

# FCCLA STAR Events Volunteer Handbook:

## Interpersonal Communications



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**PLEASE BE SURE TO BRING THIS HANDBOOK AND YOUR CONFIRMATION MAILING TO THE ROOM CONSULTANT AND EVALUATOR ORIENTATION AT THE 2009 NATIONAL LEADERSHIP CONFERENCE.**



June 1, 2009

Dear STAR Events Volunteer:

Family, Career and Community Leaders of America (FCCLA) sincerely appreciates your willingness to serve as a volunteer for STAR Events during the 2009 National Leadership Conference in Nashville, Tennessee. The success of the national STAR 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.

Part of the philosophy of STAR Events is that establishing a team of adult and youth evaluators for each event fosters respect and interaction between youth and adults. STAR Events volunteer teams are typically made up of two adult evaluators, one student evaluator, one adult room consultant, and one student room consultant. You will meet your team at the orientation session which is conducted prior to the events for clarifying rules, answering questions, explaining the evaluation process, and reviewing the philosophy associated with the events. This orientation is very important in ensuring that both volunteers and the participants have a positive experience so volunteers *MUST* attend the designated orientation session listed below.

**Required Events:**

**Interpersonal Communications Orientation Schedule**

- Students, Chapter Advisers, and Chaperone Volunteers – Sunday, July 12 – 4:00-5:00 p.m. – Bayou E
- Business and Industry Evaluators – Tuesday, July 14 – 7:00-7:45 a.m. – Canal A

**Volunteer Assignment** Interpersonal Communications – Tuesday, July 14 – 7:00 a.m.-4:00 p.m. (lunch will be provided)  
Please see the enclosure for your specific room assignment.

You are also invited to attend the STAR Events Recognition Sessions on Thursday, July 16 in the Delta Ballroom of the Gaylord Opryland Resort. Participants from the Central and Pacific Regions will be honored at the 8:00 a.m. session and the North Atlantic and Southern Regions will be recognized at the 10:30 a.m. session. You are welcome to attend either session as volunteers will be recognized at both. Please join us to take a bow for all of your hard work and help recognize all of the outstanding students.

In addition to the information in this mailing, the Interpersonal Communications Volunteer Handbook on the Programs/STAR Events page of the FCCLA national website, [www.fcclainc.org](http://www.fcclainc.org), 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 National Leadership Conference. Please bring all mailed and online materials with you to the orientation and event.

If you need additional information or clarification prior to your arrival in Nashville, please contact RanDee Platt, Competitive Events Intern, at 703-476-4900 x253. Onsite, the STAR Events Information Center, located at the Delta D Registration Desk of the Gaylord Opryland Resort, will be open Sunday, July 12 through Wednesday, July 15 for your convenience.

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

Sincerely,

Edie Doane  
Competitive Events Coordinator

RanDee Platt  
Competitive Events Intern



# 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:

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

Illustrated Talk

Interior Design

Interpersonal Communications

Job Interview

Life Event Planning

National Programs in Action

Parliamentary Procedure

Promote and Publicize FCCLA!

Recycle and Redesign

Teach and Train

### **For more information contact—**

Edie Doane, 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.



**Interpersonal Communications**, an *individual or team event*, recognizes participants who use Family and Consumer Sciences and/or related occupation skills and apply communication techniques to develop a project designed to strengthen communication in a chosen category: *community, employment relationships, family, peer groups*, or school groups. Participants must prepare a **file folder**, an **oral presentation**, and a **response to a related case study**.

## EVENT CATEGORIES

**Junior:** through grade 9

**Senior:** grades 10–12

**Occupational:** grades 10–12

See page 26 for more information on event categories.

## ELIGIBILITY

1. States may submit one entry in each category of this event.
2. Participation is open to any nationally affiliated FCCLA chapter member.
3. The Interpersonal Communications 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 Interpersonal Communications project and all supporting materials must be planned, conducted, and prepared by the participant(s) only.

## PROCEDURES & TIME REQUIREMENTS

1. Each entry will submit a *file folder* with required documents to the event room consultant at the designated participation time.
2. Room consultants and evaluators will have 5 minutes to preview the *file folder* before the presentation begins.
3. Participant(s) will have 5 minutes to set up for the event. Other persons may not assist.
4. The oral presentation **may be up to** 5 minutes in length. A one-minute warning will be given at 4 minutes. Participant(s) will be stopped at 5 minutes.
5. Following the presentation, evaluators will have 5 minutes to interview participant(s).
6. Participant(s) will then be given a written case study related to their project. They will have 10 minutes to prepare a response to the case study.
7. Participant(s) will have up to 5 minutes to present the case study response to evaluators. Evaluators may ask questions after the response.
8. Evaluators will use the rubric to score and write comments for participant(s). Then, evaluators will meet with each other to discuss participants' strengths and suggestions for improvement.
9. The total time required for this event is approximately 40 minutes.

## GENERAL INFORMATION

1. A table and blank note cards for the preparation of the case study response will be provided. Participant(s) must bring all other necessary supplies and/or equipment. Wall space will not be available.
2. Participant(s) may bring an easel(s).
3. Extension cords and power strips are not provided.
4. Spectators may not observe any portion of this event.
5. Only *visuals* that were used during the “ACT” step of the *Planning Process* for this project may be used during the oral presentation. Audio and/or video recordings are **not** allowed in this event.
6. Words in *italics* are defined in the glossary.
7. See **Allowable Presentation Elements** chart on page 13.

### File Folder

Participant(s) must submit one letter-size *file folder* containing three identical sets, with each set stapled separately, of the items listed below to the event room consultant at the designated participation time. The *file folder* must be labeled in the top left corner with name of event, category, participant's name(s), state, and FCCLA national region.

<i>Project Identification Page</i>	One 8½" x 11" page on <i>plain paper</i> , with no <i>graphics</i> or decorations; must include participant's name(s), school, city, state, FCCLA national region, project title, and chosen category of emphasis (i.e. <i>family</i> , <i>peer</i> groups, school groups, <i>community</i> , or <i>employment</i> relationships).
FCCLA <i>Planning Process</i> Summary Page	One 8½" x 11" summary page of how each step of the <i>Planning Process</i> was used to plan and implement the project; may also be described in the oral presentation.
Works Cited/ <i>Bibliography</i>	Use an organized, consistent format to cite all references in alphabetical order. Resources should be reliable and current.

### Oral Presentation

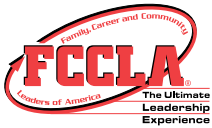
The oral presentation **may be up to** 5 minutes in length and is delivered to evaluators. The presentation should describe project in detail and discuss how communication techniques and methods such as verbal, nonverbal, written, active listening, one-on-one, and/or conflict resolution were used. *Visuals* may be used during the oral presentation only if the *visuals* were actually used in the "ACT" step of the *Planning Process*. Audio and/or video recordings are not permitted.

Organization	Deliver oral presentation in an organized, sequential manner; concisely and thoroughly summarize project.
Project Rationale Clearly Stated	Identify reason for implementing the project.
Use of Appropriate Techniques	Show evidence of communication techniques and methods used in the project, such as verbal, nonverbal, written, one-on-one, active listening, and/or conflict resolution.
Evidence of Project Self-Evaluation	Determine and express the significance of the project and its outcome.
Impact on Interpersonal Communications; Accomplishments	Show how an area of interpersonal communications was strengthened through the project.
Relationship to FCCLA Purposes and FACS	Explain direct connection to the purposes of FCCLA and Family and Consumer Sciences and/or related occupations.
Voice	Speak clearly with appropriate pitch, tempo, and volume.
Body Language	Use appropriate body language including gestures, posture, mannerisms, eye contact, and appropriate handling of <i>visuals</i> and notes or notecards if used.
Grammar and Pronunciation	Use proper grammar and pronunciation.

### Case Study

Participants will be given a written case study to evaluate their understanding of communication. The case study will relate to the area of the participant's project. Participant(s) will have 10 minutes to prepare a response. The response may not exceed 5 minutes. Work will take place in a separate room with no spectators. No prewritten material is allowed, but blank note cards will be provided.

Knowledge of Communication Techniques	Show evidence of awareness of methods for strengthening communication and of communication techniques.
Appropriate Solutions	Present solutions that are feasible and suitable for the situation.
Responses to Evaluators' Questions	Provide clear and concise answers to evaluators' questions regarding project and case study response. Questions may be asked after the presentation and after the case study response.



# STAR Events Point Summary Form

## INTERPERSONAL COMMUNICATIONS



**INTERPERSONAL COMMUNICATIONS**

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

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

Category  Junior  Senior  Occupational

**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' *file folder* 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</b> 0 or 5 points	<b>0</b> Did not attend/incomplete team attendance	<b>5</b> The individual or ALL participating members of the team attended	
<b>File Folder</b> 0–2 points	<b>0</b> No File Folder presented	<b>1</b> File Folder presented with incorrect labeling/insufficient materials for evaluators (less than 3 copies of contents)	<b>2</b> File Folder is presented with correct labeling and sufficient evaluators material • Project ID Page • Planning Process Summary • Works Cited
<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 was late for presentation	<b>1</b> Participant was on time for presentation	

<b>EVALUATORS' SCORES</b>	<b>ROOM CONSULTANT TOTAL</b> (10 points possible)	
Evaluator 1 _____ Initials _____	<b>AVERAGE EVALUATOR SCORE</b> (90 points possible)	
Evaluator 2 _____ Initials _____	<b>FINAL SCORE</b> (Average Evaluator Score plus Room Consultant Total)	
Evaluator 3 _____ Initials _____		
Total Score _____ divided by number of evaluators <b>= AVERAGE EVALUATOR SCORE</b>		

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

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

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

# INTERPERSONAL COMMUNICATIONS

## Rubric

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

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

Category:  Junior  Senior  Occupational

EVALUATION CRITERIA							Points
<b>FCCLA Planning Process Summary Page</b> 0-5 points	<b>0</b> Planning Process summary not provided	<b>1</b> Inadequate steps in the Planning Process are presented	<b>2</b> All Planning Process steps are presented but not summarized	<b>3</b> All Planning Process steps are summarized	<b>4</b> Evidence that the Planning Process was utilized to plan project	<b>5</b> The Planning Process is used to plan the project. Each step is fully explained	
<i>Planning Process Summary Page:</i> <b>Identify Concerns</b> 0-4 points	<b>0</b> No evidence of identifying concerns	<b>1</b> Identifying concerns and needs are limited in scope	<b>2</b> Participants use one or two methods to identify concerns	<b>3</b> Participants use surveys, data collection, interviews or other methods to identify concerns	<b>4</b> Participants identify the need to act; realize circumstances are uncertain and changing; and two or more reasonable options or "alternative actions"		
<i>Planning Process Summary Page:</i> <b>Set a Goal</b> 0-4 points	<b>0</b> Not evident	<b>1</b> Goal is evident	<b>2</b> Goal is clearly stated	<b>3</b> Goal is thoroughly stated	<b>4</b> Goal is stated in detail with measurable outcomes		
<i>Planning Process Summary Page:</i> <b>Form a Plan</b> 0-4 points	<b>0</b> Not evident	<b>1</b> Plan is stated with some detail	<b>2</b> Plan is detailed	<b>3</b> Plan includes details, timelines, alternatives	<b>4</b> Plan is thorough, feasible and complete		
<i>Planning Process Summary Page:</i> <b>Act</b> 0-4 points	<b>0</b> Not evident	<b>1</b> Action steps are evident	<b>2</b> Plan is detailed in steps, tasks, and timelines	<b>3</b> Plan includes analysis of effects of communication technology in family, work, and community settings	<b>4</b> Plan includes a thorough understanding and application of communication techniques and solutions		
<i>Planning Process Summary Page:</i> <b>Evaluation Follow-Up</b> 0-4 points	<b>0</b> No evidence	<b>1</b> Some evaluation and follow up is planned	<b>2</b> Evaluation plans include multiple strategies	<b>3</b> Evaluation and follow up is detailed and varied in strategies	<b>4</b> Evaluation and follow up is extensive and includes evidence of Project Self-Evaluation		
<b>Works Cited/Bibliography</b> 0-3 points	<b>0</b> No resources listed	<b>1</b> Incomplete list of resources/resources listed are not current or appropriate for project	<b>2</b> Complete list of resources but inconsistent format	<b>3</b> Complete alphabetical list of appropriate resources in a consistent format			
<b>Organization</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 and explains project fully	<b>9-10</b> Presentation covers all relevant information completely and explains project with a seamless and logical delivery	
<b>Project Rationale Stated</b> 0-5 points	<b>0</b> Not evident	<b>1</b> Project rationale is limited	<b>2</b> Rationale for the project is clearly stated	<b>3</b> Rationale for the project is stated in a convincing manner, citing reasons and data	<b>4</b> Rationale for the project is thorough and compelling	<b>5</b> Project rationale is thorough, a compelling and urgent need and and well documented	
<b>Use of Appropriate Techniques</b> 0-5 points	<b>0</b> No evidence	<b>1</b> Participants understand limited methods of communication techniques	<b>2</b> Participants show some understanding of various communication techniques	<b>3</b> Participants show understanding of two or three communication techniques	<b>4</b> Participants show understanding and can apply various communication techniques	<b>5</b> Participants effectively apply techniques that are effective and appropriate	

# Interpersonal Communications Rubric (continued)

Points

INTERPERSONAL COMMUNICATIONS

<b>Impact on Interpersonal Communications</b> 0–10 points	<b>0</b> Not evident	<b>1</b> Participants show a limited knowledge of the impact of interpersonal communications with their project	<b>2</b> Participants show areas of interpersonal communication that were strengthened by the project	<b>3–5</b> Participants explain one or more of the following: <ul style="list-style-type: none"> <li>■ how similarities and differences among people affect conflict prevention and management in their project</li> <li>■ how to create an environment that encourages and respects the ideas, perspectives, and</li> <li>■ apply the roles of decision making and problem solving in reducing and managing conflict.</li> </ul>	<b>6–10</b> Participants show extensive knowledge and application of interpersonal communication that was strengthened by the project. Some of which might include those mentioned earlier and: <ul style="list-style-type: none"> <li>■ Demonstrate processes for cooperating, compromising, and collaborating.</li> <li>■ Demonstrate ethical behavior in family, workplace and community settings.</li> <li>■ Demonstrate strategies to motivate, encourage, and build trust in group members.</li> <li>■ Compare the relative merits of opposing points of view regarding current ethical issues.</li> </ul>	
<b>Relationship to FCCLA Purposes and FACS</b> 0–5 points	<b>0</b> Not evident	<b>1</b> Connection to FACS and FCCLA is mentioned	<b>2</b> Connection to FACS and FCCLA understood	<b>3</b> Connection to FACS and FCCLA understood and clearly communicated by participants	<b>4</b> Participants understand and connect the FCCLA purposes and FACS classes or content areas	<b>5</b> Participants understand the connections and know standards, Purposes and FACS content thoroughly
<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 is good, but could improve	<b>3</b> Voice quality is outstanding and pleasing to listen to		
<b>Body Language</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
<b>CASE STUDY</b>						<b>Points</b>
<b>Case Study</b> 0–2 points	<b>0</b> No case study presentation is made	<b>1</b> Case study response is limited in scope	<b>2</b> Case study responses indicate an understanding of the concepts and issues			
<b>Case Study Response: Knowledge of Communication Techniques</b> 0–4 points	<b>0</b> Not evident in explanations	<b>1</b> Knowledge of communication techniques is limited	<b>2</b> Knowledge of communication techniques is evident in the case study response. Participants demonstrate effective listening and feedback techniques	<b>3</b> Knowledge of communication techniques is thorough. Explain how similarities and differences among people affect conflict prevention and management	<b>4</b> Knowledge of communication techniques is explained in detail. Apply ethical principles of communication	
<b>Case Study Response: Appropriate Solutions</b> 0–4 points	<b>0</b> Not evident	<b>1</b> Participants share a limited response to one or two solutions	<b>2</b> Participants share feasible and suitable solutions	<b>3</b> Participants share many feasible and suitable solutions	<b>4</b> Participants share extensive suitable solutions and insights	
<b>Responses to Evaluators' Questions</b> 0–3 points	<b>0</b> Not evident	<b>1</b> Did not answer questions	<b>2</b> Answers show a limited understanding	<b>3</b> Answers are in depth and thorough		

**Evaluator's Comments:**

**TOTAL**

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.).

**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.

**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 with no *stacking/overlapping*.

**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.

**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., used to showcase a chapter's service project, chapter program of work, or a Focus on Children project, and is contained within a specified area that includes all materials, *visuals*, and *audio-visual 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.

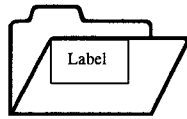
**Easel**—A stand or frame that may range in size used to hold materials upright, usually during a presentation or display.

**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.

**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.

**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.



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

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

**Hard copy**—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.

**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.

**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*.

**Overlapping**—See *stacking*.

**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).

**Plain paper**—8½" x 11" paper with no *graphics* or design. Paper may be any color.

**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. Portfolio may be either hardcopy or electronic. See event specifications for allowable format.

**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.

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

**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).

**Stacking/Overlapping**—Placing more than one piece of paper, program, or catalog on a page so when the page is fully extended it covers another document on that page. If this occurs it is counted as two or more *content* pages. Participants may avoid *stacking/overlapping* penalties by gluing or laminating items or sealing sheet protectors when used.

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

**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.

## STAR Events Glossary (continued)

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**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., projectors, VCRs, LCD projector).

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

**Work-based learning**—Knowledge obtained through job shadowing, informational interviews, or career research projects that enhances a specific *occupational* area.

# **EVALUATOR INFORMATION**

**Interpersonal  
Communications**

## EVALUATORS— GENERAL INFORMATION AND INSTRUCTIONS

- ❑ Evaluation teams typically consist of two adults and one student member.
- ❑ Become familiar with the rules, point summary forms, and the rubric sheet criteria for your assigned event. Question any criteria not understood. Remember that individual state event rules often differ from national event rules and that national rules must be followed for the national event.
- ❑ 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 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 room 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.**
- ❑ 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 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 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 national level STAR 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!**

## INTERPERSONAL COMMUNICATIONS

## EVALUATOR

- 5 minutes prior to each presentation, evaluators will receive a copy of the participant file folder information for preview.
- Participants may then give up to a 5 minute oral presentation of their project.
- Following the oral presentation, evaluators will have 5 minutes to question participants about the project.
- Evaluators will be provided multiple copies of case studies pertaining to various Interpersonal Communications categories. Evaluators will select one case study that most closely correlates to the participant's project.
- An evaluator will read the selected case study to the participant(s), and give a copy of that case study to the participant(s). The participant(s) will be escorted to the case study room by the youth room consultant to compose a response.
- While participants are completing the case study, evaluators should complete sections one and two of the rubric, and become familiar with the next entry's file folder information.
- Participants will return to the room and present up to a 5 minute response to the case study to the evaluators. The participants will return the case study to the evaluators. Evaluators may question participants and determine their knowledge of the subject or ask for clarification.
- 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 evaluator evaluations 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!**

**ROOM  
CONSULTANT  
INFORMATION**

**Interpersonal  
Communications**

## *Prior to the Event*

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

## *At the National Leadership Conference*

- Attend room 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' file folder 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. Once complete, distribute the file folder contents appropriately to the evaluators to review.
- 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.
- Collect and return rubrics and point summary forms to the Assistant Lead Consultant in team number order.
- At the end of the day complete the room consultant evaluation and submit to the youth room consultant.
- Collect and return supplies to the Assistant Lead Consultant.
- Assist with Recognition Sessions as needed.
- Do not discuss ratings with anyone prior to Recognition Sessions.

## *Prior to the Event*

- ❑ Read all information provided through the mail and online from FCCLA national headquarters for room consultants in your event thoroughly.
- ❑ **Bring a stopwatch to National Leadership Conference** for timing events. A wristwatch is not acceptable.

## *At the National Leadership Conference*

- ❑ Attend room consultants meeting to review specific responsibilities.
- ❑ Assist adult room consultants as needed.
- ❑ Introduce each participant or team to the evaluators.
- ❑ Serve as timekeeper for the event.
  - allow 5 minutes for setup
  - begin timing as participant(s) begin their oral presentation
  - hold up warning card at 4 minutes (one minute warning)
  - stop participants at 5 minutes
  - allow 5 minutes for evaluators to interview participant(s)
  - after the oral presentation and evaluator interview, escort participants to the case study room and provide with note cards and pencil for preparing presentation. **Stay with the participants.**
  - allow 10 minutes for participants to prepare a response to the presentation of case study (begin timing when participants are seated in case study room). After 10 minutes, escort participants back to evaluation room. **DO NOT ALLOW VISITORS IN CASE STUDY ROOM.** If more than one team is working in the room at the same time, ask all participants to work quietly.
  - allow up to 5 minutes for case study response. Evaluators may question participants about their response at this time.
- ❑ Direct participants outside of the event room after the evaluators questions have concluded so the evaluators may complete their rubrics.
- ❑ Have participants complete the STAR Events evaluation form and collect completed forms to give to the Assistant Lead Consultant at the end of the day.
- ❑ Thank the participants for their work and presentation.
- ❑ Allow evaluators a few minutes to write comments and discuss the entry among themselves before bringing in the next participant.
- ❑ At the end of the day complete the room consultant evaluation form and collect completed evaluations from the evaluators and adult room consultant. Return evaluations to the Assistant Lead Consultant with the other competition materials.
- ❑ Thank evaluators at the end of the event.
- ❑ Assist with Recognition Sessions as needed.
- ❑ Do not discuss ratings with anyone prior to Recognition Sessions.