



## Chapter Showcase Display

**Chapter Showcase Display**, a *team event*, recognizes chapters that develop and implement a well-balanced program of work and promote FCCLA and Family and Consumer Sciences and/or related occupations and skills to the *community*. Participants must prepare a *display* and an **oral presentation**.

### EVENT CATEGORIES

**Junior:** through grade 9

**Senior:** grades 10–12

**Occupational:** grades 10–12

See page 29 for more information on event categories.

### ELIGIBILITY

1. States may submit two *display* entries in each category of this event.
2. Participation is open to any nationally affiliated FCCLA chapter member.
3. The Chapter Showcase 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 Chapter Showcase Display 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 time, participants will have 30 minutes to set up a *display*. Only participants are allowed in the setup area. Other persons may not assist. *Displays* not set up at designated time will not be allowed during the presentation.
2. The oral presentation **may be up to** 15 minutes in length. A one-minute warning will be given at 14 minutes. Participants will be stopped at 15 minutes.
3. If audio and/or visual recordings are used, they are limited to 1 minute playing time during the presentation.
4. Following the presentation, evaluators will have 5 minutes to interview participants.
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 this event is approximately one hour.

## GENERAL INFORMATION

1. Participants must bring all necessary supplies and/or equipment. Wall space will not be available.
2. Tables and electrical outlets must be requested through the state adviser. Extension cords and power strips are not provided.
3. Spectators may not observe any portion of this event.
4. Participant(s) may not carry in additional *visuals* or *props* for oral presentation. Items within the *display* (handouts, samples, etc.) may be used as in-hand *visuals* during the oral presentation, but must be returned within original display dimensions when done.
5. **Presentation Elements:**  
Allowed: *Audio, Costumes/Uniforms, Props/Pointers, Skits, Visual Equipment, Visuals.*  
Not Allowed: *Easel(s), File Folders, Flip Chart(s), Manuals, Photo Albums, Portfolios.*

### Display

A *display* should be used to document and illustrate the chapter's program of work.

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.). Scrapbooks, *flip charts*, *manuals*, and photo albums are not allowed. Each *display* must include a *project identification page* and a *Planning Process* summary page.

<i>Project Identification Page</i>	One 8½" x 11" page on <i>plain paper</i> , with no <i>graphics</i> or decorations; must include participants' name(s), chapter name, school, city, state, FCCLA national region, and project title. For <i>project identification pages</i> mounted on a <i>display</i> , <i>graphics</i> and decorative elements must be outside the 8½" x 11" page and must not touch or overlap the <i>project identification page</i> .
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; use of the <i>Planning Process</i> may also be described in the oral presentation.
Membership Campaigns	Actively recruit new members and maintain current ones through creative and innovative <i>campaigns</i> .
Meetings and Ceremonies	Hold and attend chapter, district/regional, state, and national meetings.
Recognition Activities	Conduct and participate in ceremonies; and recognize chapter members for their efforts.
Leadership Activities	Engage chapter members in leadership activities.
Cooperative, Competitive, and Individualized Activities	Engage chapter members in cooperative, competitive, and individualized activities.
Community Service Activities	Plan and conduct service projects benefiting the school and/or <i>community</i> .
Chapter Resource Development	Maintain adequate chapter finances through fundraising <i>campaigns</i> or other efforts.
Chapter Budget	Document the flow of money in and out of the chapter budget for the current year.
State and <i>National Programs</i>	Complete project activities related to state and <i>national programs</i> .
Public Relations Efforts	Use a variety of public relations techniques to increase public awareness of FCCLA and Family and Consumer Sciences and/or related occupations.
Appearance	<i>Display</i> should be neat, legible, <i>professional</i> , and creative and use correct grammar and spelling.

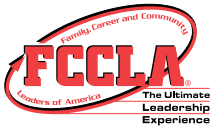
### Oral Presentation

The oral presentation **may be up to** 15 minutes in length and is delivered to evaluators. The presentation should describe the chapter's year-long program of work and how it was implemented. Participants presenting a *display* may use audio and/or visual recordings, but they are limited to 1 minute playing time. Participants may not carry in additional *visuals* or *props* for the oral presentation. The *display* may be used as a *visual* during the oral presentation.

Organization/Delivery	Deliver oral presentation in an organized, sequential manner; concisely and thoroughly summarize program of work.
Program of Work	Discuss how program of work allows and reflects the Purposes of FCCLA and Family and Consumer Sciences and members to develop leadership, management, communication, and personal skills by planning, conducting, and evaluating a well-balanced program of work.
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 display and notes or notecards if used.

## Chapter Showcase Display Rubric (continued)

Grammar/Word Usage/ Pronunciation	Use proper grammar 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 CHAPTER SHOWCASE DISPLAY



**CHAPTER SHOWCASE DISPLAY**

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.

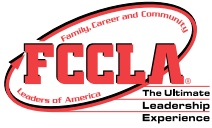
ROOM CONSULTANT CHECK			Points
<b>Registration</b> 0 or 5 points	<b>0</b> Did not attend/incomplete team attendance	<b>5</b> The individual or ALL participating members of the team attended	
<b>Display Set-up</b> 0-1 points	<b>0</b> Participants did not set up their display within the allotted time period	<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 move out of the display during the presentation	<b>1</b> The display fits and stays within the appropriate dimensions	
<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>ROOM CONSULTANT TOTAL</b> (10 points possible)	
<b>EVALUATORS' SCORES</b>	<b>AVERAGE EVALUATOR SCORE</b> (90 points possible)	
Evaluator 1 _____ Initials _____		
Evaluator 2 _____ Initials _____		
Evaluator 3 _____ Initials _____		
Total Score _____ divided by number of evaluators	<b>FINAL SCORE</b> (Average Evaluator Score plus Room Consultant Total)	
_____ = <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 \_\_\_\_\_



# CHAPTER SHOWCASE DISPLAY

## Rubric



**CHAPTER SHOWCASE DISPLAY**

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

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

DISPLAY							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	
<b>Membership Campaigns</b> 0-5 points	<b>0</b> Not evident	<b>1</b> 1 or no campaign shown		<b>2-3</b> Campaigns described		<b>4-5</b> Campaigns are creative, thorough and successful	
<b>Meetings &amp; Ceremonies</b> 0-3 points	<b>0</b> No evidence shown	<b>1</b> Meetings held/attended		<b>2</b> Ceremonies at meetings		<b>3</b> Meetings were appropriately scheduled with all necessary ceremonies held throughout the year	
<b>Recognition Activities</b> 0-3 points	<b>0</b> Not evident	<b>1</b> Limited or no activities shown		<b>2</b> Recognition activities are held appropriately		<b>3</b> Recognition activities are creative and built into each event, multiple strategies	
<b>Leadership Activities</b> 0-5 points	<b>0</b> No activities shown	<b>1</b> 1 activity shown	<b>2</b> 2 or more indepth activities	<b>3</b> Leadership activities evident in many events	<b>4</b> 2/more creative and in depth activities for multiple strategies for developing leadership	<b>5</b> Many leadership development activities are evident in annual chapter program of work	
<b>Cooperative, Competitive, and Individualized Activities</b> 0-5 points	<b>0</b> Not evident	<b>1</b> 1 or no activities shown	<b>2</b> 2 activities shown	<b>3</b> Many activities for varied types of strategies	<b>4</b> 2/more creative and thorough activities	<b>5</b> Many strategies for various learning and leadership styles and effective results	
<b>Community Service Activities</b> 0-5 points	<b>0</b> Not evident	<b>1</b> 1 or no activities shown	<b>2</b> Limited service activities shown	<b>3</b> Service activities are evident and effective	<b>4</b> 2/more creative and effective service activities with multiple partnerships	<b>5</b> Extensive service activities and effective results	
<b>Chapter Resource Development</b> 0-5 points	<b>0</b> No evidence shown	<b>1</b> Limited evidence of resource development	<b>2</b> 1/more fundraisers or events to generate resources	<b>3</b> Multiple fund development activities with varied results	<b>4</b> Fundraisers and resources sought effectively	<b>5</b> A developed system of seeking resources, fundraisers, donations	
<b>Chapter Budget</b> 0-5 points	<b>0</b> No evidence shown	<b>1</b> Budget is evident but lacks information details	<b>2</b> Budget is evident and may be incomplete	<b>3</b> Budget is adequate but not extensive	<b>4</b> Budget is detailed	<b>5</b> Budget is detailed and follows generally accepted accounting procedures	
<b>State and National Programs</b> 0-5 points	<b>0</b> Not evident	<b>1</b> 1 program with limited scope	<b>2</b> 2 or less activities	<b>3</b> 2 or more activities	<b>4</b> 3 or 4 activities shown with effective results	<b>5</b> 5/more creative and comprehensive activities. Many members involved, impressive results	
<b>Public Relations Efforts</b> 0-5 points	<b>0</b> No evidence	<b>1</b> 1 or no activities shown		<b>2-3</b> 2/more activities shown		<b>4-5</b> 3/more creative and effective activities with a variety of methods including technology	

# Chapter Showcase Display Rubric (continued)

							Points
<b>Display</b> 0–5 points	<b>0</b> Display not used during presentation	<b>1</b> Display has many errors and is not aesthetically pleasing	<b>2</b> Display has minimal appeal	<b>3</b> Display needs some improvement in content and design	<b>4</b> Display has good word, color, and design choice	<b>5</b> Display is creative, appropriate and of high quality	
<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>Program of Work</b> 0–5 points	<b>0</b> Not evident	<b>1</b> Missing or lacks variety	<b>2–3</b> Focuses on a few areas	<b>4–5</b> Shows variety/creativity with comprehensive member involvement. Reflects Purposes of FCCLA			
<b>Use of Display during Presentation</b> 0–5 points	<b>0</b> Display is not used during presentation	<b>1</b> Display used to limit amount of speaking time	<b>2</b> Display is used minimally during presentation	<b>3</b> Display incorporated throughout presentation	<b>4</b> Display used effectively throughout presentation	<b>5</b> Presentation moves seamlessly between oral presentation and display	
<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 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	

CHAPTER SHOWCASE DISPLAY

**Evaluator's Comments:**

**TOTAL**  
(90 points possible)

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

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