. Minimum information required:</p> <ul style="list-style-type: none"> <li>• Product Name</li> <li>• Nutrition Fact Label</li> <li>• Ingredient List</li> <li>• Allergy Warning</li> <li>• Consumption Instructions</li> <li>• Net Weight</li> </ul>
Appearance	The drawing or <i>model</i> must be neat, legible, <i>professional</i> , and visually appealing.

### Oral Presentation

The oral presentation **may be up to** 15 minutes in length and is delivered to evaluators. The presentation should explain the specifics of the project. The presentation may not be prerecorded. If audio or *audiovisual equipment* is used, it is limited to 3 minute playing time during the presentation. *Visual equipment*, with no audio, may be used throughout the oral presentation. Participants may use any combination of *props*, materials, supplies, and/or equipment to demonstrate how to carry out the project.

Organization/Delivery	Deliver oral presentation in an organized, sequential manner; concisely and thoroughly summarize project.
Explanation of Product Choice	Explain why the particular food was chosen and its appeal to both the participant and potential consumers.
Knowledge of Subject Matter	Demonstrate thorough knowledge of food science, dietetics, and nutrition. Discuss the area of Food Science which was most directly relevant in creating and testing the <i>prototype formula</i> .
Use of <i>Display</i> and <i>Visuals</i> During Presentation	Use <i>display</i> and <i>visuals</i> to support, illustrate, or complement presentation.
Voice	Speak clearly with appropriate pitch, tempo, and volume.
Body Language/Clothing Choice	Use appropriate body language including gestures, posture, mannerisms, eye contact, and appropriate handling of notes or note cards if used. Wear appropriate clothing for the nature of the presentation.
Grammar/Word Usage/Pronunciation	Use proper grammar, word usage, and pronunciation.
Responses to Evaluators' Questions	Provide clear and concise answers to evaluators' questions regarding project. Questions are asked after the presentation.



# STAR Events Point Summary Form FOOD INNOVATIONS



FOOD INNOVATIONS

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

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

**DIRECTIONS:**

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

ROOM CONSULTANT CHECK			Points
<b>Registration Packet</b> 0 or 3 points	Picked up by adviser or designated adult during scheduled time No <b>0</b> Yes <b>3</b>		
<b>Orientation</b> 0 or 2 points	<b>0</b> Did not attend/incomplete team attendance	<b>2</b> The individual or ALL participating members of the team attended	
<b>Display Set-up</b> 0-1 points	<b>0</b> Participants did not set up their display within the allotted time frame	<b>1</b> Participants set up display during the allotted time period	
<b>Display Dimensions</b> 0-1 points	<b>0</b> Does not fit within the appropriate dimensions/objects are not returned within display after presentation	<b>1</b> The display fits/objects returned within display dimensions when done	
<b>Project Identification Page</b> 0-2 points	<b>0</b> Project ID page is missing	<b>1</b> Project ID page is present but includes incorrect information	<b>2</b> Project ID page is present and completed correctly
<b>Punctuality</b> 0-1 points	<b>0</b> Participant(s) was late for presentation	<b>1</b> Participant(s) was on time for presentation	

**EVALUATORS' SCORES**

Evaluator 1 \_\_\_\_\_ Initials \_\_\_\_\_  
 Evaluator 2 \_\_\_\_\_ Initials \_\_\_\_\_  
 Evaluator 3 \_\_\_\_\_ Initials \_\_\_\_\_  
 Total Score \_\_\_\_\_ divided by number of evaluators  
 \_\_\_\_\_ = **AVERAGE EVALUATOR SCORE**

**ROOM CONSULTANT TOTAL**  
(10 points possible)

**AVERAGE EVALUATOR SCORE**  
(90 points possible)

**FINAL SCORE**  
(Average Evaluator Score plus Room Consultant Total)


**RATING ACHIEVED** (circle one) **Gold:** 90-100 **Silver:** 70-89.99 **Bronze:** 1-69.99

**VERIFICATION OF FINAL SCORE AND RATING** (please initial)

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

# FOOD INNOVATIONS

## Rubric

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

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

DISPLAY							Points
<b>FCCLA Planning Process Summary Page</b> 0–5 points	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	
	Planning Process summary not provided	Inadequate steps in the Planning Process are presented	All Planning Process steps are presented but not summarized	All Planning Process steps are summarized	Evidence that the Planning Process was utilized to plan project	The Planning Process is used to plan the project. Each step is fully explained	
<b>Original Prototype Formula(s)</b> 0–10 points	<b>0</b>	<b>1–2</b>	<b>3–4</b>	<b>5–6</b>	<b>7–8</b>	<b>9–10</b>	
	No prototype formula(s) provided/formula(s) are do not fit within the current food product scenario	One or more versions of the prototype and final prototype presented and fit within the current food product scenario	Original, each modified version, and final prototype formula(s) are presented and fit within the current food product scenario, but are written poorly	Original, each modified version, within the current formula(s) are well-written, fit within the current food product scenario, and track changes from previous versions	Prototype formula(s) are well-written, fits within the current food product scenario, and tracks changes. The final formula(s) meets product goals and represents an adequate understanding of scientific and culinary principles	Prototype formula(s) are well-written, fits within the current food product scenario, and tracks changes. The final formula(s) meets product goals and represents an extensive understanding of scientific and culinary principles	
<b>Product Testing Method</b> 0–10 points	<b>0</b>	<b>1–2</b>	<b>3–4</b>	<b>5–6</b>	<b>7–8</b>	<b>9–10</b>	
	No evidence of product testing provided	Product testing does not follow the specifications	Product testing followed specifications but the chosen method was not appropriate for the focus group audience	Product was tested twice according to specifications with an appropriate evaluation method for the focus group. Samples of the method and results are presented	Product was tested twice according to specifications with an appropriate evaluation method for the focus group. Samples of the method and results are presented. Most feedback from testing is implemented	Product was tested twice according to specifications with an appropriate evaluation method for the focus group. Samples of the method and results are presented in a professional manner. Feedback from testing is well-implemented	
<b>Process Storyboard</b> 0–2 points	<b>0</b>	<b>1</b>		<b>2</b>			
	No process storyboard presented	Limited photographs, confusing arrangement		Appropriate number of photographs, arranged well to tell a story			
<b>Nutrition Information</b> 0–5 points	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	
	No nutrition information provided	Nutrition information does not meet specification requirements	Nutrition information is complete (see specifications for requirements) but most of the information is incorrect	Nutrition information is complete (see specifications for requirements) and the majority of information is correct	Nutrition information is complete (see specifications for requirements) and correct. Demonstrates an appropriate level of knowledge for participant category	Nutrition information is complete (see specifications for requirements) and correct. Demonstrates an advanced level of knowledge for participant category	
<b>Equipment, Safety and Sanitation</b> 0–3 points	<b>0</b>	<b>1</b>	<b>2</b>		<b>3</b>		
	No equipment list or safety and sanitation precautions	Both the equipment list is incomplete AND safety and sanitation precautions are inappropriate	The equipment list is incomplete OR safety and sanitation precautions are inappropriate		The equipment list is complete and safety and sanitation precautions are appropriate		
<b>Product Summary</b> 0–2 points	<b>0</b>	<b>1</b>		<b>2</b>			
	No product summary provided	Product summary is lacking information and/or is poorly written		Product summary is thorough and well-written			
<b>Actual and Suggested Pricing</b> 0–3 points	<b>0</b>	<b>1</b>	<b>2</b>		<b>3</b>		
	No pricing information provided	Actual cost of one serving and one package is missing or inaccurate AND suggested pricing is missing or inappropriate	Actual cost of one serving and one package is missing or inaccurate OR suggested pricing is missing or inappropriate		Actual cost of one serving and one package is accurate; suggested pricing is appropriate		
<b>Appearance</b> 0–3 points	<b>0</b>	<b>1</b>	<b>2</b>		<b>3</b>		
	Display is illegible and unorganized	Display is neat, but contains grammatical or spelling errors and is organized poorly	Display is neat, legible, and professional, with correct grammar and spelling		Neat and professional, correct grammar and spelling used; effective organization		

# Food Innovations Rubric (continued)

Points

FOOD INNOVATIONS

<b>SUGGESTED PRODUCT PACKAGING</b>				
<b>Design Effectiveness</b> 0–3 points	<b>0</b> Suggested product packaging not provided	<b>1</b> Packaging design does not exhibit creativity and innovation, and/or would not be effective in containing, shipping, and storing the product	<b>2</b> Packaging design exhibits creativity and innovation, and would be effective in containing, shipping, and storing the product	<b>3</b> Packaging design exhibits creativity and innovation, and would be effective in containing, shipping, and storing the product. Description of actual materials to be used is included
<b>Marketability</b> 0–3 points	<b>0</b> Suggested product packaging not provided	<b>1</b> Packaging is missing required information (see specifications) and/or lacks visual appeal for the intended <i>audience</i>	<b>2</b> Packaging contains all of the required information (see specifications) and has some visual appeal for the intended <i>audience</i>	<b>3</b> Packaging contains all of the required information (see specifications) and has high visual appeal for the intended <i>audience</i>
<b>Appearance</b> 0–2 points	<b>0</b> Suggested product packaging not provided	<b>1</b> Packaging is unprofessional, not of high quality and/or contains grammatical or spelling errors	<b>2</b> Packaging is professional, of high quality and correct grammar and spelling used	

<b>ORAL PRESENTATION</b>						
<b>Organization/Delivery</b> 0–10 points	<b>0</b> Presentation is not done or speaks briefly and does not cover components of the project	<b>1–2</b> Presentation covers some topic elements	<b>3–4</b> Presentation covers all topic elements but with minimal information	<b>5–6</b> Presentation gives complete information but does not explain the project well	<b>7–8</b> Presentation covers information completely but does not flow well	<b>9–10</b> Presentation covers all relevant information with a seamless and logical delivery
<b>Explanation of Product Choice</b> 0–5 points	<b>0</b> No product choice explanation	<b>1</b> Product choice explanation was brief and product choice is not thought out or appropriate for scenario and <i>audience</i>	<b>2</b> Product choice explanation was brief but the product choice is appropriate for scenario and <i>audience</i>	<b>3</b> Product choice explanation was clear and thorough. Product choice is appropriate for scenario and <i>audience</i>	<b>4</b> Product choice explanation was clear and thorough. Some evidence that the product choice was thought out and it is appropriate for the current scenario and target <i>audience</i>	<b>5</b> Product choice explanation was clear and thorough. It is evident that the product choice was thought out and it is highly appropriate for the current scenario and target <i>audience</i>
<b>Knowledge of Subject Matter</b> 0–5 points	<b>0</b> Little or no evidence of knowledge	<b>1</b> Minimal evidence of knowledge	<b>2</b> Some evidence of knowledge	<b>3</b> Knowledge of subject matter is evident but not shared in presentation	<b>4</b> Knowledge of subject matter is evident and shared at times in the presentation	<b>5</b> Knowledge of subject matter is evident and incorporated throughout the presentation
<b>Use of Display and Visuals during Presentation</b> 0–5 points	<b>0</b> Display and visuals are not used during presentation	<b>1</b> Display and visuals are used to limit amount of speaking time	<b>2</b> Display and visuals are used minimally during presentation	<b>3</b> Display and visuals are incorporated throughout presentation	<b>4</b> Display and visuals are used effectively throughout presentation	<b>5</b> Presentation moves seamlessly between oral presentation and display/visuals
<b>Voice—pitch tempo, volume</b> 0–3 points	<b>0</b> No voice qualities are used effectively	<b>1</b> Voice quality is adequate	<b>2</b> Voice quality is good, but could improve	<b>3</b> Voice quality is outstanding and pleasing to listen to		
<b>Body Language/Clothing Choice</b> 0–3 points	<b>0</b> Body language shows nervousness and unease/ inappropriate clothing	<b>1</b> Body language shows minimal amount of nervousness/ clothing is appropriate	<b>2</b> Body language is good and and clothing is professional	<b>3</b> Body language and clothing choice both enhance the presentation		
<b>Grammar/Word Usage/Pronunciation</b> 0–3 points	<b>0</b> Extensive (more than 5) grammatical and pronunciation errors	<b>1</b> Some (3–5) grammatical and pronunciation errors	<b>2</b> Few (1–2) grammatical and pronunciation errors	<b>3</b> Presentation has no grammatical or pronunciation errors		
<b>Responses to Evaluators' Questions</b> 0–5 points	<b>0</b> Did not answer evaluators' questions	<b>1</b> Unable to answer some questions	<b>2</b> Responded to all questions, but without ease or accuracy	<b>3</b> Responded adequately to all questions	<b>4</b> Gave appropriate responses to evaluators' questions	<b>5</b> Responses to questions were appropriate and given without hesitation

**Evaluator's Comments:**

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

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

**TOTAL**

(90 points possible)

The STAR Events glossary was developed to help clarify questions about terms in the *STAR Events Manual*. Be sure you understand the rules for your event. Make certain you are following the national rules if they are different from your state rules.

**Applied academics**—The use of knowledge from general coursework (communication, math, science, social science) in projects related to Family and Consumer Sciences.

**Audience**—A group of listeners, or readers of a work, program, or performance.

**Audio equipment**—Equipment used for the broadcasting of sound (e.g., compact disc, cassette player, etc.).

**Audiovisual equipment**—Equipment that uses both sight and sound to present information (e.g., television, video-cassette recorder, LCD projector, etc.).

**Best Practices Educator**—An educator who models *professional* qualities, continued *professional* development and the use of current instructional approaches and strategies for teaching and learning. A best practice educator is committed to incorporating various teaching methods and seeks to utilize relevant *content* to create a classroom that is student focused. The educator should be recognized by *peers* for excellence and be fully certified in his/her field.

**Bibliography**—An alphabetical list of sources of information in an organized, consistent format (i.e. APA, Chicago, MLA) on a given subject, period, etc.; a list of books, articles, software, etc., used or referred to by an author.

**Campaign**—Activities to achieve a specific objective.

**Career-Related Education**—Knowledge obtained through school curriculum and *community* service projects/activities that enhances a student's ability to work in a specific occupation.

**Classroom Situation**—a situation in which there are multiple ages, learning styles, education levels, and/or special needs represented in students who are gathered in one space for an individual lesson.

**Community**—A group of people living in the same locality and under the same governance; the region in which one lives (i.e., *family*, school, *peers*, town, city, *employment*, etc.).

**Comprehensive Student**—Students enrolled in general courses in a Family and Consumer Sciences program.

**Content**—The subject or ideas contained in something written, said, or represented.

**Content pages**—Pages of a *manual*, business plan, or *portfolio* that contain information about the project; one side of page only.

**Costume/Uniform**—Clothing of a distinctive design or fashion worn by members of a particular group and serving as a means of identification.

**Creative thinking**—The ability to generate new ideas.

**Critical thinking**—The ability to use communication and problem-solving skills effectively to direct, monitor, and evaluate.

**Current**—Current information may vary by *content* field. Current research should be up-to-date based on research and study in the field.

**Digital Story**—A mixture of computer-based images, text, recorded audio narration, video clips, and/or music that focuses on a specific topic, and contains a personal or particular point of view.

**Dimensions**—The stated or required size of a *display*, *manual*, *portfolio*, or container (i.e., measurements, number of pages, etc.). The measured *dimensions* include all items that are a part of the *display*, *manual*, *portfolio*, or container (tablecloths, audiovisuals, *props*, equipment, moving parts, etc.). Examples include but are not limited to: tablecloths placed under a *display*, a *display* with one or more panels when the panel(s) are extended, and storage of items under or around the *display* table.

**Display**—An arrangement of material that includes but is not limited to: photos, project samples, etc., and is contained within a specified area that includes all materials, *visuals*, and *audiovisual equipment* to be used for the presentation.

**Divider pages**—Pages of a *manual* or *portfolio* that separate sections and do not contain *content* but may include *graphic* elements, titles, logos, theme decorations, page numbers, and/or a table of *contents* for a section.

**Easel**—A stand or frame that may range in size used to hold materials upright, usually during a presentation or *display*.

**Educational Enhancement Opportunity**—Knowledge obtained through job shadowing, informational interviews, or career research projects that enhances a specific *occupational* area.

**Electronic Portfolio**—An *electronic portfolio*, also known as an **e-portfolio** or **digital portfolio**, is a collection of electronic evidence assembled and managed by a user, usually on the Web (also called Webfolio). Such electronic evidence may include inputted text, electronic files such as Microsoft Word and Adobe® PDF files, images, multimedia, blog entries, and hyperlinks. E-portfolios are both demonstrations of the user's abilities and platforms for self-expression, and, if they are online, they can be maintained dynamically over time. Some e-portfolio applications permit varying degrees of *audience* access, so the same *portfolio* might be used for multiple purposes.

**Employment**—The work in which one is engaged; an activity to which one devotes time; may or may not include wages.

**EPA Climate Ambassadors**—Middle or high school students who meet at least one of the criteria found on the EPA Climate Ambassador website, [www.epa.gov/climateforaction/lead/become.htm](http://www.epa.gov/climateforaction/lead/become.htm), and submit an online Climate Ambassador form.

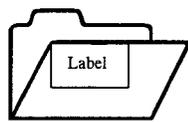
**Fabric Care**—Method(s) of cleaning and making suitable for wear.

**Fabric Characteristics**—Information about a fabric including, ease of use, special requirements of constructing garments with this fabric, limitations/advantages of using the fabric, and typical uses.

**Family**—Two or more persons, sometimes living under one roof, who nurture and support one another physically and emotionally, share *resources*, share responsibility for decisions, share values and goals, and have commitment to one another; environment created by caring people—regardless of blood, legal ties, adoption, or marriage—where individuals learn to be productive members of society; a context for discovery where one can comfortably accept challenges, make mistakes, have successes, be self-expressive, and grow as an individual.

**Fiber Content**—The types and amounts of different fibers in a fabric or garment.

**File folder**—A letter-size folder 8½" x 11" with one fold on lower horizontal edge and open on the other 3 sides; may have a tab at the top or may be straight cut. Within the *file folder*, each set of materials should be stapled separately. File folder may be any color.



**Flip chart**—A chart consisting of sheets hinged on one side that can be flipped over to present information sequentially.

**Focus Group**—A small group of individuals, not participating in the event, who test and/or evaluate an idea, event, or product with the intent of suggesting revisions for improvement.

**Graphic**—A picture, border, map, graphic font, or graph used for illustration or demonstration.

**Hardcopy**—Readable printed copy of the output of a machine, such as a computer.

**In-depth service project**—A detailed project that addresses one specific interest, concern, or need.

**Individual event**—An event completed by one person.

**Lesson plan**—A set of plans for teaching a concept that includes objective(s), plan of action, time schedule, *resources*, supplies, equipment, and evaluation process.

**Mannequin**—A full or partial human form that is or is close to actual body size which is used to display a garment or ensemble.

**Manual**—An arrangement of materials in an FCCLA scrapbook containing information about an in-depth chapter service project or chapter program of work that may include but is not limited to pictures, news clippings, and program booklets.

**Model**—A 3-D object which represents, in detail, the intent of a final version of a product.

**National programs**—Frameworks for FCCLA action that encourage members to enhance their personal growth and build leadership skills.

**Occupational student**—An *occupational student* is one who has completed or is currently taking a concentrated program that prepares individuals for paid *employment*.

**Peer**—A person who is equal to another in a particular category such as ability, age, rank, and/or qualifications.

**Peer education**—To provide with information, teach, or instruct a person or group equal in ability, age, rank, and/or qualifications (e.g., teens teaching teens).

**Photo Album**—A collection of photographs, either presented in a digital or printed format.

**Plain paper**—8½" x 11" paper with no *graphics* or design. Paper may be any solid color. Watermark is not allowed.

**Planning Process**—A five-step method (identify concerns, set a goal, form a plan, act, and follow up) to help FCCLA chapter members and advisers plan individual, group, or chapter activities.

**Pointer**—See *prop*. Laser *pointers* are not allowed.

**Portfolio**—A record/collection of a person's work organized in a format that best suits the project and meets the requirements of the event. *Portfolios* may be either *hardcopy* or *electronic*. See event specifications for allowable format.

**Postconsumer Item**—Any item which has been discarded by an end consumer. Examples include, but are not limited to, textiles, housewares, paper goods, sporting goods, etc.

**Problem solving**—The ability to recognize problems and devise and implement plans of action to solve the problems.

**Professional**—Worthy of the high standards of a profession.

**Project identification page**—A page at the front of a document or *display* containing headings specifically called for by event rules.

**Prop**—An object used to enhance a theme or presentation (e.g., book, puppet, *pointer*, etc.) that does not include *visuals*, audiovisuals, or *costumes/uniforms*. Live objects are not allowed. Props do not include *content*.

**Prototype Formula**—The ingredients, their quantities, and the process directions used to produce a food item.

**Reliable**—Sources should be respected in the field and information found in the source should be able to be backed up by other sources or legitimate research.

**Resources**—Any source of information or assistance in carrying out a project. May be any medium (e.g. book, internet, chapter member, speaker, etc.) but must be cited appropriately when used.

**School relationships**—Relationships within an educational institution (e.g., student to student, student to educator, student to organization, etc.).

**Seating and Traffic Standards**—Standards for the amount of space needed for and around seating areas with various levels of traffic produced by the National Kitchen and Bath Association (Kitchen Planning Guidelines 8 & 9). NKBA Planning Guidelines can be found online at: <http://www.nkba.com/guidelines/kitchen.aspx>.

**Skit**—A short, rehearsed, theatrical sketch that could include interaction with others (also called role play).

**Sound business practices**—Practices that are *comprehensive*, ethical, realistic, and profitable.

**Stewardship Project**—A project carried out by participants in their home, school, or *community* which actively works to counteract, reverse, or prevent the presence of an environmental concern or issue.

**Team**—A *team* may be composed of one, two, or three participants from the same chapter and/or school with the following exception: the Parliamentary Procedure *team* may have four to eight participants from the same chapter and/or school.

**Team event**—An event that can be completed by an entire chapter but may be presented by a *team* of one, two, or three members.

**Technology**—A method, system, or process for handling a specific, technical problem.

**Uniform**—See *costume*.

**Visual equipment**—Equipment used for visual projection without sound (e.g., projector, laptop, electronic tablet).

**Virtual Poster**—An online multimedia poster with text, photos, videos, *graphics*, sounds, drawings, data attachments or other digital items.

**Visuals**—Posters, charts, slides, transparencies, presentation software, etc., which include *content*.

# **EVALUATOR INFORMATION**

**Food  
Innovations**

## EVALUATORS— GENERAL INFORMATION AND INSTRUCTIONS

- ❑ Evaluation teams typically consist of two adults and one past student member/alumni or business.
- ❑ Become familiar with the rules, point summary forms, and the rubric sheet criteria for your assigned event. Please read volunteer handbook thoroughly including planning process, STAR/Skill Events Glossary and information.
- ❑ Before each participant begins, you will receive a rubric sheet, point summary form, and other pertinent information about the participant. Take a few minutes to preview the information, as it is a part of their presentation and evaluation.
- ❑ Time is allowed at the completion of each presentation for you to work (quickly) on your ratings and comments.
- ❑ When completing the rubric sheet, fill in the correct score bubble. Write the appropriate rating in the score column and *write comments* on the back of the rubric sheet. Written comments serve as a valuable source of feedback for the individuals and teams. Record total points. Verify point total and initial. If you take a point off you must write a comment.
- ❑ If unsure about anything concerning the presentation, ask the participants to explain or clarify.
- ❑ Do not request that participants hand you items—instead, please stand up for a closer look.
- ❑ Score the participant entry and discuss the presentation in private with the other evaluators on your team. Spend a few minutes reviewing the strengths and areas for improvement of the presentation. Do NOT inform participants of their score and/or rating.
- ❑ Compare ratings with other evaluators and discuss the scores given to each student. The adult Lead Consultant will then total scores and determine the average rating. Together, the evaluators will review the score and come to a consensus on the rating. Although evaluator scores will vary, (we recommend that all three evaluator ratings be within a 10-point range.) If the scores are outside a 10-point range, discuss the criteria and make sure there is a consensus between evaluators to standardize the participants score. Rounding off points: Scores should NOT be rounded. Total scores with calculators.
- ❑ Each team of evaluators will complete a point summary form for each individual or team. Verify point total and initial. Include the point summary form for each individual or team even if there are no point deductions.
- ❑ Rubric sheets and point summary forms are to be turned in to the room consultant at the end of the presentation, *NOT* held by evaluators until the end of the day to be adjusted.
- ❑ The decisions of the evaluators are final.
- ❑ Do not discuss the final ratings with anyone prior to the Recognition Sessions.
- ❑ Discuss any suggestions for improvement on your event with the event lead consultant. Your comments are welcomed and appreciated.

# THE EVALUATION PROCESS

Evaluators play a key role in STAR/Skill Events. In fact, evaluators play a key role in determining whether the experience is a positive or negative one for the student participants. It is the goal of STAR/Skill Events to make participation a positive experience for all participants, regardless of the ratings they receive. A considerate, sensitive, and fair evaluation process can accomplish this. The evaluation procedures attempt to accomplish the following:

- ❑ *Focus on the achievements of youth.* The evaluation process must stress what students do well and give them credit and recognition.
- ❑ *Promote interaction between youth and adults.* Student and adult evaluation teams have been created to enable youth and adults to share responsibility and exchange views from their level of experience.
- ❑ *Encourage youth to take an active role in their own evaluation.* Participants are asked to evaluate themselves as well as review the comments evaluators make about their performance.
- ❑ *Measure achievements against standard criteria rather than against another student.* All efforts should be made to rate the individual or team against the criteria on the rubric rather than comparing them to previous presentations.
- ❑ *Recognize that all students are winners.* Each participant has winning qualities or they would not have made it to the state level STAR/Skill Events. The evaluation process must reaffirm to students what those winning qualities are.

Evaluators make important value judgments about a student's accomplishments. Participants will accept these opinions and evaluations provided certain conditions are met. It is important, that as an evaluator, you strive for the following:

- ❑ *Consensus.* Although evaluator scores will vary, it is important that a consensus is reached between an evaluation team in regards to the event criteria. Please attempt to have the evaluation rating of participants within a 10-point range.
- ❑ *Consistency.* Attempt to rate students consistently when their performance is similar.
- ❑ *Fairness.* Do not let influencing factors interfere with your evaluation of a participant(s) presentation. If you know the individual(s) or feel influenced in any way, ask that the participant(s) be sent to another team for evaluation.
- ❑ *Honesty and Sincerity.* Make simple, forthright statements of your beliefs concerning the presentation. When offering constructive criticism, keep in mind the feelings of the individual(s).
- ❑ *Attention to Detail.* Be very specific in your evaluation comments. Rather than "You did a fine job," highlight the areas where they did a fine job.
- ❑ *Feedback.* Focus primarily on what the participant did well. Don't overload on the negatives—that's what the participant is likely to remember the longest. Positive comments and thoughtful, constructive suggestions will benefit the participant the most in the long run.

Many thanks—evaluators make these events possible!

## FOOD INNOVATIONS

## EVALUATOR

- ❑ Participants will give up to a 15 minute oral presentation of their display. Following the presentation, the evaluators will have 5 minutes to question participants and determine their knowledge of the subject or ask for clarification. The evaluators will take 5 minutes to review the **display** following the interview.
- ❑ Score the entry and discuss in private with the other evaluators on your team.
- ❑ Spend a few minutes reviewing strengths and areas for improvement of the presentation.
- ❑ Complete the rubric and initial your rubric next to the “Total Score” box at the bottom of the second page.
- ❑ Submit your final rubric and any additional comment sheets to the adult room consultant for review.
- ❑ Once the adult room consultant has finished reviewing and totaling the participant’s score, double check for accuracy and initial the Point Summary Form where directed.
- ❑ At the end of the day complete the volunteer evaluation form and submit to the youth room consultant.
- ❑ Thank the room consultants for their assistance and work throughout the day.

**DO NOT INFORM PARTICIPANTS OF THEIR SCORE OR RATING!**

**LEAD  
CONSULTANT  
INFORMATION**

**Food  
Innovations**

## Lead CONSULTANT

### *Prior to the Event*

- Read all information provided through the mail and online from FCCLA State Office for lead consultants in your event thoroughly.
- Bring a calculator to the State Leadership Conference** for totaling points.

### *At the State Leadership Conference*

- Attend lead consultants meeting to review specific responsibilities.
- Assist with participant registration/orientation.
- Prior to the event, check your room setup and materials. Review room consultant information and organize evaluator materials.
- Serve as doorkeeper for the event and enforce the no spectator policy.
- Check off participant names on time schedule when they present.
- Collect and review participants' portfolios while they are setting up. Record points on the corresponding point summary form, and confer with the event lead consultant if there are any questions. Then give the portfolios to evaluators and encourage them to score the "Portfolio" section of the rubric.
- Following the participants' presentations, encourage evaluators to make constructive **and** thorough comments on the rubrics or provided comment sheets.
- Keep evaluators on schedule and check for blank areas on rubrics.
- Total points on rubrics and point summary form, and indicate final rating. Show evaluators final ratings for each participant and have evaluator initial their rubric next to the total points box and in the space provided on the point summary form. If ratings are not consistent, remind evaluators that we ask evaluation teams to be within a 10-point range.
- Give rubrics, point summary forms, and cover sheet to the runners to take to the tally room in the Di Salle Building. Do not hold sheets.
- Collect and return supplies to the Tally Room in Di Salle Building.
- Assist with Recognition Sessions as needed.
- Do not discuss ratings with anyone prior to Recognition Sessions.

