**Project Rating Sheet**

(Mark one score per row **AND** write score in the Points Earned column. Use Tie Breaker column to add or subtract points to break ties.)

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Project Usability** | **Not Demonstrated** | | **Below Expectations** | | **Meets Expectations** | | **Exceeds Expectations** | | **Points Earned** | **Tie Breaker** |
| Video plays successfully | Media not usable | | Media usable but not submitted according to event guidelines | | Media usable but not click and play | | Media usable on multiple players/browsers | |  |  |
| 0 |  | 7 |  | 14 |  | 20 |  |

**Project Concept & Design Evaluation**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Fully address the concept and/or topic | Concept and/or topic is not followed | | Concept and/or topic not fully developed | | Fully addresses the concept and/or topic | | A user with no knowledge of the concept and/or topic can identify based on video | |  |  |
| 0 |  | 7 |  | 14 |  | 20 |  |
| Color, backgrounds, font, and sounds are appropriate for the concept/topic | No design principals applied | | Contrast, font, sound or design choice is distracting | | Contrast, font, sound, and design choice are appropriate for the concept/topic | | Contrast, font, sound, and design choice enhance the experience for the user | |  |  |
| 0 |  | 7 |  | 14 |  | 20 |  |
| Graphics appropriate for concept and/or topic and consistent throughout the video | No graphic design principals applied | | Graphics are distracting | | Graphics are appropriate for the concept/topic | | Graphics enhance the experience for the user and are consistent throughout the video | |  |  |
| 0 |  | 7 |  | 14 |  | 20 |  |
| Information related to the topic is accurate | Animation video does not incorporate information | | Animation video incorporates information but there are no sources or evidence of validity | | Animation video incorporates information and backs it up with sources | | Animation video incorporates information in an entertaining way that is backed up with sources | |  |  |
| 0 |  | 7 |  | 14 |  | 20 |  |

**Project Evaluation**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Overall Quality of 3-D elements and animation | Video does not incorporate 3-D elements | | Video incorporates basic 3-D elements | | Video incorporates 3-D elements that are functional | | Video incorporates 3-D elements that clearly have been designed in multiple ways | |  |  |
| 0 |  | 14 |  | 21 |  | 30 |  |
| Quality of editing and transition | There are no transitions or evidence of video editing incorporated | | Transitions exist but are rough and do not flow easily | | Transitions flow seamlessly and serve as a logical component of the video | | Multiple types of transitions are used and all flow seamlessly | |  |  |
| 0 |  | 14 |  | 21 |  | 30 |  |
| Logical flow of thoughts | Flow of video does not seem logical | | Flow does not connect each element of the video | | Flow is logical and appears sequenced | | Flow is logical including a clear beginning, middle, and end | |  |  |
| 0 |  | 7 |  | 14 |  | 20 |  |
| Video concludes with proper credits and acknowledgement of copyright | Video does not include credits | | Video includes credits but they are limited | | Video includes credits that recognize the creator, contributors, and acknowledgement of materials used | | Video includes credits that recognize the creator, contributors, and includes written acknowledgement of copyright | |  |  |
| 0 |  | 7 |  | 14 |  | 20 |  |

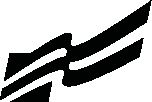
**Penalty Points**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Project Guidelines not followed | -5 |  | | **Total Penalty** | **-** |  |
|  | | | **Grand Total (200 Max)** | |  |  |

Name(s):

School: State:

Judge’s Signature: Date:

**Performance Rating Sheet**  **Preliminary Round**  **Final Round**

(Mark one score per row **AND** write score in the Points Earned column. Use Tie Breaker column to add or subtract points to break ties.)

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Expectation Item** | **Not Demonstrated** | | **Below Expectations** | | **Meets Expectations** | | **Exceeds Expectations** | | **Points Earned** | **Tie Breaker** |
| Demonstrates understanding of the event topic | No understanding of event topic OR incorrect topic used | | Understanding of topic inconsistent from video to performance | | Demonstrates the topic through presentation and animation | | Demonstrates expertise of the topic through presentation and animation | |  |  |
| 0 |  | 3 |  | 7 |  | 10 |  |
| Describes the pre- production process | No explanation of the pre-production process | | Explains the pre- production process but does not share tangible planning documents | | Explains the pre- production process and shares tangible planning documents | | Explains pre-production process using industry terminology and displays tangible planning documents | |  |  |
| 0 |  | 3 |  | 7 |  | 10 |  |
| Describes the production process | No explanation of the production process | | Explains the production process but does not share tangible planning documents | | Explains the production process and shares tangible planning documents | | Explains the production process using industry terminology and displays tangible planning documents | |  |  |
| 0 |  | 3 |  | 7 |  | 10 |  |
| Describes the post- production process | No explanation of the post-production process | | Explains the post- production process but does not share tangible planning documents | | Explains the post- production process and shares tangible planning documents | | Explains the post- production process using industry terminology and displays tangible planning documents | |  |  |
| 0 |  | 3 |  | 7 |  | 10 |  |
| Describes software and hardware used | No explanation of software and hardware used | | Explains software OR hardware used | | Explains software AND hardware used | | Explains software and hardware used as well as alternative options and reasoning for final choice | |  |  |
| 0 |  | 7 |  | 14 |  | 20 |  |
| Describes animation techniques used | No explanation of animation techniques used | | Identifies animation techniques used | | Identifies animation techniques used with industry terminology | | Identifies and explains animation techniques used with industry terminology | |  |  |
| 0 |  | 3 |  | 7 |  | 10 |  |
| Provides proper documentation of pictures, audio, etc. | No documentation provided | | | | Substantiates compliance to copyright regulations using visual representation | | | |  |  |
| 0 | |  | | 10 | |  | |

#### Performance Rating Sheet (continued)

**Delivery Skills**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Statements are well- organized and clearly stated | Presenter(s) did not appear prepared | | Presenter(s) were prepared, but flow was not logical | | Presentation flowed in logical sequence | | Presentation flowed in a logical sequence, statements were well organized | |  |  |
| 0 |  | 1 |  | 3 |  | 5 |  |
| Demonstrates self- confidence, poise, assertiveness, and good voice projection | Presenter(s) did not demonstrate self- confidence | | Presenter(s) demonstrated self-confidence and poise | | Presenter(s) demonstrated self-confidence, poise, and good voice projection | | Presenter(s) demonstrated self-confidence, poise, good voice projection, and assertiveness | |  |  |
| 0 |  | 1 |  | 3 |  | 5 |  |
| Demonstrates the ability to effectively answer questions | Unable to answer questions | | Does not completely answer questions | | Completely answers questions | | Interacted with the judges in the process of completely answering questions | |  |  |
| 0 |  | 3 |  | 7 |  | 10 |  |
| **Performance Subtotal (100 max)** | | | | | | | | |  |  |

**Penalty Points** (Mark all that apply)

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Time over 7 minutes | -5 |  | Dress Code not followed | -5 |  | Event Guidelines not followed | -5 |  | **Total Penalty** | **-** |  |
|  | | | | | | | | **Performance Total** | |  |  |
| **Project Total (200 max)** | |  |  |
| **Grand Total** | |  |  |

Name(s):

School: State:

Judge’s Signature: Date:

# AMERICAN ENTERPRISE PROJECT

##### PRELIMINARY CHECKSHEET

**Judges:** Before evaluating the contents of the report, please check to see the regulations listed below were followed. Place a **checkmark by any item(s) that is not** in compliance, **then judge the report**.

**Deduct five (5) points each for not adhering to Report Guidelines (maximum of twenty [20] points):**

Front Cover

* + Front cover is not counted against the page limit and must contain the following information: name of the school, state, name of the event, name(s) of the student(s), and year (201x-1x)

Missing table of contents & page numbers

Over fifteen (15) pages

* + Reports must not exceed 15 pages (a title page, divider pages, and appendices are optional and must be included in the page count).

No page numbers in report.

Report format does not follow rating sheet

* + Follow the RATING SHEET sequence in writing the report. If information is not available for a particular criterion, include a statement to that effect in the report.
  + Pages are numbered and must be sized for 8 ½” x 11” paper.

School

Judge's Signature:

**Performance Rating Sheet**  **Preliminary Round**  **Final Round**

(Mark one score per row **AND** write score in the Points Earned column. Use Tie Breaker column to add or subtract points to break ties.)

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Expectation Item** | **Not Demonstrated** | | **Below Expectations** | | **Meets Expectations** | | **Exceeds Expectations** | | **Points Earned** | **Tie Breaker** |
| Describes project development and strategies used to implement project | No evidence of project development or strategies presented | | Project development is explained briefly; very limited strategies are utilized | | Project development is clearly outlined. More than one strategy is outlined | | Project development is clearly outlined. Strategies are chronological and clearly explained | |  |  |
| 0 |  | 7 |  | 14 |  | 20 |  |
| Describes research into school or community needs | No evidence of school and/or community research | | Research was completed but not clearly outlined | | Research clearly completed and clearly outlined | | Research was planned, executed, and evaluated | |  |  |
| 0 |  | 5 |  | 10 |  | 15 |  |
| Appropriate level of chapter member involvement in project | Chapter involvement is not explained | | Participation was limited to a small number of members | | The project was clearly a chapter project and participated in by multiple members | | Entire chapter participated in the event and clear evidence is provided of the impact | |  |  |
| 0 |  | 3 |  | 7 |  | 10 |  |
| Degree of impact on the community and its citizens | School and/or community impact is not addressed | | Project was completed and served a purpose | | Project created tangible results that benefitted the school and/or community | | Project impacted the school and/or community to a level that something has dynamically changed and the project should continue | |  |  |
| 0 |  | 7 |  | 14 |  | 20 |  |
| Evidence of publicity received | No evidence of publicity received | | Information was shared with the media but no evidence of publicity is shared | | Project was recognized within the school. and/or community | | Project was recognized in more than one way by the school and/or community | |  |  |
| 0 |  | 1 |  | 3 |  | 5 |  |
| Student evaluation of project effectiveness | No evidence of project evaluation is provided | | Project was evaluated | | Project was evaluated and the evaluation was assessed | | Project was evaluated and the team has created recommendations for change should the project be repeated | |  |  |
|  | 0 |  | 1 |  | 3 |  | 5 |  |

**Delivery Skills**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Statements are well- organized and clearly stated | Presenter(s) did not appear prepared | | Presenter(s) were prepared, but flow was not logical | | Presentation flowed in logical sequence | | Presentation flowed in a logical sequence, statements were well organized | |  |  |
| 0 |  | 3 |  | 7 |  | 10 |  |
| Demonstrates self- confidence, poise, assertiveness, and good voice projection | Presenter(s) did not demonstrate self- confidence | | Presenter(s) demonstrated self-confidence and poise | | Presenter(s) demonstrated self-confidence, poise, and good voice projection | | Presenter(s) demonstrated self-confidence, poise, good voice projection, and assertiveness | |  |  |
| 0 |  | 1 |  | 3 |  | 5 |  |
| Demonstrates the ability to effectively answer questions | Unable to answer questions | | Does not completely answer questions | | Completely answers questions | | Interacted with the judges in the process of completely answering questions | |  |  |
| 0 |  | 3 |  | 7 |  | 10 |  |
| **Performance Subtotal (100 max)** | | | | | | | | |  |  |

**Penalty Points** (Mark all that apply)

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Time over 7 minutes | -5 |  | Dress Code not followed | -5 |  | Event Guidelines not followed | -5 |  | **Total Penalty** | **-** |  |
|  | | | | | | | | **Performance Total** | |  |  |
| **Report Total (100 max)** | |  |  |
| **Grand Total** | |  |  |

School: State:

Judge’s Signature: Date:

**Report Rating Sheet**

(Mark one score per row **AND** write score in the Points Earned column. Use Tie Breaker column to add or subtract points to break ties.)

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Expectation Item** | **Not Demonstrated** | | **Below Expectations** | | **Meets Expectations** | | **Exceeds Expectations** | | **Points Earned** | **Tie Breaker** |
| Project specifically promotes local understanding of and support for the American Enterprise system | Project is not an American Enterprise Project | | Project promotes local understanding of OR shows how to support the American Enterprise system but not both | | Project promotes local understanding of and support for the American Enterprise system | | Project indicates future activities or steps that could be taken to further the work started | |  |  |
| 0 |  | 3 |  | 7 |  | 10 |  |
| Describe research into school and/or community needs | No evidence of school and/or community research | | Research was completed but not clearly outlined | | Research clearly completed and clearly outlined | | Research was planned, executed, and evaluated | |  |  |
| 0 |  | 5 |  | 10 |  | 15 |  |
| Describe planning, development, and implementation of project | No evidence of planning, development, or implementation of project | | Planning, development, OR implementation explanation is missing | | Planning, development, and implementation activities/steps are clearly described | | Planning, development and implementation activities/steps are described and rationale for types of activities is given | |  |  |
| 0 |  | 7 |  | 14 |  | 20 |  |
| Show evidence of publicity received | No evidence of publicity received | | Information about publicity was written in the report but no evidence of publicity is available | | Project was recognized within the school and/or community | | Project was recognized in more than one way by the school and/or community | |  |  |
| 0 |  | 3 |  | 7 |  | 10 |  |
| Report benefits to and degree of impact on the school and/or community | School and/or community impact is not addressed | | Project was completed and served a purpose | | Project created tangible results that benefitted the school and/or community | | Project impacted the school and/or community to a level that something has dynamically changed and the project should continue | |  |  |
| 0 |  | 3 |  | 7 |  | 10 |  |
| Evaluate the project | No evidence of project evaluation is provided | | Project was evaluated | | Project was evaluated and the evaluation was assessed | | Project was evaluated and recommendations for change were given | |  |  |
| 0 |  | 3 |  | 7 |  | 10 |  |

**Report Format**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Arrange information according to rating sheet  (See above Expectation Items) | Missing one or more sections and/or does not follow rating sheet | | All information presented, but order inconsistent with rating sheet | | Information arranged according to rating sheet | | Presented in the correct order and includes written transitions between sections | |  |  |
| 0 |  | 3 |  | 7 |  | 10 |  |
| Format and design a business report | Does not format document | | Inconsistent formatting, excessive white space, and/or unrelated graphics and/or photos | | Consistent formatting throughout the report | | Utilizes full bleed, effective use of space, related defined graphics, and consistent formatting | |  |  |
| 0 |  | 3 |  | 7 |  | 10 |  |
| Include correct grammar, punctuation, and spelling | More than 5 grammar, punctuation, or spelling errors | | 3–4 grammar, punctuation, or spelling errors | | No spelling errors, and not more than 2 grammar or punctuation errors | | No spelling errors, and not more than 1 grammar or punctuation error | |  |  |
| 0 |  | 1 |  | 3 |  | 5 |  |
| **Report Subtotal (100 max)** | | | | | | | | |  |  |

**Penalty Points**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Report Guidelines not followed | -5 |  | **Total Penalty** | **-** |  |
|  | | | **Grand Total (100 max)** |  |  |

School: State:

Judge’s Signature: Date:

**FBLA BANKING AND FINANCIAL SYSTEMS**

#### Performance Rating Sheet

(Mark one score per row **AND** write score in the Points Earned column. Use Tie Breaker column to add or subtract points to break ties.)

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Expectation Item** | **Not Demonstrated** | | **Below Expectations** | | **Meets Expectations** | | **Exceeds Expectations** | | **Points Earned** | **Tie Breaker** |
| Demonstrates understanding of the case study and defines problem(s) to be solved | No description or case study synopsis provided; no problems defined | | Describes and provides case study synopsis OR defines the problem(s) | | Describes and provides case study synopsis AND defines the problem(s) | | Demonstrates expertise of case study synopsis AND definition of the problem(s) | |  |  |
| 0 |  | 5 |  | 10 |  | 15 |  |
| Identifies alternatives and the pro(s) and con(s) of each | No alternatives identified | | Alternative(s) given but pro(s) and/or con(s) are not analyzed | | At least two alternatives given and pro(s) and con(s) are analyzed | | Multiple alternatives given and multiple pros and cons analyzed for each | |  |  |
| 0 |  | 7 |  | 14 |  | 20 |  |
| Identifies logical solution and aspects of implementation | No solution identified | | Solution provided, but implementation plan not developed | | Logical solution and implementation plan provided and developed | | Feasible solution and implementation plan developed and necessary resources identified | |  |  |
| 0 |  | 7 |  | 14 |  | 20 |  |
| Demonstrates knowledge and understanding of the event competencies:  Concepts and practices/ basic terminology/ government regulations/ financial services/ technology/types of institutions/ethics/ financial careers/taxation | No competencies demonstrated | | One or two competencies are demonstrated | | Three competencies are demonstrated | | Four or more competencies are demonstrated | |  |  |
| 0 |  | 7 |  | 14 |  | 20 |  |

**Delivery Skills**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Statements are well- organized and clearly stated | Presenter(s) did not appear prepared | | Presenter(s) were prepared, but flow was not logical | | Presentation flowed in logical sequence | | Presentation flowed in a logical sequence, statements were well organized | |  |  |
| 0 |  | 3 |  | 7 |  | 10 |  |
| Demonstrates self- confidence, poise, assertiveness, and good voice projection | Presenter(s) did not demonstrate self- confidence | | Presenter(s) demonstrated self-confidence and poise | | Presenter(s) demonstrated self-confidence, poise, and good voice projection | | Presenter(s) demonstrated self-confidence, poise, good voice projection, and assertiveness | |  |  |
| 0 |  | 1 |  | 3 |  | 5 |  |
| Demonstrates the ability to effectively answer questions | Unable to answer questions | | Does not completely answer questions | | Completely answers questions | | Interacted with the judges in the process of completely answering questions | |  |  |
| 0 |  | 3 |  | 7 |  | 10 |  |
| **Performance Subtotal (100 max)** | | | | | | | | |  |  |

**Penalty Points** (Mark all that apply)

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Dress Code not followed | -5 |  | Event Guidelines not followed | | | -5 |  | **Total Penalty** | **-** |  |
|  | | | | | **Grand Total** | | | |  |  |
|  | | | | **Objective Test Score** (to be used in the event of a tie) | | | | |  |  |

Name(s):

School: State:

Judge’s Signature: Date:



**FBLA BROADCAST JOURNALISM**

**Performance Rating Sheet**  **Preliminary Round**  **Final Round**

(Mark one score per row **AND** write score in the Points Earned column. Use Tie Breaker column to add or subtract points to break ties.)

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Expectation Item** | **Not**  **Demonstrated** | | **Below**  **Expectations** | | **Meets**  **Expectations** | | **Exceeds**  **Expectations** | | **Points**  **Earned** | **Tie**  **Breaker** |
| Demonstrates understanding of the event topic | No understanding of topic as it relates to the event guidelines or wrong topic | | Identifies event topic, but does not demonstrate understanding | | Identifies and demonstrates understanding of event topic | | Uses industry terminology to demonstrate the understanding of the event topic | |  |  |
| 0 |  | 5 |  | 10 |  | 15 |  |
| Researches quality and related information to the topic | No research done with 3 or more inaccurate statements | | Research is unrelated to the topic and 1-2 inaccurate statements | | All research is accurate | | All research is accurate with supporting evidence | |  |  |
| 0 |  | 7 |  | 14 |  | 20 |  |
| Quality writing related to the topic | Writing lacks a clear voice and original style. Lead is neither original nor catchy, is overused or boring. | | Writing is rather bland; lacks a clear voice and/or sense of originality. Lead is adequate but not extremely catchy or original. | | Writing is adequate but not extremely compelling, is wordy or voice is unclear. Lead is appropriate to story and fairly effective at  attention. | | Writing is strong and effective with a clear voice and active verbs. Lead is original and catchy and invites readers to piece. | |  |  |
| 0 |  | 7 |  | 14 |  | 20 |  |
| Quality of news broadcast | Broadcast was not complete. No graphics used, no creativity in production/product. | | Does not fully resemble a news broadcast. Little to no creativity in production/product.  Limited graphics and support. | | Over half of the performance/product resembles a news broadcast. Some creativity present.  Graphics present and  effective. | | Impressive overall broadcast. Clear balance of creativity/realism.  Production graphics well done. Balanced team effort. | |  |  |
| 0 |  | 5 |  | 10 |  | 15 |  |

**Delivery Skills**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Statements are well- organized and clearly stated with use of industry language | Presenter(s) did not appear prepared | | Presenter(s) were prepared, but flow was not logical | | Presentation flowed in logical sequence | | Presentation flowed in a logical sequence, statements were well organized | |  |  |
| 0 |  | 3 |  | 7 |  | 10 |  |
| Demonstrates self- confidence, poise, assertiveness, and good voice projection | Presenter(s) did not demonstrate self- confidence | | Presenter(s) demonstrated self-confidence and poise | | Presenter(s) demonstrated self-confidence, poise, and good voice projection | | Presenter(s) demonstrated self-confidence, poise, good voice projection, and assertiveness | |  |  |
| 0 |  | 3 |  | 7 |  | 10 |  |
| Demonstrates the ability to effectively answer questions | Unable to answer questions | | Does not completely answer questions | | Completely answers questions | | Interacted with the judges in the process of completely answering questions | |  |  |
| 0 |  | 3 |  | 7 |  | 10 |  |
| **Performance Subtotal (100 max)** | | | | | | | | |  |  |

**Penalty Points** (Mark all that apply)

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Time over  7 minutes | -5 |  | Dress Code  not followed | -5 |  | Event Guidelines  not followed | -5 |  | **Total Penalty** | **-** |  |
|  | | | | | | | | **Performance Grand Total** | |  |  |

Name(s):

School: State:

Judge’s Signature: Date:

# BUSINESS FINANCIAL PLAN

##### PRELIMINARY CHECK SHEET

**Judges:** Before evaluating the contents of the report, please check to see the regulations listed below were followed. Place a **checkmark by any item(s) that is not** in compliance, **then judge the report**.

**Deduct five (5) points each for not adhering to Report Guidelines (maximum of twenty [20] points):**

Front Cover

* + Front cover is not counted against the page limit and must contain the following information: name of the school, state, name of the event, name of student(s), and year (201x-1x)

Missing table of contents & page numbers

Over fifteen (15) pages

* + Reports must not exceed 15 pages excluding front and back cover and the description. (A title page, divider pages, and appendices are optional and must be included in the page count.)

No page numbers in report.

Report format does not follow rating sheet

* + Follow the RATING SHEET sequence in writing the report. If information is not available for a particular criterion, include a statement to that effect in the report.
  + Pages are numbered and must be sized for 8 ½” x 11” paper.

School: **\_ \_ \_ \_**

Judge's Signature: \_ \_ \_

# BUSINESS PLAN PROJECT

##### PRELIMINARY CHECKSHEET

**Judges:** Before evaluating the contents of the report, please check to see the regulations listed below were followed. Place a **checkmark by any item(s) that is not** in compliance, **then judge the report**.

**Deduct five (5) points each for not adhering to Report Guidelines (maximum of twenty [20] points):**

Front Cover

* + Front cover is not counted against the page limit and must contain the following information: name of school, state, name of event, name(s) of student(s), and year (201x-1x)

Missing table of contents & page numbers

Over thirty (30) pages

* + Reports must not exceed thirty (30) pages excluding front and back cover and the description (a title page, divider pages, and appendices are optional and must be included in the page count).

No page numbers in report.

Report format does not follow rating sheet

* + Follow the RATING SHEET sequence in writing the report. If information is not available for a particular criterion, include a statement to that effect in the report.
  + Pages are numbered and must be sized for 8 ½” x 11” paper.

School:

Judge's Signature:

**FBLA BUSINESS ETHICS**

**Performance Rating Sheet**  **Preliminary Round**  **Final Round**

(Mark one score per row **AND** write score in the Points Earned column. Use Tie Breaker column to add or subtract points to break ties.)

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Expectation Item** | **Not**  **Demonstrated** | | **Below**  **Expectations** | | **Meets**  **Expectations** | | **Exceeds**  **Expectations** | | **Points**  **Earned** | **Tie Breaker** |
| Identifies and defines the ethical topic | No identification of an ethical topic as it relates to the event guidelines | | Identifies OR defines the ethical topic | | Identifies and defines the ethical topic | | Definition of the ethical topic is stated using industry terminology | |  |  |
| 0 |  | 3 |  | 7 |  | 10 |  |
| Ethical dimensions of the topic are clearly defined | No ethical dimensions are defined | | Ethical dimensions of topic given but they are not analyzed | | Dimensions of the topic are given and analyzed with supporting evidence | | Dimensions are analyzed with multiple supporting evidence analyzed | |  |  |
| 0 |  | 5 |  | 10 |  | 15 |  |
| Identifies and offers an effective ethical solution | No ethical solution identified | | One ethical solution provided with no plan | | Ethical solution provided with supporting evidence and a plan developed | | One feasible ethical solution recommended with a plan and necessary resources identified | |  |  |
| 0 |  | 7 |  | 14 |  | 20 |  |
| Researches quality and related information to the ethical topic | No research done with 3 or more inaccurate statements | | Research is unrelated to the ethical topic and 1–2 inaccurate statements | | Research is accurate | | Research is accurate with supporting evidence | |  |  |
| 0 |  | 5 |  | 10 |  | 15 |  |
| Substantiates and cites sources used while conducting research | No substantiation provided | | | | Substantiates and cites sources | | | |  |  |
| 0 | |  | | 10 | |  | |

**Delivery Skills**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Statements are well- organized and clearly stated with use of industry language | Presenter(s) did not appear prepared | | Presenter(s) were prepared, but flow was not logical | | Presentation flowed in logical sequence | | Presentation flowed in a logical sequence, statements were well organized | |  |  |
| 0 |  | 3 |  | 7 |  | 10 |  |
| Demonstrates self- confidence, poise, assertiveness, and good voice projection | Presenter(s) did not demonstrate self- confidence | | Presenter(s) demonstrated self-confidence and poise | | Presenter(s) demonstrated self-confidence, poise, and good voice projection | | Presenter(s) demonstrated self-confidence, poise, good voice projection, and assertiveness | |  |  |
| 0 |  | 1 |  | 3 |  | 10 |  |
| Demonstrates the ability to effectively answer questions | Unable to answer questions | | Does not completely answer questions | | Completely answers questions | | Interacted with the judges in the process of completely answering questions | |  |  |
| 0 |  | 3 |  | 7 |  | 10 |  |
| **Performance Subtotal (100 max)** | | | | | | | | |  |  |

**Penalty Points** (Mark all that apply)

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Time over  7 minutes | -5 |  | Dress Code  not followed | -5 |  | Event Guidelines  not followed | -5 |  | **Total Penalty** | **-** |  |
|  | | | | | | | | **Performance Grand Total** | |  |  |

Name(s):

School: State:

Judge’s Signature: Date:

**Performance Rating Sheet**

 **Preliminary Round**  **Final Round**

(Mark one score per row **AND** write score in the Points Earned column. Use Tie Breaker column to add or subtract points to break ties.)

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Expectation Item** | **Not Demonstrated** | | **Below Expectations** | | **Meets Expectations** | | **Exceeds Expectations** | | **Points Earned** | **Tie Breaker** |
| Describes company, operations, and management (current and projected) | No evidence of company, operations, or management | | Company is explained briefly; very limited description of operations or management | | Company is clearly outlined. Description of operations and management included | | Company is clearly outlined. Detailed description of operations and management with plan for future growth | |  |  |
| 0 |  | 5 |  | 10 |  | 15 |  |
| Describes the financial plan and strategies to obtain loan | No evidence of financial plan or strategies | | Financial plan is explained briefly; very limited strategies are utilized | | Financial plan is clearly outlined. More than one strategy is outlined | | Financial plan is clearly outlined. Strategies are chronological and clearly explained | |  |  |
| 0 |  | 5 |  | 10 |  | 15 |  |
| Explains underlying assumptions and provides supporting information | No evidence of assumptions or supporting information | | One assumption is given with no supporting information | | Two assumptions are given with at least one supporting statement of each assumption | | Three or more assumptions are given with at least two supporting statements of each assumption | |  |  |
| 0 |  | 5 |  | 10 |  | 15 |  |
| Identifies and analyzes risks and adverse results and provides plan to avoid adverse results | No evidence of risks or adverse results | | One risk OR adverse result is given; no evidence of planning | | Two risks and at least one adverse result identified; includes a plan with at least one step to avoid adverse results | | Three risks and at least one adverse result identified; includes a plan with at least two steps to avoid adverse results | |  |  |
| 0 |  | 5 |  | 10 |  | 15 |  |
| Explains purpose of loan amount requested and projections for company stability | No evidence of loan request or company projections received | | Purpose of the loan request explained OR at least one projection for company’s stability given | | Purpose of loan request explained; at least one projection for the company’s stability given | | Purpose of loan request explained; at least two projections for the company’s stability given | |  |  |
| 0 |  | 3 |  | 7 |  | 10 |  |

**Delivery Skills**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Statements are well- organized and clearly stated (See above Expectation Items) | Presenter(s) did not appear prepared | | Presenter(s) were prepared, but flow was not logical | | Presentation flowed in logical sequence | | Presentation flowed in a logical sequence, statements were well organized | |  |  |
| 0 |  | 3 |  | 7 |  | 10 |  |
| Demonstrates self- confidence, poise, assertiveness, and good voice projection | Presenter(s) did not demonstrate self- confidence | | Presenter(s) demonstrated self-confidence and poise | | Presenter(s) demonstrated self-confidence, poise, and good voice projection | | Presenter(s) demonstrated self-confidence, poise, good voice projection, and assertiveness | |  |  |
| 0 |  | 3 |  | 7 |  | 10 |  |
| Demonstrates the ability to effectively answer questions | Unable to answer questions | | Does not completely answer questions | | Completely answers questions | | Interacted with the judges in the process of completely answering questions | |  |  |
| 0 |  | 3 |  | 7 |  | 10 |  |
| **Performance Subtotal (100 max)** | | | | | | | | |  |  |

**Penalty Points** (Mark all that apply)

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Time over 7 minutes | -5 |  | Dress Code not followed | -5 |  | Event Guidelines not followed | -5 |  | **Total Penalty** | **-** |  |
|  | | | | | | | | **Report Total (200 max)** | |  |  |
| **Grand Total** | |  |  |

Name(s):

School: State:

Judge’s Signature: Date:

#### Report Rating Sheet

(Mark one score per row **AND** write score in the Points Earned column. Use Tie Breaker column to add or subtract points to break ties.)

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Expectation Item** | **Not Demonstrated** | | **Below Expectations** | | **Meets Expectations** | | **Exceeds Expectations** | | **Points Earned** | **Tie Breaker** |
| Description of business, assumptions, and strategies to obtain loan | No description of business, assumptions OR strategies to obtain the loan is given | | Description of the business, assumptions, and strategies to obtain a loan are given, but one or more descriptions are vague | | Description of business, assumptions, and strategies to obtain the loan are provided and well written | | Description of business, assumptions, and strategies to obtain loan serves as a strong introduction and transitions into the remainder of the report | |  |  |
| 0 |  | 10 |  | 20 |  | 30 |  |
| Describe Company:  Legal form of business Company governance Company location(s)  Long- and short-term goals | More than one of the components listed is not addressed | | Description of one or more components is limited OR one or more components is not described | | All components are described adequately | | All components are described adequately with supporting documentation | |  |  |
| 0 |  | 10 |  | 20 |  | 30 |  |
| Discuss Operations and Management  Business facilities described Management personnel  identified  Workforce described (current and projected) | More than one of the components listed is not addressed | | Description of one or more components is limited OR one or more components is not described | | All components are described adequately | | All components are described adequately with supporting documentation | |  |  |
| 0 |  | 10 |  | 20 |  | 30 |  |
| Present Target Market: Target market defined (size,  growth potential, needs)  Risks and potential adverse results identified, analyzed, and planned for | More than one of the components listed is not addressed | | Description of one or more components is limited OR one component is not described | | All components are described adequately | | All components are described adequately with supporting documentation | |  |  |
| 0 |  | 10 |  | 20 |  | 30 |  |
| Include Financial Institution Information:  Name and type of financial institution for loan needs  Discuss Loan Request Purpose of loan & amount  requested  Itemized planned expenditures Projections for future financial  stability | More than one of the components listed is not addressed | | Description of one or more components is limited OR one or more components is not described | | All components are described adequately | | All components are described adequately with supporting documentation | |  |  |
| 0 |  | 10 |  | 20 |  | 30 |  |
| Include supporting documentation | No Work Cited page is included in the report | | Project has a correctly formatted Work Cited page but other supporting documentation is missing or limited | | Project has a correctly formatted Work Cited page and other supporting documentation is provided | | Project has a correctly formatted Work Cited page and other supporting documentation in each section | |  |  |
| 0 |  | 8 |  | 18 |  | 25 |  |

#### Report Rating Sheet (continued)

**Report Format**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Arrange information according to rating sheet (See above Expectation Items) | Missing 1 or more sections and/or does not follow rating sheet | | All information presented, but order inconsistent with rating sheet | | Information arranged according to the rating sheet | | Presented in the correct order and includes written transitions between sections | |  |  |
| 0 |  | 3 |  | 7 |  | 10 |  |
| Format and design a business report | Does not format document | | Inconsistent formatting, excessive white space, and/or unrelated graphics and/or photos | | Consistent formatting throughout the report | | Utilizes full bleed, effective use of space, related defined graphics, and consistent formatting | |  |  |
| 0 |  | 3 |  | 7 |  | 10 |  |
| Include correct grammar, punctuation, and spelling | More than 5 grammar, punctuation, or spelling errors | | 3–4 grammar, punctuation, or spelling errors | | No spelling errors, and not more than 2 grammar or punctuation errors | | No spelling errors, and not more than one grammar or punctuation error | |  |  |
| 0 |  | 1 |  | 3 |  | 5 |  |
| **Report Subtotal (200 max)** | | | | | | | | |  |  |

**Penalty Points**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Report Guidelines not followed | -5 |  | | **Total Penalty** | **-** |  |
|  | | | **Grand Total** | |  |  |

Name(s):

School: State:

Judge’s Signature: Date:

**Performance Rating Sheet**  **Preliminary Round**  **Final Round**

(Mark one score per row **AND** write score in the Points Earned column. Use Tie Breaker column to add or subtract points to break ties.)

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Expectation Item** | **Not Demonstrated** | | **Below Expectations** | | **Meets Expectations** | | **Exceeds Expectations** | | **Points Earned** | **Tie Breaker** |
| Describes business concept and company profile | No evidence of business concept or company profile | | Business concept OR company profile described | | Business concept AND company profile explained | | Business concept and company profile explained including how the concept matches the profile | |  |  |
| 0 |  | 5 |  | 10 |  | 15 |  |
| Explains marketing aspects of business | No marketing evident | | One aspect of marketing explained | | Two aspects of marketing explained | | Three or more aspects of marketing to increase company performance explained | |  |  |
| 0 |  | 5 |  | 10 |  | 15 |  |
| Describes operations and management plans | No evidence of company, operations plan, or management plan | | Description of operations OR management plan | | Description of operations and management plan | | Detailed description of operations and management with plan for future growth | |  |  |
| 0 |  | 5 |  | 10 |  | 15 |  |
| Provides information on financial documents and projections | No evidence of financial documents or company projections received | | Provides information on at least one financial document OR one projection | | Provides information on two financial documents and at least one projection | | Provides information on at least three financial documents and at least three projections | |  |  |
| 0 |  | 3 |  | 7 |  | 10 |  |
| Identifies and analyzes risks and adverse results and provides plan to avoid adverse results | No evidence of risks or adverse results | | One risk OR adverse result is given; no evidence of planning | | Two risks and at least one adverse result identified; includes a plan with at least one step to avoid adverse results | | Three risks and at least one adverse result identified; includes a plan with at least two steps to avoid adverse results | |  |  |
| 0 |  | 3 |  | 7 |  | 10 |  |
| Identifies long-term goals | No goals identified | | Only one goal identified | | Two goals identified | | Three or more goals identified with specific plan to achieve the goals | |  |  |
| 0 |  | 3 |  | 7 |  | 10 |  |

**Delivery Skills**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Statements are well- organized and clearly stated | Presenter(s) did not appear prepared | | Presenter(s) were prepared, but flow was not logical | | Presentation flowed in logical sequence | | Presentation flowed in a logical sequence, statements were well organized | |  |  |
| 0 |  | 3 |  | 7 |  | 10 |  |
| Demonstrates self- confidence, poise, assertiveness, and good voice projection | Presenter(s) did not demonstrate self- confidence | | Presenter(s) demonstrated self-confidence and poise | | Presenter(s) demonstrated self-confidence, poise, and good voice projection | | Presenter(s) demonstrated self-confidence, poise, good voice projection, and assertiveness | |  |  |
| 0 |  | 1 |  | 3 |  | 5 |  |
| Demonstrates the ability to effectively answer questions | Unable to answer questions | | Does not completely answer questions | | Completely answers questions | | Interacted with the judges in the process of completely answering questions | |  |  |
| 0 |  | 3 |  | 7 |  | 10 |  |
| **Performance Subtotal (100 max)** | | | | | | | | |  |  |

**Penalty Points** (Mark all that apply)

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Time over 7 minutes | -5 |  | Dress Code not followed | -5 |  | Event Guidelines not followed | -5 |  | **Total Penalty** | **-** |  |
|  | | | | | | | | **Performance Total** | |  |  |
| **Report Total (200 max)** | |  |  |
| **Grand Total** | |  |  |

Name(s):

School: State:

Judge’s Signature: Date:

#### Report Rating Sheet

(Mark one score per row **AND** write score in the Points Earned column. Use Tie Breaker column to add or subtract points to break ties.)

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Expectation Item** | **Not Demonstrated** | | **Below Expectations** | | **Meets Expectations** | | **Exceeds Expectations** | | **Points Earned** | **Tie Breaker** |
| Provide brief and concise Executive Summary  Convince reader that business concept is sound and has a reasonable chance of success | No Executive Summary is given | | Executive Summary is provided but does not show evidence of sound business concept OR reasonable chance of success | | Executive Summary is provided AND shows evidence of sound business concepts and reasonable chance of success | | Executive Summary serves as a strong introduction and transitions into the remainder of the report | |  |  |
| 0 |  | 5 |  | 10 |  | 15 |  |
| Develop Company Profile  Legal form of business Effective date of business  Company mission statement/vision Company governance  Company location(s) Immediate development goals  Overview of company’s financial status | More than one of the components listed is not addressed | | Description of one or more components is limited OR one or more components is not described | | All components are described adequately | | All components are described adequately with supporting documentation | |  |  |
| 0 |  | 5 |  | 10 |  | 15 |  |
| Present Industry Analysis Description of industry (size, growth  rates, nature of competition, history)  Trends and strategic opportunities within industry | More than one of the components listed is not addressed | | Description of one or more components is limited OR one or more components is not described | | All components are described adequately | | All components are described adequately with supporting documentation | |  |  |
| 0 |  | 5 |  | 10 |  | 15 |  |
| Present Target Market  Target market defined (size, growth potential, needs)  Effective analysis of market’s potential, current patterns, and sensitivities | More than one of the components listed is not addressed | | Description of one or more components is limited OR one component is not described | | All components are described adequately | | All components are described adequately with supporting documentation | |  |  |
| 0 |  | 5 |  | 10 |  | 15 |  |
| Discuss Competition  Key competitors identified Effective analysis of competitors’  strengths and weaknesses Potential future competitors  Barriers to entry for new competitors identified | More than one of the components listed is not addressed | | Description of one or more components is limited OR one component is not described | | All components are described adequately | | All components are described adequately with supporting documentation | |  |  |
| 0 |  | 5 |  | 10 |  | 15 |  |
| Share Marketing Plan and Sales Strategy Key message to be communicated  identified  Options for message delivery identified and analyzed including Web process  Sales procedures and methods defined | More than one of the components listed is not addressed | | Description of one or more components is limited OR one component is not described | | All components are described adequately | | All components are described adequately with supporting documentation | |  |  |
| 0 |  | 5 |  | 10 |  | 15 |  |
| Describe Operations Business facilities described  Production plan defined and analyzed Workforce plan defined and analyzed Impact of technology | More than one of the components listed is not addressed | | Description of one or more components is limited OR one component is not described | | All components are described adequately | | All components are described adequately with supporting documentation | |  |  |
| 0 |  | 5 |  | 10 |  | 15 |  |

#### Report Rating Sheet (continued)

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Discuss Management and Organization Key employees/principals identified and  described  Board of directors, advisory committee, consultants, and other human resources identified and described  Plan for identifying, recruiting, and securing key participants described  Compensation and incentives plan | More than one of the components listed is not addressed | | Description of one or more components is limited OR one component is not described | | All components are described adequately | | All components are described adequately with supporting documentation | |  |  |
| 0 |  | 5 |  | 10 |  | 15 |  |
| Provide Long-term Development Goals for three, five, or more years are  identified and documented Risks and potential adverse results  identified and analyzed  Strategy in place to take business toward long-term goals | More than one of the components listed is not addressed | | Description of one or more components is limited OR one component is not described | | All components are described adequately | | All components are described adequately with supporting documentation | |  |  |
| 0 |  | 7 |  | 14 |  | 20 |  |
| Show Financials  Type of accounting system to be used is identified  Financial projections are included and reasonable  •Year 1 monthly cash flow  •Year 1 monthly income statement  •Yearly income statements for Years 1, 3, and 5 | More than one of the components listed is not addressed | | Description of one or more components is limited OR one component is not described | | All components are described adequately | | All components are described adequately with supporting documentation | |  |  |
| 0 |  | 7 |  | 14 |  | 20 |  |
| Include supporting documentation including a Work Cited page | More than one of the components listed is not addressed | | Description of one or more components is limited OR one component is not described | | All components are described adequately | | All components are described adequately with supporting documentation | |  |  |
| 0 |  | 5 |  | 10 |  | 15 |  |

**Report Format**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Arrange information according to rating sheet (See above Expectation Items) | Missing one or more sections and/or does not follow rating sheet | | All information presented, but order inconsistent with rating sheet | | Information arranged according to the rating sheet | | Presented in the correct order and includes written transitions between sections | |  |  |
| 0 |  | 3 |  | 7 |  | 10 |  |
| Format and design a business report | Does not format document | | Inconsistent formatting, excessive white space, and/or unrelated graphics and/or photos | | Consistent formatting throughout the report | | Utilizes full bleed, effective use of space, related defined graphics, and consistent formatting | |  |  |
| 0 |  | 3 |  | 7 |  | 10 |  |
| Include correct grammar, punctuation, and spelling | More than 5 grammar, punctuation, or spelling errors | | 3–4 grammar, punctuation, or spelling errors | | No spelling errors, and not more than 2 grammar or punctuation errors | | No spelling errors, and not more than one grammar or punctuation error | |  |  |
| 0 |  | 1 |  | 3 |  | 5 |  |
| **Report Subtotal (200 max)** | | | | | | | | |  |  |

**Penalty Points**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Report Guidelines not followed | -5 |  | | **Total Penalty** | **-** |  |
|  | | | **Grand Total (200 max)** | |  |  |

Name(s)

School: State:

Judge’s Signature: Date:

**Performance Rating Sheet**  **Preliminary Round**  **Final**

(Mark one score per row **AND** write score in the Points Earned column. Use Tie Breaker column to add or subtract points to break ties.)

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Expectation Item** | **Not Demonstrated** | | **Below Expectations** | | **Meets Expectations** | | **Exceeds Expectations** | | **Points Earned** | **Tie Breaker** |
| Demonstrates understanding of the case study and defines problem(s) to be solved | No description or case study synopsis provided no problems defined | | Describes and provides case study synopsis OR defines the problem(s) | | Describes and provides case study synopsis AND defines the problem(s) | | Demonstrates expertise of case study synopsis AND definition of the problem(s) | |  |  |
| 0 |  | 3 |  | 7 |  | 10 |  |
| Communicates position on problem of case study | No position communicated | | Communicates position not related to problem | | Communicates position on problem of the case study | | Communicates in a professional manner position on problem of case study | |  |  |
| 0 |  | 7 |  | 14 |  | 20 |  |
| Identifies logical solution and aspects of implementation | No solution identified | | Solution provided, but implementation plan not developed | | Logical solution and implementation plan provided and developed | | Feasible solution and implementation plan developed and necessary resources identified | |  |  |
| 0 |  | 7 |  | 14 |  | 20 |  |
| Displays empathy/diplomacy when responding to case study problem | No empathy or diplomacy displayed | | Empathy or diplomacy displayed in response to case study problem | | Empathy and diplomacy displayed in response to case study problem | | Display of empathy and diplomacy skills add to resolution of case study problem | |  |  |
| 0 |  | 7 |  | 14 |  | 20 |  |

**Delivery Skills**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Statements are well- organized and clearly stated | Presenter(s) did not appear prepared | | Presenter(s) were prepared, but flow was not logical | | Presentation flowed in logical sequence | | Presentation flowed in a logical sequence, statements were well organized | |  |  |
| 0 |  | 3 |  | 7 |  | 10 |  |
| Demonstrates self- confidence, poise, assertiveness, and good voice projection | Presenter(s) did not demonstrate self- confidence | | Presenter(s) demonstrated self-confidence and poise | | Presenter(s) demonstrated self-confidence, poise, and good voice projection | | Presenter(s) demonstrated self-confidence, poise, good voice projection, and assertiveness | |  |  |
| 0 |  | 3 |  | 7 |  | 10 |  |
| Demonstrates ability to effectively ask and answer questions | Unable to ask or answer questions | | All questions were answered and at least one question was asked | | All questions were clearly answered and two questions were asked | | All questions were clearly answered and more than three questions were asked | |  |  |
| 0 |  | 3 |  | 7 |  | 10 |  |
| **Performance Subtotal (100 max)** | | | | | | | | |  |  |

**Penalty Points** (Mark all that apply)

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Dress Code not followed | -5 |  | Event Guidelines not followed | -5 |  | **Total Penalty** | **-** |  |
|  | | | | | | **Grand Total** |  |  |

Name:

School: State:

Judge’s Signature: Date:

**Performance Rating Sheet**  **Preliminary Round**  **Final Round**

(Mark one score per row **AND** write score in the Points Earned column. Use Tie Breaker column to add or subtract points to break ties.)

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Expectation Item** | **Not Demonstrated** | | **Below Expectations** | | **Meets Expectations** | | **Exceeds Expectations** | | **Points Earned** | **Tie Breaker** |
| Demonstrates understanding of the event topic | No understanding of event topic OR incorrect topic used | | Understanding of topic inconsistent from video to performance | | Demonstrates the topic through presentation and video | | Demonstrates expertise of the topic through presentation and video | |  |  |
| 0 |  | 3 |  | 7 |  | 10 |  |
| Explains the planning process used to design the program | No explanation or description of the planning process | | Explains the process but does not share tangible planning documents | | Explains the process and shares tangible planning documents | | Explains process using industry terminology and displays tangible planning documents | |  |  |
| 0 |  | 7 |  | 14 |  | 20 |  |
| Describes user interface (input/output parameters) | No explanation of user interface provided | | Explains user interface selected | | Explains user interface and identifies options that were explored | | Explains user interface, identifies options that were explored, and provides pros and cons for each option identified | |  |  |
| 0 |  | 7 |  | 14 |  | 20 |  |
| Describes the program flow, structure, and usefulness | Program flow, structure, and usefulness not explained | | At least one of the following explained: program flow, program structure, program usefulness | | Program flow, structure, and usefulness all explained | | Explains how program flow, structure, and usefulness were used to create reports and outputs needed | |  |  |
| 0 |  | 10 |  | 20 |  | 30 |  |

**Delivery Skills**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Statements are well- organized and clearly stated | Presenter(s) did not appear prepared | | Presenter(s) were prepared, but flow was not logical | | Presentation flowed in logical sequence | | Presentation flowed in a logical sequence, statements were well organized | |  |  |
| 0 |  | 1 |  | 3 |  | 5 |  |
| Demonstrates self- confidence, poise, assertiveness, and good voice projection | Presenter(s) did not demonstrate self- confidence | | Presenter(s) demonstrated self-confidence and poise | | Presenter(s) demonstrated self-confidence, poise, and good voice projection | | Presenter(s) demonstrated self-confidence, poise, good voice projection, and assertiveness | |  |  |
| 0 |  | 1 |  | 3 |  | 5 |  |
| Demonstrates the ability to effectively answer questions | Unable to answer questions | | Does not completely answer questions | | Completely answers questions | | Interacted with the judges in the process of completely answering questions | |  |  |
| 0 |  | 3 |  | 7 |  | 10 |  |
| **Performance Subtotal (100 max)** | | | | | | | | |  |  |

**Penalty Points** (Mark all that apply)

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Time over 7 minutes | -5 |  | Dress Code not followed | -5 |  | Event Guidelines not followed | -5 |  | **Total Penalty** | **-** |  |
|  | | | | | | | | **Performance Total** | |  |  |
| **Project Total (200 max)** | |  |  |
| **Grand Total** | |  |  |

Name:

School: State:

Judge’s Signature: Date:

#### Project Rating Sheet

(Mark one score per row **AND** write score in the Points Earned column. Use Tie Breaker column to add or subtract points to break ties.)

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Program**  **Readability** | **Not Demonstrated** | | **Below Expectations** | | **Meets Expectations** | | **Exceeds Expectations** | | **Points Earned** | **Tie Breaker** |
| Appropriate identifiers used for variables, constants, arrays, objects, etc. | Identifiers not used | | Identifiers are used for programming elements but are incorrectly placed | | Identifiers are used and are accurate in all instances | | Identifiers exhibit an advanced knowledge of programming | |  |  |
| 0 |  | 7 |  | 14 |  | 20 |  |
| Commentary provided is readable, useful, and complete | No commentary provided | | Commentary provided but is not logical | | Logical and useful commentary provided | | Commentary assists the user throughout the testing process | |  |  |
| 0 |  | 7 |  | 14 |  | 20 |  |
| General program documentation is readable, useful, and complete | Program documentation not provided | | Program documentation contains errors | | Program documentation is error free | | Program documentation invites use of advanced features | |  |  |
| 0 |  | 7 |  | 14 |  | 20 |  |

**Program Structure and Content**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Program is concise and does not contain unnecessary complexity | Program contains unnecessary steps and is complex | | Program contains unnecessary steps or is complex | | Program does not contain unnecessary steps or complexity | | Program incorporates at least one if-then sequence that saves the user steps | |  |  |
| 0 |  | 7 |  | 14 |  | 20 |  |
| Data storage is appropriate | Where data is stored is unclear | | Where data is stored may not be secure | | Data storage is clear and storage is secure | | Data storage includes dynamic backup feature | |  |  |
| 0 |  | 7 |  | 14 |  | 20 |  |
| Program use follows a logical sequence | Program sequence is unclear | | Program sequence contains one or more errors | | Program sequence is logical and error free | | Program sequence is logical, error free, and incorporates if-then sequences | |  |  |
| 0 |  | 7 |  | 14 |  | 20 |  |

**Usability & Results**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Program use and navigation | No help menu or navigation system incorporated | | Includes basic help menu and usable navigation | | Interface contains no spelling errors, has interactive help menu, and has no navigation errors | | Program use also includes an intelligent feature such as an interactive help Q&A | |  |  |
| 0 |  | 7 |  | 14 |  | 20 |  |
| Program Results | Program produces inaccurate results | | Program results contain logic errors | | Program results are error free | | Program results update dynamically and are error free | |  |  |
| 0 |  | 14 |  | 21 |  | 30 |  |
| Output Reports | Output reports are not accurate or not available | | Output reports are not sufficient to analyze data | | Output reports are error free and provide all necessary information to analyze data | | Reports allow user to customize and analyze information | |  |  |
| 0 |  | 14 |  | 21 |  | 30 |  |
| **Project Subtotal (200 max)** | | | | | | | | |  |  |

**Penalty Points**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Event Guidelines not followed | -5 |  | **Total Penalty** | **-** |  |
|  | | **Grand Total** | |  |  |

Name:

School: State:

Judge’s Signature: Date:

# COMMUNITY SERVICE PROJECT

##### PRELIMINARY CHECKSHEET

**Judges:** Before evaluating the contents of the report, please check to see the regulations listed below were followed. Place a **checkmark by any item(s) that is not** in compliance, **then judge the report**.

##### Deduct five (5) points each for not adhering to Report Guidelines (maximum of twenty [20] points):

Front Cover

* + Front cover is not counted against the page limit and must contain the follow information: name of school, state, name of the event, name(s) of student(s), and year (201x-1x)

Missing table of contents & page numbers

Over fifteen (15) pages

* + Reports must not exceed 15 pages (a title page, divider pages, and appendices are optional and must be included in the page count).

No page numbers in report

Report format does not follow rating sheet

* + Follow the RATING SHEET sequence in writing the report. If information is not available for a particular criterion, include a statement to that effect in the report.
  + Pages are numbered and must be sized for 8 ½” x 11” paper.

School\_ \_ \_

Judge's Signature: \_ \_ \_ \_

**Performance Rating Sheet**  **Preliminary Round**  **Final Round**

(Mark one score per row **AND** write score in the Points Earned column. Use Tie Breaker column to add or subtract points to break ties.)

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Expectation Item** | **Not Demonstrated** | | **Below Expectations** | | **Meets Expectations** | | **Exceeds Expectations** | | **Points Earned** | **Tie Breaker** |
| Describes project development and strategies used to implement project | No evidence of product development or strategies presented | | Project development is explained briefly; very limited strategies are utilized | | Project development is clearly outlined. More than one strategy is outlined | | Project development is clearly outlined. Strategies are chronological and clearly explained | |  |  |
| 0 |  | 7 |  | 14 |  | 20 |  |
| Describes research into school or community needs | No evidence of community research | | Research was completed but not clearly outlined | | Research clearly completed and clearly outlined | | Research was planned, executed, and evaluated | |  |  |
| 0 |  | 5 |  | 10 |  | 15 |  |
| Appropriate level of chapter member involvement in project | Chapter involvement is not explained | | Participation was limited to a small number of members | | The project effort was clearly a chapter project and participated in by multiple members | | Entire chapter participated in the event and clear evidence is provided of the impact | |  |  |
| 0 |  | 3 |  | 7 |  | 10 |  |
| Degree of impact on the community and its citizens | Community impact is not addressed | | Project was completed and served a purpose | | Project created tangible results that benefitted the community | | Project impacted the community to a level that something has dynamically changed and the project should continue | |  |  |
| 0 |  | 7 |  | 14 |  | 20 |  |
| Evidence of publicity received | No evidence of publicity received | | Information was shared with the media but no evidence of publicity is shared | | Project was recognized within the community | | Project was recognized in more than one way by the community | |  |  |
| 0 |  | 1 |  | 3 |  | 5 |  |
| Student evaluation of project effectiveness | No evidence of project evaluation is provided | | Project was evaluated | | Project was evaluated and the evaluation was assessed | | Project was evaluated and the team has created recommendations for change should the project be repeated | |  |  |
|  | 0 |  | 1 |  | 3 |  | 5 |  |

**Delivery Skills**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Statements are well- organized and clearly stated | Presenter(s) did not appear prepared | | Presenter(s) were prepared, but flow was not logical | | Presentation flowed in logical sequence | | Presentation flowed in a logical sequence, statements were well organized | |  |  |
| 0 |  | 3 |  | 7 |  | 10 |  |
| Demonstrates self- confidence, poise, assertiveness, and good voice projection | Presenter(s) did not demonstrate self- confidence | | Presenter(s) demonstrated self-confidence and poise | | Presenter(s) demonstrated self-confidence, poise, and good voice projection | | Presenter(s) demonstrated self-confidence, poise, good voice projection, and assertiveness | |  |  |
| 0 |  | 1 |  | 3 |  | 5 |  |
| Demonstrates the ability to effectively answer questions | Unable to answer questions | | Does not completely answer questions | | Completely answers questions | | Interacted with the judges in the process of completely answering questions | |  |  |
| 0 |  | 3 |  | 7 |  | 10 |  |
| **Performance Subtotal (100 max)** | | | | | | | | |  |  |

**Penalty Points** (Mark all that apply)

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Time over 7 minutes | -5 |  | Dress Code not followed | -5 |  | Event Guidelines not followed | -5 |  | **Total Penalty** | **-** |  |
|  | | | | | | | | **Performance Total** | |  |  |
| **Report Total (100 max)** | |  |  |
| **Grand Total** | |  |  |

School: State:

Judge’s Signature: Date:

**Report Rating Sheet**

(Mark one score per row **AND** write score in the Points Earned column. Use Tie Breaker column to add or subtract points to break ties.)

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Expectation Item** | **Not Demonstrated** | | **Below Expectations** | | **Meets Expectations** | | **Exceeds Expectations** | | **Points Earned** | **Tie Breaker** |
| Project has specific goals and provides service to the community and its citizens | Project is not a Community Service Project | | Project has specific goals OR provides service to the community and its citizens but not both | | Project has specific goals AND provides service to the community and its citizens | | Project has quantitatively defined goals and indicates future activities or steps that could be taken to further the work started | |  |  |
| 0 |  | 3 |  | 7 |  | 10 |  |
| Describe research into school and/or community needs | No evidence of community research | | Research was completed but not clearly outlined | | Research clearly completed and clearly outlined | | Research was planned, executed, and evaluated | |  |  |
| 0 |  | 5 |  | 10 |  | 15 |  |
| Describe planning, development, and implementation of project | No evidence of planning, development, or implementation of project | | Planning, development, OR implementation explanation is missing | | Planning, development, and implementation activities/steps are clearly described | | Planning, development, and implementation activities/steps are described and rationale for types of activities is given | |  |  |
| 0 |  | 7 |  | 14 |  | 20 |  |
| Show evidence of publicity received | No evidence of publicity received | | Information about publicity was written in the report but no evidence of publicity is available | | Project was recognized within the community and/or school | | Project was recognized in more than one way by the community and/or school | |  |  |
| 0 |  | 3 |  | 7 |  | 10 |  |
| Report benefits to and degree of impact on the school and/or community | Community impact is not addressed | | Project was completed and served a purpose | | Project created tangible results that benefitted the community | | Project impacted the community to a level that something has dynamically changed and the project should continue | |  |  |
| 0 |  | 3 |  | 7 |  | 10 |  |
| Evaluate the project | No evidence of project evaluation is provided | | Project was evaluated | | Project was evaluated and the evaluation was assessed | | Project was evaluated and recommendations for change were given | |  |  |
| 0 |  | 3 |  | 7 |  | 10 |  |

**Report Format**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Arrange information according to rating sheet (See above Expectation Items) | Missing 1 or more sections and/or does not follow rating sheet | | All information presented, but order inconsistent with rating sheet | | Information arranged according to rating sheet | | Presented in the correct order and includes written transitions between sections | |  |  |
| 0 |  | 3 |  | 7 |  | 10 |  |
| Format and design a business report | Does not format document | | Inconsistent formatting, excessive white space, and/or unrelated graphics and/or photos | | Consistent formatting throughout report | | Utilizes full bleed, effective use of space, related defined graphics, and consistent formatting | |  |  |
| 0 |  | 3 |  | 7 |  | 10 |  |
| Include correct grammar, punctuation, and spelling | More than 5 grammar, punctuation, or spelling errors | | 3–4 grammar, punctuation, or spelling errors | | No spelling errors, and not more than 2 grammar or punctuation errors | | No spelling errors, and not more than 1 grammar or punctuation error | |  |  |
| 0 |  | 1 |  | 3 |  | 5 |  |
| **Report Subtotal (100 max)** | | | | | | | | |  |  |

**Penalty Points**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Report Guidelines not followed | -5 |  | | **Total Penalty** | **-** |  |
|  | | | **Grand Total (100 max)** | |  |  |

School: State:

Judge’s Signature: Date:

**FBLA COMPUTER GAME & SIMULATION PROGRAMMING**

#### Project Rating Sheet

(Mark one score per row **AND** write score in the Points Earned column. Use Tie Breaker column to add or subtract points to break ties.)

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Project Usability** | **Not Demonstrated** | | | **Below Expectations** | | | **Meets Expectations** | | | **Exceeds Expectations** | | | **Points Earned** | **Tie Breaker** |
| Storage media, uploaded folder, and shortcuts formatted properly | Media not usable | | | Media usable but not submitted according to event guidelines | | | Media usable with all necessary files needed to execute the program | | | Media usable with Read Me and Executable file in  \_root structure | | |  |  |
| 0 |  | | 7 | |  | 14 |  | | 20 | |  |
| Instructions clear and executable launches from shortcuts without modifications | No instructions provided | | | Instructions provided but incomplete or incorrect | | | Complete and accurate instructions given | | | Instructions provided, but programming allows user to execute without | | |  |  |
| 0 |  | | 7 | |  | 14 |  | | 20 | |  |
| User Interface and navigation | User interface and/or instructions not obvious | | | Instructions are not clear OR user interface is not defined | | | User interface and instructions clearly identified on title slide and are fully functional | | | More than one fully functional user interface is available and instructions are clear | | |  |  |
| 0 |  | | 7 | |  | 14 |  | | 20 | |  |
| Errors did not crash the project or prevent use | Errors prevented use of program | | | | Contains errors, but did not prevent execution of program | | | | No errors existed | | | |  |  |
| 0 | |  | | 10 | |  | | 20 | |  | |

**Project Concept & Design**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Fully address the concept and/or topic | Concept and/or topic are not followed | | Concept and/or topic not fully developed | | Fully addresses the concept and/or topic | | User with no knowledge of the concept and/or topic can identify based on use of project | |  |  |
| 0 |  | 3 |  | 7 |  | 10 |  |
| Color, backgrounds, font, and sounds are appropriate for the concept/topic | No design principals applied | | Contrast, font, sound or design choice is distracting | | Contrast, font, sound, and design choice are appropriate for the concept/topic | | Contrast, font, sound, and design choice enhance the experience for the user | |  |  |
| 0 |  | 3 |  | 7 |  | 10 |  |
| Graphics appropriate for concept and/or topic | No graphic design principals applied | | Graphics are distracting | | Graphics are appropriate for the concept/topic | | Graphics enhance the experience for the user | |  |  |
| 0 |  | 3 |  | 7 |  | 10 |  |
| Title slide functions and provides working instructions | No title slide provided | | Title slide has limited instructions and/or functionality | | Title slide functions and provides clear instructions | | Title slide provided, but allows user to execute without instructions | |  |  |
| 0 |  | 3 |  | 7 |  | 10 |  |
| Code is written correctly | Code contains errors that prevent the execution | | Code contains errors that did not prevent execution | | Code is error free | | Code is well commented to explain logic used and reason for block of code | |  |  |
| 0 |  | 7 |  | 14 |  | 20 |  |

**Project Evaluation**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Quality of rules and accuracy of code identifying rules | Rules contain substantial errors affecting game play | | Rules contain errors that have minimal impact on game play | | Rules are error free as discovered through basic game play | | At least one advanced rule feature available | |  |  |
| 0 |  | 7 |  | 14 |  | 20 |  |
| The game is challenging but can be completed | Game is overly simplistic and/or cannot be completed | | Game can be completed but is simplistic | | Game is challenging and can be completed | | User can navigate the game with rules as defined and several outcomes are available for completion | |  |  |
| 0 |  | 7 |  | 14 |  | 20 |  |
| Player immersion and experience | Experience intended for the game is not defined | | User can navigate the game but experience and purpose is defined | | User can navigate and complete the game following the rules | | Game includes an operating multi-player function | |  |  |
| 0 |  | 7 |  | 14 |  | 20 |  |
|  |  |  |  |  |  | **Project Subtotal (200 max)** | | |  |  |

**Penalty Points**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Project Guidelines not followed | -5 |  | | **Total Penalty** | **-** |  |
|  | | | **Grand Total** | |  |  |

Name(s): School: State:

Judge’s Signature: Date:

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Expectation Item** | **Not Demonstrated** | | **Below Expectations** | | **Meets Expectations** | | **Exceeds Expectations** | | **Points Earned** | **Tie Breaker** |
| Demonstrates understanding of the event topic | No understanding of event topic OR incorrect topic used | | Understanding of topic inconsistent from video to performance | | Demonstrates the topic through presentation and video | | Demonstrates expertise of the topic through presentation and video | |  |  |
| 0 |  | 1 |  | 3 |  | 5 |  |
| Describes design software selection and identifies reasons for selecting that software | No explanation of design software provided | | Identifies software selected but does not identify reasons for selecting that software | | Identifies software selected and identifies reasons for selecting that software | | Explains software selection and demonstrates investigation of multiple software options | |  |  |
| 0 |  | 7 |  | 14 |  | 20 |  |
| Explains the planning process used to design the game through planning documents such as  storyboards, flowcharts, etc. | No explanation or description of the planning process | | Explains the process but does not share tangible planning documents | | Explains the process and shares tangible planning documents | | Explains process using industry terminology and displays tangible planning documents | |  |  |
| 0 |  | 5 |  | 10 |  | 15 |  |
| Explains program modules, structures, and commenting | No explanation of program modules, structures, or commenting | | Explains at least one of the following: program modules, structures, and commenting | | Explains all three of the following: program modules, structures, and commenting | | Explains program modules, structures, and commenting and connects this process to how software was selected | |  |  |
| 0 |  | 3 |  | 7 |  | 10 |  |
| Describes user interface (input/output perimeters) | No explanation of user interface provided | | Explains user interface selected | | Explains user interface and identifies options that were explored | | Explains user interface, identifies options that were explored, and provides pros and cons for each option identified | |  |  |
| 0 |  | 3 |  | 7 |  | 10 |  |
| Describes the game flow, the user experience, and the end result | Game flow and user experience not explained | | At least one of the following explained: game flow, user experience, and the end result | | Game flow, user experience, and end result were explained | | Connects game flow, user experience, and end result to software selection and user interface | |  |  |
| 0 |  | 7 |  | 14 |  | 20 |  |

**Delivery Skills**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Statements are well- organized and clearly stated | Presenter(s) did not appear prepared | | Presenter(s) were prepared, but flow was not logical | | Presentation flowed in logical sequence | | Presentation flowed in a logical sequence, statements were well organized | |  |  |
| 0 |  | 1 |  | 3 |  | 5 |  |
| Demonstrates self- confidence, poise, assertiveness, and good voice projection | Presenter(s) did not demonstrate self- confidence | | Presenter(s) demonstrated self-confidence and poise | | Presenter(s) demonstrated self-confidence, poise, and good voice projection | | Presenter(s) demonstrated self-confidence, poise, good voice projection, and assertiveness | |  |  |
| 0 |  | 1 |  | 3 |  | 5 |  |
| Demonstrates the ability to effectively answer questions | Unable to answer questions | | Does not completely answer questions | | Completely answers questions | | Interacted with the judges in the process of completely answering questions | |  |  |
| 0 |  | 3 |  | 7 |  | 10 |  |
| **Performance Subtotal (100 max)** | | | | | | | | |  |  |

**Penalty Points** (Mark all that apply)

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Time over 7 minutes | -5 |  | Dress Code not followed | -5 |  | Event Guidelines not followed | -5 |  | **Total Penalty** | **-** |  |
|  | | | | | | | | **Performance Total** | |  |  |
| **Project Total (200 max)** | |  |  |
| **Grand Total** | |  |  |

Name(s): School: State:

Judge’s Signature: Date:

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Expectation Item** | **Not Demonstrated** | | **Below Expectations** | | **Meets Expectations** | | **Exceeds Expectations** | | **Points Earned** | **Tie Breaker** |
| Demonstrates understanding of the event topic | No understanding of event topic OR incorrect topic used | | Understanding of topic inconsistent from video to performance | | Demonstrates the topic through presentation and video | | Demonstrates expertise of the topic through presentation and video | |  |  |
| 0 |  | 3 |  | 7 |  | 10 |  |
| Describes the use and implementation of innovative technology | No explanation of use or implementation of technology | | Identification OR implementation of innovative technology | | Implementation and demonstration of video techniques, equipment, and software | | Expert description and demonstration of video techniques, equipment, and software | |  |  |
| 0 |  | 7 |  | 14 |  | 20 |  |
| Explains the design and development process | No explanation or description of the design and process | | Presenter(s) Explains the design OR development process | | Presenter(s) Explain both the design and the development process | | Expert industry explanation of both design and development process | |  |  |
| 0 |  | 7 |  | 14 |  | 20 |  |
| Incorporates video into presentation | Does not present video | | Less than 2 minutes of video presented | | 2 minutes of video presented and is incorporated into the presentation | | 2–4 minutes of video is presented, adequate introduction and transition back into presentation | |  |  |
| 0 |  | 7 |  | 14 |  | 20 |  |
| Provides proper documentation of pictures, audio, etc. | No documentation provided | | | | Substantiates compliance to copyright regulations using visual representation | | | |  |  |
| 0 | |  | | 10 | |  | |

**Delivery Skills**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Statements are well- organized and clearly stated | Presenter(s) did not appear prepared | | Presenter(s) were prepared, but flow was not logical | | Presentation flowed in logical sequence | | Presentation flowed in a logical sequence, statements were well organized | |  |  |
| 0 |  | 1 |  | 3 |  | 5 |  |
| Demonstrates self- confidence, poise, assertiveness, and good voice projection | Presenter(s) did not demonstrate self- confidence | | Presenter(s) demonstrated self-confidence and poise | | Presenter(s) demonstrated self-confidence, poise, and good voice projection | | Presenter(s) demonstrated self-confidence, poise, good voice projection, and assertiveness | |  |  |
| 0 |  | 1 |  | 3 |  | 5 |  |
| Demonstrates the ability to effectively answer questions | Unable to answer questions | | Does not completely answer questions | | Completely answers questions | | Interacted with the judges in the process of completely answering questions | |  |  |
| 0 |  | 3 |  | 7 |  | 10 |  |
| **Performance Subtotal (100 max)** | | | | | | | | |  |  |

**Penalty Points** (Mark all that apply)

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Time over 7 minutes | -5 |  | Dress Code not followed | -5 |  | Event Guidelines not followed | -5 |  | **Total Penalty** | **-** |  |
|  | | | | | | | | **Performance Total** | |  |  |
| **Project Total (200 max)** | |  |  |
| **Grand Total** | |  |  |

Name(s):

School: State:

Judge’s Signature: Date:

**FBLA DIGITAL VIDEO PRODUCTION**

#### Project Rating Sheet

(Mark one score per row **AND** write score in the Points Earned column. Use Tie Breaker column to add or subtract points to break ties.)

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Project Usability** | **Not Demonstrated** | | **Below Expectations** | | **Meets Expectations** | | **Exceeds Expectations** | | **Points Earned** | **Tie Breaker** |
| Video plays successfully | Media not usable | | Media usable but not submitted according to event guidelines | | Media usable but not plug and play | | Media usable in multiple players | |  |  |
| 0 |  | 7 |  | 14 |  | 20 |  |

**Video Content**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Fully address the concept and/or topic | Concept and/or topic are not followed | | Concept and/or topic not fully developed | | Fully addresses the concept and/or topic | | User with no knowledge of the concept and/or topic can identify based on video | |  |  |
| 0 |  | 7 |  | 14 |  | 20 |  |
| Video contains multiple elements providing evidence of production skill | No evidence of video production skill demonstrated | | Video is designed using limited video editing skills | | Video contains transitions and use of multiple technologies | | Video contains advanced features such as animation | |  |  |
| 0 |  | 7 |  | 14 |  | 20 |  |
| Grammar, spelling, and punctuation | Video contains grammar or spelling errors | | Video contains 3 or less spelling or grammar errors | | Video contains one grammar and no spelling errors | | Video is grammar and spelling error free | |  |  |
| 0 |  | 7 |  | 14 |  | 20 |  |
| Copyright information is noted and documented | Copyright information not addressed or addressed incorrectly | | | | Substantiated compliance to copyright regulations using visual representation | | | |  |  |
| 0 | |  | | 20 | |  | |

**Project Evaluation**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Presentation has logical flow of information | Flow of video does not seem logical | | Flow does not connect each element of the video | | Flow is logical and appears sequenced with beginning, middle, and end | | Presentation is logical and includes a call to action at the end | |  |  |
| 0 |  | 14 |  | 21 |  | 30 |  |
| Quality of editing and transition | There are no transitions or evidence of video editing incorporated | | Transitions exist but are rough and do not flow easily | | Transitions flow seamlessly and serves as a logical component of the video | | Multiple types of transitions are used and all flow seamlessly | |  |  |
| 0 |  | 14 |  | 21 |  | 30 |  |
| Audio and visual elements are coordinated | Audio and Visual elements are limited | | Audio and Visual elements do not include variety | | Audio uses a variety of sources including direct audio and dubbed audio; visual includes multiple camera angles and techniques | | Audio and visual includes special effects | |  |  |
| 0 |  | 7 |  | 14 |  | 20 |  |
| Use of video technology | Video technology use not evident | | Video incorporates use of technology | | Video incorporates advanced use of technology such as special effects | | Video contains multiple advanced features such as special effects | |  |  |
| 0 |  | 7 |  | 14 |  | 20 |  |
|  |  |  |  |  |  | **Project Subtotal (200 max)** | | |  |  |

**Penalty Points**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Project Guidelines not followed | -5 |  | | **Total Penalty** | **-** |  |
|  | | | **Grand Total** | |  |  |

Name(s):

School: State:

Judge’s Signature: Date:

**Performance Rating Sheet**  **Preliminary Round**  **Final Round**

(Mark one score per row **AND** write score in the Points Earned column. Use Tie Breaker column to add or subtract points to break ties.)

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Expectation Item** | **Not Demonstrated** | | **Below Expectations** | | **Meets Expectations** | | **Exceeds Expectations** | | **Points Earned** | **Tie Breaker** |
| Demonstrates understanding of the event topic | No understanding of event topic OR incorrect topic used | | Understanding of topic inconsistent from website to performance | | Demonstrates the topic through presentation and website | | Demonstrates expertise of the topic through presentation and website | |  |  |
| 0 |  | 3 |  | 7 |  | 10 |  |
| Explains the design and development process | No explanation or description of the design and process | | Explains the design OR development process | | Explain both the design and the development process | | Explains design and development process; explains steps taken to ensure compatibility with multiple platforms | |  |  |
| 0 |  | 7 |  | 14 |  | 20 |  |
| Describes the use and implementation of technology | No explanation of use or implementation of technology | | Describes the use OR implementation of technology | | Describes the use AND implementation of technology | | Describes and demonstrates integrated use of multiple technologies | |  |  |
| 0 |  | 7 |  | 14 |  | 20 |  |
| Explains the development of media elements such as graphics, video, audio, etc. | No explanation of media elements | | Explains two media elements used | | Explains three or more media elements used | | Explains three or more media elements used and identifies why they were selected | |  |  |
| 0 |  | 7 |  | 14 |  | 20 |  |
| Provides proper documentation of copyright compliance | No documentation provided | | | | Substantiates compliance to copyright regulations using visual representation | | | |  |  |
| 0 | |  | | 10 | |  | |

**Delivery Skills**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Statements are well- organized and clearly stated | Presenter(s) did not appear prepared | | Presenter(s) were prepared, but flow was not logical | | Presentation flowed in logical sequence | | Presentation flowed in a logical sequence, statements were well organized | |  |  |
| 0 |  | 1 |  | 3 |  | 5 |  |
| Demonstrates self- confidence, poise, assertiveness, and good voice projection | Presenter(s) did not demonstrate self- confidence | | Presenter(s) demonstrated self-confidence and poise | | Presenter(s) demonstrated self-confidence, poise, and good voice projection | | Presenter(s) demonstrated self-confidence, poise, good voice projection, and assertiveness | |  |  |
| 0 |  | 1 |  | 3 |  | 5 |  |
| Demonstrates the ability to effectively answer questions | Unable to answer questions | | Does not completely answer questions | | Completely answers questions | | Interacted with the judges in the process of completely answering questions | |  |  |
| 0 |  | 3 |  | 7 |  | 10 |  |
| **Performance Subtotal (100 max)** | | | | | | | | |  |  |

**Penalty Points** (Mark all that apply)

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Time over 7 minutes | -5 |  | Dress Code not followed | -5 |  | Event Guidelines not followed | -5 |  | **Total Penalty** | **-** |  |
|  | | | | | | | | **Performance Total** | |  |  |
| **Project Total (200 max)** | |  |  |
| **Grand Total** | |  |  |

Name(s):

School: State:

Judge’s Signature: Date:

#### Project Rating Sheet

(Mark one score per row **AND** write score in the Points Earned column. Use Tie Breaker column to add or subtract points to break ties.)

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Project Usability** | **Not Demonstrated** | | **Below Expectations** | | **Meets Expectations** | | **Exceeds Expectations** | | **Points Earned** | **Tie Breaker** |
| Website usability and navigation | Website is not usable | | Website usable but not submitted according to event guidelines | | Website usable and meets all guidelines | | Website contains features in addition to is required in the guidelines | |  |  |
| 0 |  | 7 |  | 14 |  | 20 |  |
| Color, backgrounds, font, and sounds are appropriate for the topic | No design principals applied | | Contrast, font, sound, or design choice is distracting | | Contrast, font, sound, and design choice are appropriate for the concept/topic | | Contrast, font, sound, and design choice enhance the experience for the user | |  |  |
| 0 |  | 3 |  | 7 |  | 10 |  |
| Graphics appropriate for topic | No graphic design principals applied | | Graphics are distracting | | Graphics are appropriate for the concept/topic | | Graphics enhance the experience for the user | |  |  |
| 0 |  | 3 |  | 7 |  | 10 |  |

**Site Content**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Fully address the topic | Topic is not followed | | Topic is not fully developed | | Topic is fully addressed | | User with no knowledge of the topic can identify based on site | |  |  |
| 0 |  | 7 |  | 14 |  | 20 |  |
| Site contains multiple elements providing evidence of production skill | No evidence of website production skill demonstrated | | Website is designed using limited features | | Website contains use of multiple technologies | | Website contains advanced features | |  |  |
| 0 |  | 7 |  | 14 |  | 20 |  |
| Grammar, spelling, and punctuation | Website contains grammar or spelling errors | | Website contains 3 or less spelling or grammar errors | | Website contains 1 grammar and no spelling errors | | Website is grammar and spelling error free | |  |  |
| 0 |  | 7 |  | 14 |  | 20 |  |
| Copyright information is noted and documented | Copyright information not addressed or addressed incorrectly | | | | Substantiated compliance to copyright regulations using visual representation | | | |  |  |
| 0 |  | 7 |  | 14 |  | 20 |  |

**Project Evaluation**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Site is compatible with multiple platforms | Site is not compatible with any platforms | | Site is only compatible with one platform | | Site opens appropriately on at least 2 platforms | | Site opens appropriately on more than 2 platforms | |  |  |
| 0 |  | 3 |  | 7 |  | 10 |  |
| Overall code – site interactivity functions and is error free | Code contains errors that prevent the execution | | Code contains errors that did not prevent execution | | Code is error free | | Code is well commented to explain logic used and reason for block of code | |  |  |
| 0 |  | 7 |  | 14 |  | 20 |  |
| Ability to execute a sale | No checkout/shopping cart option available | | Checkout/shopping cart available but not functional | | Checkout/shopping cart available and functional | | Checkout/shopping cart available with multiple checkout options available | |  |  |
| 0 |  | 7 |  | 14 |  | 20 |  |
| Additional technology is used appropriately | No additional technologies are used | | Attempt of additional technology evident, but does not function | | At least one additional technology added and functions | | Multiple technologies added and function appropriately | |  |  |
| 0 |  | 3 |  | 7 |  | 10 |  |
| Website elements are consistent across all pages | Only one page is presented | | Pages are not consistent | | Pages are consistent | | Pages are consistent and elements enhance the experience for the user | |  |  |
| 0 |  | 7 |  | 14 |  | 20 |  |
| **Project Subtotal (200 Max)** | | | | | | | | |  |  |

**Penalty Points**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Project Guidelines not followed | -5 |  | **Total Penalty** | | **-** |  |
|  | | | | **Grand Total** |  |  |

Name(s)

School: State:

Judge’s Signature: Date:

**Performance Rating Sheet**  **Preliminary Round**  **Final**

(Mark one score per row **AND** write score in the Points Earned column. Use Tie Breaker column to add or subtract points to break ties.)

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Expectation Item** | **Not Demonstrated** | | **Below Expectations** | | **Meets Expectations** | | **Exceeds Expectations** | | **Points Earned** | **Tie Breaker** |
| Resume | Resume not included or demonstrated | | Provides a review of resume including experiences, qualifications, and special skills | | Provides a review of resume using multiple visual aids | | Provides a review of resume and integrates interactive features of technology into presentation | |  |  |
| 0 |  | 3 |  | 7 |  | 10 |  |
| Career research | Career research not included or demonstrated | | Shares research on desired career | | Shares research on desired career and correlates personal qualifications to this career | | Shares research and qualifications for career and incorporates statistics, data, salary, and obstacles | |  |  |
| 0 |  | 3 |  | 7 |  | 10 |  |
| Career related education | No demonstration of career related education | | Shares information about school activities and work experiences | | Shares information about school activities and work experiences and how one prepared for the other | | Correlates experience and education and provides details about a career research project | |  |  |
| 0 |  | 7 |  | 14 |  | 20 |  |
| Special skills or proficiencies | No demonstration of special skills or proficiencies | | Shares about one special skill or proficiency related to desired career | | Shares about one special skill or proficiency related to desired career they have earned and how it makes them qualified for their selected career | | Shares and correlates at least one special or proficiency related to desired career skill that is linked to a certification or endorsement | |  |  |
| 0 |  | 7 |  | 14 |  | 20 |  |
| Identifies sources | No sources identified | | Identifies at least one data source used in development of presentation | | Identifies at least two data sources used in development of presentation | | Logically links sources and research to qualification, resume, and career | |  |  |
| 0 |  | 3 |  | 7 |  | 10 |  |

**Delivery Skills**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Statements are well- organized and clearly stated | Presenter did not appear prepared | | Presenter was prepared, but flow was not logical | | Presentation flowed in logical sequence | | Presentation flowed in a logical sequence, statements were well organized | |  |  |
| 0 |  | 3 |  | 7 |  | 10 |  |
| Demonstrates self- confidence, poise, assertiveness, and good voice projection | Presenter(s) did not demonstrate self- confidence | | Presenter(s) demonstrated self-confidence and poise | | Presenter(s) demonstrated self-confidence, poise, and good voice projection | | Presenter(s) demonstrated self-confidence, poise, good voice projection, and assertiveness | |  |  |
| 0 |  | 3 |  | 7 |  | 10 |  |
| Demonstrates the ability to effectively answer questions | Unable to answer questions | | Does not completely answer questions | | Completely answers questions | | Interacted with the judges in the process of completely answering questions | |  |  |
| 0 |  | 3 |  | 7 |  | 10 |  |
| **Performance Subtotal (100 max)** | | | | | | | | |  |  |

**Penalty Points** (Mark all that apply)

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Time over 7 minutes | -5 |  | Dress Code not followed | **-5** |  | Event Guidelines not followed | -5 |  | **Total Penalty** | **-** |  |
|  | | | | | | | | | **Grand Total** |  |  |

Name: School: State:

Judge’s Signature: Date:

**Performance Rating Sheet**  **Preliminary Round**  **Final Round**

(Mark one score per row **AND** write score in the Points Earned column. Use Tie Breaker column to add or subtract points to break ties.)

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Expectation Item** | **Not Demonstrated** | | **Below Expectations** | | **Meets Expectations** | | **Exceeds Expectations** | | **Points Earned** | **Tie Breaker** |
| Demonstrates understanding of the event topic | No understanding of topic as it relates to the event guidelines or wrong topic | | Identifies event topic, but does not demonstrate understanding | | Identifies and demonstrates understanding of event topic | | Uses industry terminology to demonstrate the understanding of the event topic | |  |  |
| 0 |  | 5 |  | 10 |  | 15 |  |
| Identifies and supports the affirmative and negative argument for the event topic | No affirmative and no negative arguments presented | | Affirmative argument OR negative argument presented | | Both affirmative and negative arguments are presented for the topic with evidence | | Affirmative and negative arguments supported by relevant evidence in order to persuade | |  |  |
| 0 |  | 7 |  | 14 |  | 20 |  |
| Identifies and offers an effective recommendation(s) | No recommendation(s) identified | | One recommendation provided with no plan | | One or more recommendations provided with supporting evidence and a plan developed | | One or more feasible recommendations with a plan and necessary resources identified | |  |  |
| 0 |  | 7 |  | 14 |  | 20 |  |
| Summarizes the event topic, arguments, and recommendations | No summary | | Summary identifies only one of the requirements: topic, arguments, OR recommendations | | Summary was effective identifying the event topic, arguments, AND recommendations | | Summary provides a logical connection of all aspects of the event topic to entire presentation | |  |  |
| 0 |  | 5 |  | 10 |  | 15 |  |

**Delivery Skills**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Statements are well- organized and clearly stated with use of industry language | Presenter(s) did not appear prepared | | Presenter(s) were prepared, but flow was not logical | | Presentation flowed in logical sequence | | Presentation flowed in a logical sequence, statements were well organized | |  |  |
| 0 |  | 3 |  | 7 |  | 10 |  |
| Demonstrates self- confidence, poise, assertiveness, and good voice projection | Presenter(s) did not demonstrate self- confidence | | Presenter(s) demonstrated self-confidence and poise | | Presenter(s) demonstrated self-confidence, poise, and good voice projection | | Presenter(s) demonstrated self-confidence, poise, good voice projection, and assertiveness | |  |  |
| 0 |  | 3 |  | 7 |  | 10 |  |
| Demonstrates the ability to effectively answer questions | Unable to answer questions | | Does not completely answer questions | | Completely answers questions | | Interacted with the judges in the process of completely answering questions | |  |  |
| 0 |  | 3 |  | 7 |  | 10 |  |
| **Performance Subtotal (100 max)** | | | | | | | | |  |  |

**Penalty Points** (Mark all that apply)

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Time over 7 minutes | -5 |  | Dress Code not followed | -5 |  | Event Guidelines not followed | -5 |  | **Total Penalty** | **-** |  |
|  | | | | | | | | **Performance Grand Total** | |  |  |

Name(s):

School: State:

Judge’s Signature: Date:

**FBLA ENTREPRENEURSHIP**

#### Performance Rating Sheet

(Mark one score per row **AND** write score in the Points Earned column. Use Tie Breaker column to add or subtract points to break ties.)

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Expectation Item** | **Not Demonstrated** | | **Below Expectations** | | **Meets Expectations** | | **Exceeds Expectations** | | **Points Earned** | **Tie Breaker** |
| Demonstrates understanding of the case study and defines problem(s) to be solved | No description or case study synopsis provided no problems defined | | Describes and provides case study synopsis OR defines the problem(s) | | Describes and provides case study synopsis AND defines the problem(s) | | Demonstrates expertise of case study synopsis AND definition of the problem(s) | |  |  |
| 0 |  | 5 |  | 10 |  | 15 |  |
| Identifies alternatives and the pro(s) and con(s) of each | No alternatives identified | | Alternative(s) given but pro(s) and/or con(s) are not analyzed | | At least two alternatives given and pro(s) and con(s) are analyzed | | Multiple alternatives given and multiple pros and cons analyzed for each | |  |  |
| 0 |  | 7 |  | 14 |  | 20 |  |
| Identifies logical solution and aspects of implementation | No solution identified | | Solution provided, but implementation plan not developed | | Logical solution and implementation plan provided and developed | | Feasible solution and implementation plan developed and necessary resources identified | |  |  |
| 0 |  | 7 |  | 14 |  | 20 |  |
| Demonstrates knowledge and understanding of the event competencies:  Business Plan/ Community and business relations/ legal issues/ initial capital and credit/personnel management/financial management marketing management/taxes/ government regulations | No competencies demonstrated | | One or two competencies are demonstrated | | Three competencies are demonstrated | | Four or more competencies are demonstrated | |  |  |
| 0 |  | 7 |  | 14 |  | 20 |  |

**Delivery Skills**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Statements are well- organized and clearly stated | Presenter(s) did not appear prepared | | Presenter(s) were prepared, but flow was not logical | | Presentation flowed in logical sequence | | Presentation flowed in a logical sequence, statements were well organized | |  |  |
| 0 |  | 3 |  | 7 |  | 10 |  |
| Demonstrates self- confidence, poise, assertiveness, and good voice projection | Presenter(s) did not demonstrate self- confidence | | Presenter(s) demonstrated self-confidence and poise | | Presenter(s) demonstrated self-confidence, poise, and good voice projection | | Presenter(s) demonstrated self-confidence, poise, good voice projection, and assertiveness | |  |  |
| 0 |  | 1 |  | 3 |  | 5 |  |
| Demonstrates the ability to effectively answer questions | Unable to answer questions | | Does not completely answer questions | | Completely answers questions | | Interacted with the judges in the process of completely answering questions | |  |  |
| 0 |  | 3 |  | 7 |  | 10 |  |
| **Performance Subtotal (100 max)** | | | | | | | | |  |  |

**Penalty Points** (Mark all that apply)

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Dress Code not followed | -5 |  | Event Guidelines not followed | | -5 |  | **Total Penalty** | **-** |  |
|  | | | | **Grand Total** | | | |  |  |
| **Objective Test Score** (to be used in the event of a tie) | | | |  |  |

Name(s):

School: State:

Judge’s Signature: Date:

##### (REGIONAL AND STATE EVENT ONLY)

**PRELIMINARY CHECKSHEET**

The following items will be used **to verify** that materials are properly prepared for submission at the Regional Leadership Conference registration. If any of the items are checked, the participant **will be** disqualified**.**

a. Three (3) copies (original and/or copy) of a Smith/Plock Scholarship Application must be submitted.

b. Three (3) copies of a high school transcript signed or stamped by a school official must be submitted.

c. Three (3) copies (original and/or copy) of a brief résumé of the participant (not to exceed two pages) must be submitted.

d. One copy of the Smith/Plock Scholarship Application, one copy of the high school transcript, and one copy of the résumé make one set of materials. Each set may be unattached, paper clipped, or stapled.

e. Each set must be placed in a letter-size manila folder. The participant must have a total of three folders.

f. Each folder must be properly labeled: student's name, school, and event title.

g. Photographs or facsimiles or photographs **must not** be included.

##### EUGENE H. SMITH AND ETHEL M. PLOCK SCHOLARSHIPS RATING SHEET

**INVOLVEMENT IN FBLA** (Based on résumé and interview—up to 35 points) FBLA offices held (local, regional, state)

Committee involvement

Years of membership in FBLA

Participation in FBLA conferences/workshops

Participation in chapter activities

##### INVOLVEMENT IN OTHER SCHOOL/COMMUNITY ACTIVITIES

(Based on résumé and interview—up to 10 points) Extent of involvement

Leadership role

**INTERVIEW** (Up to 15 points) Poise, confidence

General appearance and grooming Manners

Personality

Speech and grammar

##### REALISTIC PLANNING FOR A BUSINESS CAREER

35

10

15

(Based on interview, résumé, class preparation—up to 5 points) 5

**FINANCIAL NEED** (Based on application and interview—up to 20 points)

**SCHOLASTIC STANDING IN HIGH SCHOOL** (Based on application and transcript—up to 10 points)---Business and other subjects

**APPLICATION AND RÉSUMÉ** (Up to 5 points)

20

10

Appearance and completeness of application and résumé 5

##### FINAL SCORE 100

**DISQUALIFICATION**

\*Required materials are not submitted properly:

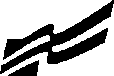
a. Not submitting three letter-size manila folders properly labeled with the student's name, school, and event title.

b. Each folder not containing one copy of the Smith/Plock Scholarship Application, a high school transcript signed or stamped by a school official, and a résumé (not to exceed two pages).

##### \*DISQUALIFIED

Name

School Judge's Signature: Judge's Comments

**Interview Rating Sheet**  **Final Round**

(Mark one score per row AND write score in the Points Earned column. Use Tie Breaker column to add or subtract points to break ties.)

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Expectation Item** | **Not Demonstrated** | | **Below Expectations** | | **Meets Expectations** | | **Exceeds Expectations** | | **Points Earned** | **Tie Breaker** |
| Illustrates participation in and leadership experiences in FBLA | Has not been involved in FBLA other than to pay membership dues and attend one state/national conference | | Has limited participation in FBLA activities OR has had limited FBLA leadership opportunities | | Is able to communicate participation in FBLA throughout high school and discuss leadership experiences in FBLA | | Is able to explain how participation and leadership experiences in FBLA have transferred to other areas of his/her life | |  |  |
| 0 |  | 5 |  | 10 |  | 15 |  |
| Explains participation in other school and/or community organizations | No evidence of participation in other school and/or community organizations | | Participates in only one additional school and/or community organization other than FBLA | | Explains participation in other school and/or community organizations | | Is able to explain how participation in FBLA has complemented or enhanced other school and/or community organizations | |  |  |
| 0 |  | 5 |  | 10 |  | 15 |  |
| Explains and shows areas of outstanding achievement | No other achievements outside of FBLA | | Has limited areas of outstanding achievement other than FBLA | | Is able to explain and show areas of outstanding achievement | | Is able to explain how participation in FBLA has complemented or enhanced other areas of outstanding achievement | |  |  |
| 0 |  | 5 |  | 10 |  | 15 |  |
| Indicates understanding of career knowledge and career plans | No career plans at this time | | May have an idea for a career but has developed no solid plans OR obtained any career knowledge | | Knows career plans and shows some evidence that the career knowledge has been obtained | | Is able to discuss how the career plans were decided and how the plans will be achieved. Can also discuss how the career knowledge was acquired and how it will be used | |  |  |
| 0 |  | 5 |  | 10 |  | 15 |  |

**Professional Presentation Skills**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Demonstrates proper greeting, introduction, and closing | Competitor does not use proper greeting, introduction, OR closing | | Competitor’s greeting, introduction, OR closing was weak | | Competitor has strong greeting, introduction, AND closing | | Competitor is creative in their introduction of themselves and asks for or provides follow-up action in the conclusion | |  |  |
| 0 |  | 5 |  | 10 |  | 15 |  |
| Demonstrates strong self- confidence, appropriate assertiveness, and enthusiasm | Competitor did not demonstrate self- confidence, assertiveness, OR enthusiasm | | Competitor demonstrated minimal self-confidence, assertiveness, AND enthusiasm | | Competitor used strong eye contact, appropriate assertiveness, AND enthusiasm | | Competitor led the interview process and effectively used interview time | |  |  |
| 0 |  | 3 |  | 7 |  | 10 |  |
| Demonstrates proper verbal and nonverbal communication skills | Verbal AND nonverbal communication skills are inappropriate | | Verbal and/or nonverbal communication skills are weak or distracting | | All questions were clearly answered using good grammar and appropriate body language | | Verbal communications skills are excellent; nonverbal communication is natural | |  |  |
| 0 |  | 3 |  | 7 |  | 10 |  |

**Application Materials**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Student brought application materials to interview | No materials were brought | | Materials were brought | |  |  |
| 0 |  | 5 |  |
| **Interview Subtotal (100 max)** | | | | |  |  |

**Penalty Points** (Mark all that apply)

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Dress Code not followed | -5 |  | Event Guidelines not followed | -5 |  | **Total Penalty** | **-** |  |
|  | | | | | **Grand Total** | |  |  |

Name:

School: State:

Judge’s Signature: Date:

#### Interview Materials Rating Sheet

(Mark one score per row **AND** write score in the Points Earned column. Use Tie Breaker column to add or subtract points to break ties.)

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Cover Letter** | **Not Demonstrated** | | **Below Expectations** | | **Meets Expectations** | | **Exceeds Expectations** | | **Points Earned** | **Tie Breaker** |
| States award applying for | No award stated | | Award stated does not match qualification | | States award and shows match of award to qualifications | | States award and shows match of award to qualifications with demonstrated experience | |  |  |
| 0 |  | 2 |  | 3 |  | 4 |  |
| Promotes self in letter: Lists skills, achievements, volunteerism, experience, etc. | No promotion of self included | | Describes skills and academic achievements, but no volunteerism or experience included | | Describes skills, academic achievements, and volunteerism or experience | | Describes skills, academic achievements, and multiple volunteerism or experiences | |  |  |
| 0 |  | 4 |  | 6 |  | 8 |  |
| States that the resume is included with the letter and asks for interview | No resume statement nor interview requested | | States resume included but does not ask for interview | | States resume is included and asks interview | | States resume is included, asks for interview, provides opportunity to request more information | |  |  |
| 0 |  | 2 |  | 3 |  | 4 |  |

**Resume**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Targets award on cover letter | No award targeted | | Targeted award does not match cover letter | | Targeted award matches cover letter | | Resume supports targeted award on cover letter | |  |  |
| 0 |  | 2 |  | 3 |  | 4 |  |
| Reader friendly – categories can be found easily, white space utilized, professional fonts and font sizes | Resume is unreadable | | Resume design is distracting | | Resume is reader friendly | | Resume is professional in design for targeted award | |  |  |
| 0 |  | 4 |  | 6 |  | 8 |  |
| Includes education, activities, and volunteerism or experience information | No education, activities, volunteerism, experience  information listed | | Two sections included | | Three sections included | | Three or more sections support targeted award | |  |  |
| 0 |  | 4 |  | 6 |  | 8 |  |
| Brief, concise information | Resume is longer than two pages | | Information provided but in paragraph form | | Sections are clearly identified with organized information | | Clearly identified and organized information in each section supports targeted award | |  |  |
| 0 |  | 2 |  | 3 |  | 4 |  |

**Spelling & Grammar**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Documents are free of spelling, punctuation, and grammatical errors | Three or more errors | | Two errors | | No spelling errors, and not more than 1 punctuation or grammatical error | | No spelling or grammatical errors, and not more than 1 punctuation error | |  |  |
| 0 |  | 3 |  | 7 |  | 10 |  |
| **Interview Materials Subtotal (50 max)** | | | | | | | | |  |  |

**Penalty Points** (Mark all that apply)

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Event Guidelines not followed | -5 |  | **Total Penalty** | **-** |  |
|  | | | **Grand Total** |  |  |

Name:

School: State:

Judge’s Signature: Date:

**Interview Rating Sheet**  **Preliminary Round**

(Mark one score per row **AND** write score in the Points Earned column. Use Tie Breaker column to add or subtract points to break ties.)

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Expectation Item** | **Not Demonstrated** | | **Below Expectations** | | **Meets Expectations** | | **Exceeds Expectations** | | **Points Earned** | **Tie Breaker** |
| Illustrates participation in and leadership experiences in FBLA | Has not been involved in FBLA other than to pay membership dues and attend one state/national conference | | Has limited participation in FBLA activities OR has had limited FBLA leadership opportunities | | Is able to communicate participation in FBLA throughout high school and discuss leadership experiences in FBLA | | Is able to explain how participation and leadership experiences in FBLA have transferred to other areas of his/her life | |  |  |
| 0 |  | 5 |  | 10 |  | 15 |  |
| Explains participation in other school and/or community organizations | No evidence of participation in other school and/or community organizations | | Participates in only one additional school and/or community organization other than FBLA | | Explains participation in other school and/or community organizations | | Is able to explain how participation in FBLA has complemented or enhanced other school and/or community organizations | |  |  |
| 0 |  | 5 |  | 10 |  | 15 |  |
| Explains and shows areas of outstanding achievement | No other achievements outside of FBLA | | Has limited areas of outstanding achievement other than FBLA | | Is able to explain and show areas of outstanding achievement | | Is able to explain how participation in FBLA has complemented or enhanced other areas of outstanding achievement | |  |  |
| 0 |  | 5 |  | 10 |  | 15 |  |
| Indicates understanding of career knowledge and career plans | No career plans at this time | | May have an idea for a career but has developed no solid plans OR obtained any career knowledge | | Knows career plans and shows some evidence that the career knowledge has been obtained | | Is able to discuss how the career plans were decided and how the plans will be achieved. Can also discuss how the career knowledge was acquired and how it will be used | |  |  |
| 0 |  | 5 |  | 10 |  | 15 |  |

**Professional Presentation Skills**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Demonstrates proper greeting, introduction, and closing | Participate does not use proper greeting, introduction, OR closing | | Participate’sgreeting, introduction, OR closing was weak | | Participate has strong greeting, introduction, AND closing | | Participate is creative in their introduction of themselves and asks for or provides follow-up action in the conclusion | |  |  |
| 0 |  | 5 |  | 10 |  | 15 |  |
| Demonstrates strong self- confidence, appropriate assertiveness, and enthusiasm | Participate did not demonstrate self- confidence, assertiveness, OR enthusiasm | | Participate demonstrated minimal self-confidence, assertiveness, AND enthusiasm | | Participate used strong eye contact, appropriate assertiveness, AND enthusiasm | | Participate led the interview process and effectively used interview time | |  |  |
| 0 |  | 3 |  | 7 |  | 10 |  |
| Demonstrates proper verbal and nonverbal communication skills | Verbal AND nonverbal communication skills are inappropriate | | Verbal and/or nonverbal communication skills are weak or distracting | | All questions were clearly answered using good grammar and appropriate body language | | Verbal communications skills are excellent; nonverbal communication is natural | |  |  |
| 0 |  | 3 |  | 7 |  | 10 |  |

**Application Materials**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Student brought application materials to interview | No materials were brought | | Materials were brought. | |  |  |
| 0 |  | 5 |  |
| **Interview Subtotal (100 max)** | | | | |  |  |

**Penalty Points** (Mark all that apply)

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Dress Code not followed | -5 |  | Event Guidelines not followed | | -5 |  | **Total Penalty** | **-** |  |
| Name: | | | | **Interview Total** | | | |  |  |
| **Test Total (100 max)** | | | |  |  |
| **Materials Prejudged Score (50 max)** | | | |  |  |
| **Grand Total (250 max)** | | | |  |  |

School: State:

Judge’s Signature: Date:

**FBLA GLOBAL BUSINESS**

#### Performance Rating Sheet

(Mark one score per row **AND** write score in the Points Earned column. Use Tie Breaker column to add or subtract points to break ties.)

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Expectation Item** | **Not Demonstrated** | | **Below Expectations** | | **Meets Expectations** | | **Exceeds Expectations** | | **Points Earned** | **Tie Breaker** |
| Demonstrates understanding of the case study and defines problem(s) to be solved | No description or case study synopsis provided no problems defined | | Describes and provides case study synopsis OR defines the problem(s) | | Describes and provides case study synopsis AND defines the problem(s) | | Demonstrates expertise of case study synopsis AND definition of the problem(s) | |  |  |
| 0 |  | 5 |  | 10 |  | 15 |  |
| Identifies alternatives and the pro(s) and con(s) of each | No alternatives identified | | Alternative(s)given but pro(s) and/or con(s) are not analyzed | | At least two alternatives given and pro(s) and con(s) are analyzed | | Multiple alternatives given and multiple pros and cons analyzed for each | |  |  |
| 0 |  | 7 |  | 14 |  | 20 |  |
| Identifies logical solution and aspects of implementation | No solution identified | | Solution provided, but implementation plan not developed | | Logical solution and implementation plan provided and developed | | Feasible solution and implementation plan developed and necessary resources identified | |  |  |
| 0 |  | 7 |  | 14 |  | 20 |  |
| Demonstrates knowledge and understanding of the event competencies:  Basic international concepts/ownership and management/ marketing/finance/ communication (including culture and language)/ ethics/taxes and government regulations/ currency exchange/ international travel/career development | No competencies demonstrated | | One or two competencies are demonstrated | | Three competencies are demonstrated | | Four or more competencies are demonstrated | |  |  |
| 0 |  | 7 |  | 14 |  | 20 |  |

**Delivery Skills**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Statements are well- organized and clearly stated | Presenter(s) did not appear prepared | | Presenter(s) were prepared, but flow was not logical | | Presentation flowed in logical sequence | | Presentation flowed in a logical sequence, statements were well organized | |  |  |
| 0 |  | 3 |  | 7 |  | 10 |  |
| Demonstrates self- confidence, poise, assertiveness, and good voice projection | Presenter(s) did not demonstrate self- confidence | | Presenter(s) demonstrated self-confidence and poise | | Presenter(s) demonstrated self-confidence, poise, and good voice projection | | Presenter(s) demonstrated self-confidence, poise, good voice projection, and assertiveness | |  |  |
| 0 |  | 1 |  | 3 |  | 5 |  |
| Demonstrates the ability to effectively answer questions | Unable to answer questions | | Does not completely answer questions | | Completely answers questions | | Interacted with the judges in the process of completely answering questions | |  |  |
| 0 |  | 3 |  | 7 |  | 10 |  |
| **Performance Subtotal (100 max)** | | | | | | | | |  |  |

**Penalty Points** (Mark all that apply)

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Dress Code not followed | -5 |  | Event Guidelines not followed | -5 |  | **Total Penalty** | **-** |  |
|  | | | | | | **Grand Total** |  |  |
| **Objective Test Score** (to be used in case of a tie) |  |  |

Name(s):

School: State:

Judge’s Signature: Date:

**FBLA GRAPHIC DESIGN**

**Performance Rating Sheet**  **Preliminary Round**  **Final Round**

(Mark one score per row **AND** write score in the Points Earned column. Use Tie Breaker column to add or subtract points to break ties.)

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Expectation Item** | **Not**  **Demonstrated** | | **Below**  **Expectations** | | **Meets**  **Expectations** | | **Exceeds**  **Expectations** | | **Points**  **Earned** | **Tie**  **Breaker** |
| Description of the event topic and materials | Materials not described and/or one or more elements are missing or incomplete | | Event topic and at least one of the materials described | | Event topic and all materials described | | All materials described and the presenters connect the different pieces together | |  |  |
| 0 |  | 7 |  | 14 |  | 20 |  |
| Explains the design and development process | No explanation or description of the design and process | | Explains the design OR development process | | Explain both the design and the development process | | Expert industry explanation of both design and development process | |  |  |
| 0 |  | 7 |  | 14 |  | 20 |  |
| Create interest and desire for the design | Does not create interest or desire for the design | | Describes two or more features of the design that would assist in selling the product | | Describes four or more features of the design that would assist in selling the product | | Describes at least four features that would assist in selling the product and identify how the design is connected to the existing  brand of the company | |  |  |
| 0 |  | 7 |  | 14 |  | 20 |  |
| Consistency in graphic design to theme | Consistency in graphic design to theme not addressed | | Explains how graphic design is consistent with theme | | Demonstrates with visual aids the consistency between graphic design and theme | | Emphasize interpretation of the topic and design as it relates to graphic design and theme including use of visual aids | |  |  |
| 0 |  | 7 |  | 14 |  | 20 |  |

**Delivery Skills**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Statements are well- organized and clearly stated | Presenter(s) did not appear prepared | | Presenter(s) were prepared, but flow was not logical | | Presentation flowed in logical sequence | | Presentation flowed in a logical sequence, statements were well  organized | |  |  |
| 0 |  | 1 |  | 3 |  | 5 |  |
| Demonstrates self- confidence, poise, assertiveness, and good voice projection | Presenter(s) did not demonstrate self- confidence | | Presenter(s) demonstrated self-confidence and poise | | Presenter(s) demonstrated self-confidence, poise, and good voice projection | | Presenter(s) demonstrated self-confidence, poise, good voice projection, and assertiveness | |  |  |
| 0 |  | 1 |  | 3 |  | 5 |  |
| Demonstrates the ability to effectively answer questions | Unable to answer questions | | Does not completely answer questions | | Completely answers questions | | Interacted with the judges in the process of completely answering questions | |  |  |
| 0 |  | 3 |  | 7 |  | 10 |  |
| **Performance Subtotal (100 max)** | | | | | | | | |  |  |

**Penalty Points** (Mark all that apply)

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Time over  7 minutes | -5 |  | Dress Code  not followed | -5 |  | Event Guidelines  not followed | -5 |  | **Total Penalty** | **-** |  |
|  | | | | | | | | **Grand Total** | |  |  |

Name(s):

School: State:

Judge’s Signature: Date:

 **FBLA HELP DESK**

**Performance Rating Sheet**  **Preliminary Round**  **Final**

(Mark one score per row **AND** write score in the Points Earned column. Use Tie Breaker column to add or subtract points to break ties.)

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Expectation Item** | **Not Demonstrated** | | **Below Expectations** | | **Meets Expectations** | | **Exceeds Expectations** | | **Points Earned** | **Tie Breaker** |
| Demonstrates understanding of the case study and defines problem(s) to be solved | No description or case study synopsis provided no problems defined | | Describes and provides case study synopsis OR defines the problem(s) | | Describes and provides case study synopsis AND defines the problem(s) | | Demonstrates expertise of case study synopsis AND definition of the problem(s) | |  |  |
| 0 |  | 3 |  | 7 |  | 10 |  |
| Communicates position on problem of case study | No position communicated | | Communicates position not related to problem | | Communicates position on problem of the case study | | Communicates in a professional manner position on problem of case study | |  |  |
| 0 |  | 3 |  | 7 |  | 10 |  |
| Identifies logical solution and aspects of implementation | No solution identified | | Solution provided, but implementation plan not developed | | Logical solution and implementation plan provided and developed | | Feasible solution and implementation plan developed and necessary resources identified | |  |  |
| 0 |  | 3 |  | 7 |  | 10 |  |
| Displays empathy/ diplomacy when responding to case study problem | No empathy or diplomacy displayed | | Empathy or diplomacy displayed in response to case study problem | | Empathy and diplomacy displayed in response to case study problem | | Display of empathy and diplomacy skills add to resolution of case study problem | |  |  |
| 0 |  | 3 |  | 7 |  | 10 |  |
| Shows knowledge of terminology and components related to the case study | No understanding of the case study demonstrated | | Terminology is presented but not expanded on | | Clear understanding of terminology and implementation into presentation | | Terminology is communicated clear enough for client to proceed on own | |  |  |
| 0 |  | 3 |  | 7 |  | 10 |  |
| Demonstrates conflict resolution and closure to the case study | No closure was provided | | Situation was closed OR conflict was resolved | | Conflict was resolved, the situation has closure | | Conflict was resolved, the situation has closure, and client is satisfied | |  |  |
| 0 |  | 7 |  | 14 |  | 20 |  |

**Delivery Skills**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Statements are well- organized and clearly stated | Presenter did not appear prepared | | Presenter was prepared, but flow was not logical | | Presentation flowed in logical sequence | | Presentation flowed in a logical sequence, statements were well organized | |  |  |
| 0 |  | 3 |  | 7 |  | 10 |  |
| Demonstrates self- confidence, poise, assertiveness, and good voice projection | Presenter did not demonstrate self- confidence | | Presenter demonstrated self-confidence and poise | | Presenter demonstrated self-confidence, poise, and good voice projection | | Presenter demonstrated self-confidence, poise, good voice projection, and assertiveness | |  |  |
| 0 |  | 3 |  | 7 |  | 10 |  |
| Demonstrates ability to effectively ask and answer questions | Unable to ask or answer questions | | All questions were answered and at least one question was asked | | All questions were clearly answered and two questions were asked | | All questions were clearly answered and more than three questions were asked | |  |  |
| 0 |  | 3 |  | 7 |  | 10 |  |
| **Performance Subtotal (100 max)** | | | | | | | | |  |  |

**Penalty Points** (Mark all that apply)

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Dress Code not followed | -5 |  | Event Guidelines not followed | -5 |  | **Total Penalty** | **-** |  |
|  | | | | | | **Grand Total** |  |  |
| **Objective Test Score** (to be used in  case of tie) |  |  |

Name:

School: State:

Judge’s Signature: Date:

**FBLA HOSPITALITY MANAGEMENT**

#### Performance Rating Sheet

(Mark one score per row **AND** write score in the Points Earned column. Use Tie Breaker column to add or subtract points to break ties.)

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Expectation Item** | **Not Demonstrated** | | **Below Expectations** | | **Meets Expectations** | | **Exceeds Expectations** | | **Points Earned** | **Tie Breaker** |
| Demonstrates understanding of the case study and defines problem(s) to be solved | No description or case study synopsis provided no problems defined | | Describes and provides case study synopsis OR defines the problem(s) | | Describes and provides case study synopsis AND defines the problem(s) | | Demonstrates expertise of case study synopsis AND definition of the problem(s) | |  |  |
| 0 |  | 5 |  | 10 |  | 15 |  |
| Identifies alternatives and the pro(s) and con(s)of each | No alternatives identified | | Alternative(s)given but pro(s) and/or con(s) are not analyzed | | At least two alternatives given and pro(s) and con(s) are analyzed | | Multiple alternatives given and multiple pros and cons analyzed for each | |  |  |
| 0 |  | 7 |  | 14 |  | 20 |  |
| Identifies logical solution and aspects of implementation | No solution identified | | Solution provided, but implementation plan not developed | | Logical solution and implementation plan provided and developed | | Feasible solution and implementation plan developed and necessary resources identified | |  |  |
| 0 |  | 7 |  | 14 |  | 20 |  |
| Demonstrates knowledge and understanding of the event competencies:  Operation and management/ hotel sales/ marketing concepts/ human resource management/ environmental, ethical, global issues/customer service/ legal issues, finances, budgeting/ current trends/types of markets and customers | No competencies demonstrated | | One or two competencies are demonstrated | | Three competencies are demonstrated | | Four or more competencies are demonstrated | |  |  |
| 0 |  | 7 |  | 14 |  | 20 |  |

**Delivery Skills**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Statements are well- organized and clearly stated | Presenter(s) did not appear prepared | | Presenter(s) were prepared, but flow was not logical | | Presentation flowed in logical sequence | | Presentation flowed in a logical sequence, statements were well organized | |  |  |
| 0 |  | 3 |  | 7 |  | 10 |  |
| Demonstrates self- confidence, poise, assertiveness, and good voice projection | Presenter(s) did not demonstrate self- confidence | | Presenter(s) demonstrated self-confidence and poise | | Presenter(s) demonstrated self-confidence, poise, and good voice projection | | Presenter(s) demonstrated self-confidence, poise, good voice projection, and assertiveness | |  |  |
| 0 |  | 1 |  | 3 |  | 5 |  |
| Demonstrates the ability to effectively answer questions | Unable to answer questions | | Does not completely answer questions | | Completely answers questions | | Interacted with the judges in the process of completely answering questions | |  |  |
| 0 |  | 3 |  | 7 |  | 10 |  |
| **Performance Subtotal (100 max)** | | | | | | | | |  |  |

**Penalty Points** (Mark all that apply)

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Dress Code not followed | -5 |  | Event Guidelines not followed | -5 |  | **Total Penalty** | **-** |  |
|  | | | | | | **Grand Total** |  |  |
| **Objective Test Score** (to be used in the event  of a tie) |  |  |

Name(s):

School: State:

Judge’s Signature: Date:

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Expectation Item** | **Not Demonstrated** | | **Below Expectations** | | **Meets Expectations** | | **Exceeds Expectations** | | **Points Earned** | **Tie Breaker** |
| Incorporate provided topic | Provided topic is not mentioned in speech | | Topic is not clearly incorporated into speech | | Topic was clearly incorporated into speech | | Topic was clearly incorporated and expanded thoroughly throughout the speech | |  |  |
| 0 |  | 3 |  | 7 |  | 10 |  |
| Identify and execute a consistent theme | No theme presented | | Theme was identified, but not consistent throughout speech | | Theme identified and consistent throughout speech | | Personal stories are utilized expand on the central theme | |  |  |
| 0 |  | 3 |  | 7 |  | 10 |  |
| Include accurate and appropriate supporting information | No supporting information provided OR inappropriate material used | | One example of supporting information provided | | Multiple examples of supporting information provided | | Multiple examples of supporting information included to develop enhance the speech | |  |  |
| 0 |  | 3 |  | 7 |  | 10 |  |

**Delivery Skills**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Introduce the topic immediately (Intro) | Topic was not introduced | | Introduction was not clearly presented | | Introduction was clearly presented and topic was defined immediately | | Introduction was clearly presented and topic was defined immediately with an effective transition into the speech body | |  |  |
| 0 |  | 3 |  | 7 |  | 10 |  |
| Support the topic(s) throughout (Body) | Speech did not have a topic | | Multiple topics presented without clear connections | | Central topic(s)were identified, connected, and supported throughout the speech | | Smooth transitions were effectively utilized to support the central topic(s) | |  |  |
| 0 |  | 5 |  | 10 |  | 20 |  |
| Provide effective conclusion | Speech did not have a conclusion | | Conclusion was not clearly presented | | Effective conclusion was presented | | Conclusion provides connection to entire presentation | |  |  |
| 0 |  | 3 |  | 7 |  | 10 |  |
| Delivers extemporaneous presentation | Does not address audience at all | | Reads speech directly from notes with minimal eye contact | | Glances at notes occasionally while keeping appropriate eye contact with audience | | Glances at notes occasionally, keeps appropriate eye contact, and utilizes appropriate body language and hand gestures | |  |  |
| 0 |  | 5 |  | 10 |  | 15 |  |
| Demonstrates self- confidence, poise, assertiveness, and good voice projection | Presenter did not demonstrate self confidence | | Presenter maintained eye contact and poise | | Presenter had strong eye contact, poise, and had good voice projection | | Presenter demonstrated confidence, poise, voice projection, and was assertive in presentation | |  |  |
| 0 |  | 5 |  | 10 |  | 15 |  |
| **Performance Subtotal (100 max)** | | | | | | | | |  |  |

**Penalty Points** (Mark all that apply)

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Time Penalty for under 3:31 or over 4:29 | -5 |  | Dress Code not followed | -5 |  | **Total Penalty** | **-** |  |
|  | | | | | **Grand Total** | |  |  |

Name:

School: State:

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Expectation Item** | **Not Demonstrated** | | **Below Expectations** | | **Meets Expectations** | | **Exceeds Expectations** | | **Points Earned** | **Tie Breaker** |
| Demonstrates understanding of the event topic in presentation | No understanding of event topic OR incorrect topic used | | Understanding of topic inconsistent from the event guidelines | | Demonstrates the topic through presentation | | Demonstrates use of industry terminology in the topic | |  |  |
| 0 |  | 5 |  | 10 |  | 15 |  |
| Describes the purpose with a logical sequence of ideas | No evidence of purpose and logical sequence | | Purpose stated OR logical sequence of ideas given | | Purpose is described using a logical sequence of ideas | | Purpose is well-defined in a logical sequence to accomplish it | |  |  |
| 0 |  | 3 |  | 7 |  | 10 |  |
| Identifies recommendation to accomplish the purpose | No recommendations identified | | Recommendation provided, but plan not developed | | Logical recommendation(s) and plan developed | | Feasible recommendation and plan developed and necessary resources identified | |  |  |
| 0 |  | 5 |  | 10 |  | 15 |  |
| Uses technology for proper formatting, design elements, and business presentation features | No use of technology | | Demonstrates the use of 1–2 technology features | | Demonstrates the use of 3–4 technology features | | Demonstrates the use of 5 or more technology features | |  |  |
| 0 |  | 7 |  | 14 |  | 20 |  |
| Uses suitable and accurate statements of information in presentation | More than 3 statements are inaccurate | | Only 1–2 statements are inaccurate | | All statements of information are accurate | | All statements of information are accurate with supporting evidence | |  |  |
| 0 |  | 3 |  | 7 |  | 10 |  |
| Provides proper documentation to comply with state and federal copyright laws | No documentation provided | | | | Substantiates compliance to copyright regulations using visual representation | | | |  |  |
| 0 | |  | | 10 | |  | |

**Delivery Skills**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Statements are well- organized and clearly stated with use of industry language | Presenter(s) did not appear prepared | | Presenter(s) were prepared, but flow was not logical | | Presentation flowed in logical sequence | | Presentation flowed in a logical sequence, statements were well organized | |  |  |
| 0 |  | 1 |  | 3 |  | 5 |  |
| Demonstrates self- confidence, poise, assertiveness, and good voice projection | Presenter(s) did not demonstrate self- confidence | | Presenter(s) demonstrated self-confidence and poise | | Presenter(s) demonstrated self-confidence, poise, and good voice projection | | Presenter(s) demonstrated self-confidence, poise, good voice projection, and assertiveness | |  |  |
| 0 |  | 1 |  | 3 |  | 5 |  |
| Demonstrates the ability to effectively answer questions | Unable to answer questions | | Does not completely answer questions | | Completely answers questions | | Interacted with the judges in the process of completely answering questions | |  |  |
| 0 |  | 3 |  | 7 |  | 10 |  |
| **Performance Subtotal (100 max)** | | | | | | | | |  |  |

**Penalty Points** (Mark all that apply)

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Time over 7 minutes | -5 |  | Dress Code not followed | -5 |  | Event Guidelines not followed | -5 |  | **Total Penalty** | **-** |  |
|  | | | | | | | | **Performance Grand Total** | |  |  |

Name(s):

School: State:

**FBLA INTRODUCTION TO PUBLIC SPEAKING**

**Performance Rating Sheet**  **Preliminary Round**  **Final Round**

(Mark one score per row **AND** write score in the Points Earned column. Use Tie Breaker column to add or subtract points to break ties.)

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Expectation Item** | **Not Demonstrated** | | **Below Expectations** | | **Meets Expectations** | | **Exceeds Expectations** | | **Points Earned** | **Tie Breaker** |
| Incorporate FBLA-PBL goals into speech | No FBLA-PBL goals mentioned in speech | | FBLA-PBL goals were not clearly incorporated into speech | | FBLA-PBL goals were clearly incorporated into speech | | FBLA-PBL goals were clearly incorporated and implemented throughout the speech | |  |  |
| 0 |  | 3 |  | 7 |  | 10 |  |
| Identify and execute a consistent theme | No theme presented | | Theme was identified, but not consistent throughout speech | | Theme identified and consistent throughout speech | | Personal stories are utilized expand on the central theme | |  |  |
| 0 |  | 3 |  | 7 |  | 10 |  |
| Include accurate and appropriate supporting information | No supporting information provided OR inappropriate material used | | One example of supporting information provided | | Multiple examples of supporting information provided | | Multiple examples of supporting information included to develop enhance the speech | |  |  |
| 0 |  | 3 |  | 7 |  | 10 |  |

**Delivery Skills**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Introduce the topic immediately (Intro) | Topic was not introduced | | Introduction was not clearly presented | | Introduction was clearly presented and topic was defined immediately | | Introduction was clearly presented and topic was defined immediately with an effective transition into the speech body | |  |  |
| 0 |  | 3 |  | 7 |  | 10 |  |
| Support the topic(s) throughout (Body) | Speech did not have a topic | | Multiple topics presented without clear connections | | Central topic(s)were identified, connected, and supported throughout the speech | | Smooth transitions were effectively utilized to support the central topic(s) | |  |  |
| 0 |  | 5 |  | 10 |  | 20 |  |
| Provide effective conclusion | Speech did not have a conclusion | | Conclusion was not clearly presented | | Effective conclusion was presented | | Conclusion provides connection to entire presentation | |  |  |
| 0 |  | 3 |  | 7 |  | 10 |  |
| Delivers quality presentation | Does not address audience at all | | Reads speech directly from notes with minimal eye contact | | Glances at notes occasionally while keeping appropriate eye contact with audience | | Delivers memorized presentation and utilizes appropriate body language and hand gestures | |  |  |
| 0 |  | 5 |  | 10 |  | 15 |  |
| Demonstrates self- confidence, poise, assertiveness, and good voice projection | Presenter did not demonstrate self confidence | | Presenter maintained eye contact and poise | | Presenter had strong eye contact, poise, and had good voice projection | | Presenter demonstrated confidence, poise, voice projection, and was assertive in presentation | |  |  |
| 0 |  | 5 |  | 10 |  | 15 |  |
| **Performance Subtotal (100 max)** | | | | | | | | |  |  |

**Penalty Points** (Mark all that apply)

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Time Penalty for under 3:31 or over 4:29 | -5 |  | Dress Code not followed | -5 |  | **Total Penalty** | **-** |  |
|  | | | | | **Grand Total** | |  |  |

Name:

School: State:

Judge’s Signature: Date:

**Interview Rating Sheet**  **Final Round**

(Mark one score per row **AND** write score in the Points Earned column. Use Tie Breaker column to add or subtract points to break ties.)

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Expectation Item** | **Not Demonstrated** | | **Below Expectations** | | **Meets Expectations** | | **Exceeds Expectations** | | **Points Earned** | **Tie Breaker** |
| Demonstrates the ability to understand and respond to interview questions | Does not answer questions | | Answers are not relevant to question asked | | Answers are relevant to the question asked | | Answers are relevant and fully support knowledge of position/duties | |  |  |
| 0 |  | 5 |  | 10 |  | 15 |  |
| Relates previous experiences/activities with position’s duties and skills necessary to succeed | No evidence of previous experience/activities | | One previous experience/activity mentioned but not related to position’s duties or skills necessary for success | | One previous experience/activity mentioned and is clearly related to position’s duties or skills necessary for success | | Multiple previous experiences/activities mentioned and are clearly related to position’s duties or skills necessary for success | |  |  |
| 0 |  | 5 |  | 10 |  | 15 |  |
| Possesses knowledge about the position and career field | No evidence of position or career field knowledge | | Has limited knowledge of the organization or understanding of the position | | Comprehensive knowledge of the organization or understanding of the position demonstrated | | Extensive knowledge of both the organization and career field demonstrated | |  |  |
| 0 |  | 5 |  | 10 |  | 15 |  |
| Asks questions that demonstrate and interest in the organization and understanding of the position | No question asked | | Question asked, but it is not related to the organization or understanding of the position | | Question asked that is related to the organization or understanding of the position | | Question(s) asked that are directly related to both the organization and understanding of the position | |  |  |
| 0 |  | 5 |  | 10 |  | 15 |  |

**Professional Presentation Skills**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Demonstrates proper greeting, introduction, and closing | Competitor does not use proper greeting, introduction, OR closing | | Competitor’s greeting, introduction, OR closing was weak | | Competitor has strong greeting, introduction, AND closing | | Competitor is creative in their introduction of themselves and asks for or provides follow-up action in the conclusion | |  |  |
| 0 |  | 5 |  | 10 |  | 15 |  |
| Demonstrates strong self- confidence, appropriate assertiveness, and enthusiasm | Competitor did not demonstrate self- confidence, assertiveness, OR enthusiasm | | Competitor demonstrated minimal self-confidence, assertiveness, AND enthusiasm | | Competitor used strong eye contact, appropriate assertiveness, AND enthusiasm | | Competitor led the interview process and effectively used interview time | |  |  |
| 0 |  | 3 |  | 7 |  | 10 |  |
| Demonstrates proper verbal and nonverbal communication skills | Verbal AND nonverbal communication skills are inappropriate | | Verbal and/or nonverbal communication skills are weak or distracting | | All questions were clearly answered using good grammar and appropriate body language | | Verbal communications skills are excellent; nonverbal communication is natural | |  |  |
| 0 |  | 3 |  | 7 |  | 10 |  |

**Application Materials**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Student brought application materials to interview | No materials were brought | | Materials were brought | |  |  |
| 0 |  | 5 |  |
| **Interview Subtotal (100 max)** | | | | |  |  |

**Penalty Points** (Mark all that apply)

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Dress Code not followed | -5 |  | Event Guidelines not followed | -5 |  | **Total Penalty** | **-** |  |
|  | | | | | **Grand Total** | |  |  |

Name:

School: State:

Judge’s Signature: Date:

#### Interview Materials Rating Sheet

(Mark one score per row **AND** write score in the Points Earned column. Use Tie Breaker column to add or subtract points to break ties.)

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Cover Letter** | **Not Demonstrated** | | **Below Expectations** | | **Meets Expectations** | | **Exceeds Expectations** | | **Points Earned** | **Tie Breaker** |
| States job applying for | No job stated | | Job stated does not match qualification | | States job and shows match of job to qualifications | | States job and shows match of job to qualifications with demonstrated experience | |  |  |
| 0 |  | 2 |  | 3 |  | 4 |  |
| Promotes self in letter: Lists skills, achievements, experience, etc. | No promotion of self included | | Describes skills and academic achievements, but no experience included | | Describes skills, academic achievements, and experience | | Describes skills, academic achievements, and multiple experiences | |  |  |
| 0 |  | 4 |  | 6 |  | 8 |  |
| States that the resume is included with the letter and asks for interview | No resume statement or interview requested | | States resume included but does not ask for interview | | States resume is included and asks interview | | States resume is included, asks for interview, provides opportunity to request more information | |  |  |
| 0 |  | 2 |  | 3 |  | 4 |  |

**Resume**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Targets job on cover letter | No job targeted | | Targeted job does not match cover letter | | Targeted job matches cover letter | | Resume supports targeted job on cover letter | |  |  |
| 0 |  | 2 |  | 3 |  | 4 |  |
| Reader friendly – categories can be found easily, white space utilized, professional fonts and font sizes | Resume is unreadable | | Resume design is distracting | | Resume is reader friendly | | Resume is professional in design for targeted job | |  |  |
| 0 |  | 4 |  | 6 |  | 8 |  |
| Includes education, activities, and experience information | No education, activities, or experience information  listed | | Two sections included | | All three sections included | | All three sections support targeted job | |  |  |
| 0 |  | 4 |  | 6 |  | 8 |  |
| Brief, concise information | Resume is longer than two pages | | Information provided but in paragraph form | | Sections are clearly identified with organized information | | Clearly identified and organized information in each section supports targeted job | |  |  |
| 0 |  | 2 |  | 3 |  | 4 |  |

**Spelling & Grammar**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Documents are free of spelling, punctuation, and grammatical errors | Three or more errors | | Two errors | | No spelling errors, and not more than 1 punctuation or grammatical error | | No spelling or grammatical errors, and not more than 1 punctuation error | |  |  |
| 0 |  | 3 |  | 7 |  | 10 |  |
| **Interview Materials Subtotal (50 max)** | | | | | | | | |  |  |

**Penalty Points** (Mark all that apply)

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Event Guidelines not followed | -5 |  | **Total Penalty** | **-** |  |
|  | | | **Grand Total** |  |  |

Name:

School: State:

Judge’s Signature: Date:

**Interview Rating Sheet**  **Preliminary Round**

(Mark one score per row **AND** write score in the Points Earned column. Use Tie Breaker column to add or subtract points to break ties.)

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Expectation Item** | **Not Demonstrated** | | **Below Expectations** | | **Meets Expectations** | | **Exceeds Expectations** | | **Points Earned** | **Tie Breaker** |
| Demonstrates the ability to understand and respond to interview questions | Does not answer questions | | Answers are not relevant to question asked | | Answers are relevant to the question asked | | Answers are relevant and fully support knowledge of position/duties | |  |  |
| 0 |  | 5 |  | 10 |  | 15 |  |
| Relates previous experiences/activities with position’s duties and skills necessary to succeed | No evidence of previous experience/activities | | One previous experience/activity mentioned but not related to position’s duties or skills necessary for success | | One previous experience/activity mentioned and is clearly related to position’s duties or skills necessary for success | | Multiple previous experiences/activities mentioned and are clearly related to position’s duties or skills necessary for success | |  |  |
| 0 |  | 5 |  | 10 |  | 15 |  |
| Possesses knowledge about the position and career field | No evidence of position or career field knowledge | | Has limited knowledge of the organization or understanding of the position | | Comprehensive knowledge of the organization or understanding of the position demonstrated | | Extensive knowledge of both the organization and career field demonstrated | |  |  |
| 0 |  | 5 |  | 10 |  | 15 |  |
| Asks questions that demonstrate and interest in the organization and understanding of the position | No question asked | | Question asked, but it is not related to the organization or understanding of the position | | Question asked that is related to the organization or understanding of the position | | Question(s) asked that are directly related to both the organization and understanding of the position | |  |  |
| 0 |  | 5 |  | 10 |  | 15 |  |

**Professional Presentation Skills**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Demonstrates proper greeting, introduction, and closing | Participate does not use proper greeting, introduction, OR closing | | Participate’s greeting, introduction, OR closing was weak | | Participate has strong greeting, introduction, AND closing | | Participate is creative in their introduction of themselves and asks for or provides follow-up action in the conclusion | |  |  |
| 0 |  | 5 |  | 10 |  | 15 |  |
| Demonstrates strong self- confidence, appropriate assertiveness, and enthusiasm | Participate did not demonstrate self- confidence, assertiveness, OR enthusiasm | | Participate demonstrated minimal self-confidence, assertiveness, AND enthusiasm | | Participate used strong eye contact, appropriate assertiveness, AND enthusiasm | | Participate led the interview process and effectively used interview time | |  |  |
| 0 |  | 3 |  | 7 |  | 10 |  |
| Demonstrates proper verbal and nonverbal communication skills | Verbal AND nonverbal communication skills are inappropriate | | Verbal and/or nonverbal communication skills are weak or distracting | | All questions were clearly answered using good grammar and appropriate body language | | Verbal communications skills are excellent; nonverbal communication is natural | |  |  |
| 0 |  | 3 |  | 7 |  | 10 |  |

**Application Materials**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Student brought application materials to interview | No materials were brought | | Materials were brought | |  |  |
| 0 |  | 5 |  |
| **Performance Subtotal (100 max)** | | | | |  |  |

**Penalty Points** (Mark all that apply)

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Dress Code not followed | -5 |  | Event Guidelines not followed | -5 | |  | **Total Penalty** | **-** |  |
|  | | | | | **Performance Total** | | |  |  |
| **Materials Prejudged Score (50 max)** | | |  |  |
| **Grand Total (150 max)** | | |  |  |

Name:

School: State:

Judge’s Signature: Date:

# LOCAL CHAPTER ANNUAL BUSINESS REPORT

##### PRELIMINARY CHECKSHEET

**Judges:** Before evaluating the contents of the report, please check to see the regulations listed below were followed. Place a **checkmark by any item(s) that is not** in compliance, **then judge the report**.

##### Deduct five (5) points each for not adhering to Report Guidelines (maximum of twenty [20] points):

**F**ront Cover

* + Front cover is not counted against the page limit and must contain the following information: name of the school, state, name of the event, name(s) of student(s), if applicable, and year 201x-1x)

Missing table of contents & page numbers

Over fifteen (15) pages

* + Reports must not exceed 15 pages (divider pages and appendices are optional and must be included in the page count).

No page numbers in report

Report format does not follow rating sheet

* + Follow the RATING SHEET sequence in writing the report. If information is not available for a particular criterion, include a statement to that effect in the report.
  + Pages are numbered and must be sized for 8 ½” x 11” paper.

School:

Judge's Signature:

# LOCAL CHAPTER NAME TAG

**DISQUALIFICATIONS**: The following items will be verified before actual judging begins. If any of the items are checked, the name tag may be disqualified.

a. The name tag **exceeds 4”x4”** (Not including the form of attachment to the clothing)

b. The nametag is **not** submitted “Ready-to-Wear” in a nametag holder, on a lanyard, etc. It must be able to be attached to clothing as submitted.

c. Name tag **does not** contain:

* A Member’s Name
* School
* Chapter Number

d. Name tag **does not** include the current state theme in any of the following formats:

OUR FUTURE STARTS NOW

Our Future Starts Now

e. FBLA **does not** appear somewhere on the name tag (should not be part of the theme name.)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Up to **20** pts. per item | **Excellent**  16-20 pts | **Good**  11-15 pts | **Fair**  6-10 pts | **Poor**  0-5 pts |
| **CONTENT** |  |  |  |  |
| **OVERALL APPEARANCE** |  |  |  |  |
| **NEATNESS** |  |  |  |  |
| **ACCURACY—**Free of spelling, keying or other  errors |  |  |  |  |
| **CREATIVE DESIGN** |  |  |  |  |

##### MAXIMUM TOTAL SCORE (100)

School:

Judge's Signature:

# LOCAL CHAPTER NEWSLETTER

**DISQUALIFICATIONS.** The following items will be verified before actual judging begins. If any of the items are checked, the local chapter newsletters may be disqualified.

a. Two (2) different issues of the local chapter newsletters are **not** submitted in one letter-sized manila folder.

b. Folder is **not** labeled: school name and event title.

c. Chapter name, chapter number, and date are **not** included in the masthead.

d. Newsletters **exceed** four printed pages (four one-sided or two front and back)

e. Newsletters **do not** describe the activities of the local chapter which were published between the previous year's State Leadership Conference and the current year's Regional Leadership Conference.

##### DISQUALIFIED

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Up to 25 pts per item | Excellent  20-25 pts | Good  14-19 pts | Fair  7-13 pts | Poor  0-6 pts |
| **CONTENT**—Appropriate news articles of chapter activities/business topics |  |  |  |  |
| **FORMAT OF**  **NEWSLETTERS—**Creative use of headlines/titles, type size/style |  |  |  |  |
| **OVERALL APPEARANCE AND ARRANGEMENT**—  Photos/graphics meaningfully and effectively displayed |  |  |  |  |
| **ACCURACY**—Correct grammar/spelling,  acceptable style |  |  |  |  |

**MAXIMUM TOTAL SCORE (100)**

Chapter Name:

Judge’s Signature:

Judge’s Comments:

1

# LOCAL CHAPTER SCRAPBOOK

##### (REGIONAL AND STATE EVENT ONLY)

**DISQUALIFICATIONS**: The following items will be verified before actual judging begins. If any of the items are checked, the scrapbook may be disqualified.

a. Not contained in the **standard FBLA cover.**

b. Pages must not **be pre-printed** with words, figures, designs, etc., or computer generated.

c. Scrapbook **exceeds 100 pages**, excluding cover.

d. All pages **not numbered** including title page, table of contents, and dividers.

e. Title page is **not the first page** and does **not** contain **the name and number of the local chapter.**

f. Scrapbook does not have a **table of contents.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Up to **20** pts. per item | **Excellent**  16-20 pts | **Good**  11-15 pts | **Fair**  6-10 pts | **Poor**  0-5 pts |
| **CONTENTS**—Record of  activities from regional to regional conference |  |  |  |  |
| **ARRANGEMENT**—  Orderly presentation of contents |  |  |  |  |
| **NEATNESS—**Smudge free, no visible glue spots, uniformity of lettering, etc. |  |  |  |  |
| **ACCURACY—**Free of  spelling, keying or other errors |  |  |  |  |
| **CREATIVITY**—Creativity of page layout/theme |  |  |  |  |

##### MAXIMUM TOTAL SCORE (100)

School: \_ Judge's Signature:

Judge's Comments:

**Report Rating Sheet**

(Mark one score per row **AND** write score in the Points Earned column. Use Tie Breaker column to add or subtract points to break ties.)

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Expectation Item** | **Not Demonstrated** | | **Below Expectations** | | **Meets Expectations** | | **Exceeds Expectations** | | **Points Earned** | **Tie Breaker** |
| Include “State of the Chapter” remarks to current members by chapter president.  Report on membership numbers and size of school and community. | This section is missing in the report | | Part of this information is missing | | All the information is included and easy to find | | All the information is included, easy to find, and additional school and/or community information is given | |  |  |
| 0 |  | 5 |  | 10 |  | 15 |  |
| Report activities to benefit chapter and its members:  Recruitment  Leadership development Career exploration and  preparation Business partnerships Chapter fundraising Public relations and  chapter publicity | This section is missing in the report | | There is at least one activity listed in four of the components | | There is at least one activity mentioned in each component listed in this section | | Multiple activities are reported in all components listed | |  |  |
| 0 |  | 7 |  | 14 |  | 20 |  |
| Describe activities to benefit other individuals and organizations:  State and national projects Other community service  projects | This section is missing in the report | | There is at least one activity listed in one component | | There is at least one activity mentioned in each component listed in this section | | Multiple activities are reported in all components listed | |  |  |
| 0 |  | 7 |  | 14 |  | 20 |  |
| Include conferences attended and recognition received:  Participation in FBLA conferences  Other chapter and individual recognition earned  Competitive event winners and participation | This section is missing in the report | | There is at least one activity listed in one component | | There is at least one activity mentioned in each component listed in this section | | Multiple activities are reported in all components listed | |  |  |
| 0 |  | 7 |  | 14 |  | 20 |  |

**Report Format**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Arrange information according to rating sheet (See above expectation items) | Missing one or more sections and/or does not follow rating sheet | | All information presented, but order inconsistent with rating sheet | | Information arranged according to the rating sheet | | Presented in the correct order and includes written transitions between sections | |  |  |
| 0 |  | 3 |  | 7 |  | 10 |  |
| Format and design a business report | Does not format document | | Inconsistent formatting, excessive white space, and/or unrelated graphics and/or photos | | Consistent formatting throughout the report | | Utilizes full bleed, effective use of space, related defined graphics, and consistent formatting | |  |  |
| 0 |  | 3 |  | 7 |  | 10 |  |
| Include correct grammar, punctuation, and spelling | More than 5 grammar, punctuation, or spelling errors | | 3–4 grammar, punctuation, or spelling errors | | No spelling errors. and not more than 2 grammar or punctuation errors | | No spelling errors, and not more than 1 grammar or punctuation error | |  |  |
| 0 |  | 1 |  | 3 |  | 5 |  |
| **Report Subtotal (100 max)** | | | | | | | | |  |  |

**Penalty Points**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Report Guidelines not followed | -5 |  | | **Total Penalty** | **-** |  |
|  | | | **Grand Total** | |  |  |

School: State:

Judge’s Signature: Date:

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Expectation Item** | **Not Demonstrated** | | **Below Expectations** | | **Meets Expectations** | | **Exceeds Expectations** | | **Points Earned** | **Tie Breaker** |
| Demonstrates understanding of the case study and defines problem(s) to be solved | No description or case study synopsis provided no problems defined | | Describes and provides case study synopsis OR defines the problem(s) | | Describes and provides case study synopsis AND defines the problem(s) | | Demonstrates expertise of case study synopsis AND definition of the problem(s) | |  |  |
| 0 |  | 5 |  | 10 |  | 15 |  |
| Identifies alternatives and the pro(s) and con(s) of each | No alternatives identified | | Alternative(s)given but pro(s) and/or con(s) are not analyzed | | At least two alternatives given and pro(s) and con(s) are analyzed | | Multiple alternatives given and multiple pros and cons analyzed for each | |  |  |
| 0 |  | 7 |  | 14 |  | 20 |  |
| Identifies logical solution and aspects of implementation | No solution identified | | Solution provided, but implementation plan not developed | | Logical solution and implementation plan provided and developed | | Feasible solution and implementation plan developed and necessary resources identified | |  |  |
| 0 |  | 7 |  | 14 |  | 20 |  |
| Demonstrates knowledge and understanding of the event competencies: Information and communication systems/ human resource management/financial management/business operations/management functions/business ownership/careers/ ethics/marketing/social responsibility/ economic concepts/strategic management | No competencies demonstrated | | One or two competencies are demonstrated | | Three competencies are demonstrated | | Four or more competencies are demonstrated | |  |  |
| 0 |  | 7 |  | 14 |  | 20 |  |

**Delivery Skills**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Statements are well- organized and clearly stated | Presenter(s) did not appear prepared | | Presenter(s) were prepared, but flow was not logical | | Presentation flowed in logical sequence | | Presentation flowed in a logical sequence, statements were well organized | |  |  |
| 0 |  | 3 |  | 7 |  | 10 |  |
| Demonstrates self- confidence, poise, assertiveness, and good voice projection | Presenter(s) did not demonstrate self- confidence | | Presenter(s) demonstrated self-confidence and poise | | Presenter(s) demonstrated self-confidence, poise, and good voice projection | | Presenter(s) demonstrated self-confidence, poise, good voice projection, and assertiveness | |  |  |
| 0 |  | 1 |  | 3 |  | 5 |  |
| Demonstrates the ability to effectively answer questions | Unable to answer questions | | Does not completely answer questions | | Completely answers questions | | Interacted with the judges in the process of completely answering questions | |  |  |
| 0 |  | 3 |  | 7 |  | 10 |  |
| **Performance Subtotal (100 max)** | | | | | | | | |  |  |

**Penalty Points** (Mark all that apply)

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Dress Code not followed | -5 |  | Event Guidelines not followed | -5 |  | **Total Penalty** | **-** |  |
|  | | | | **Grand Total** | | |  |  |
| **Objective Test Score** (to be used in  the event of a tie) | | |  |  |

Name(s):

School: State:

Judge’s Signature: Date:

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Expectation Item** | **Not Demonstrated** | | **Below Expectations** | | **Meets Expectations** | | **Exceeds Expectations** | | **Points Earned** | **Tie Breaker** |
| Demonstrates understanding of the case study and defines problem(s) to be solved | No description or case study synopsis provided no problems defined | | Describes and provides case study synopsis OR defines the problem(s) | | Describes and provides case study synopsis AND defines the problem(s) | | Demonstrates expertise of case study synopsis AND definition of the problem(s) | |  |  |
| 0 |  | 5 |  | 10 |  | 15 |  |
| Identifies alternatives and the pro(s) and con(s) of each | No alternatives identified | | Alternative(s)given but pro(s) and/or con(s) are not analyzed | | At least two alternatives given and pro(s) and con(s) are analyzed | | Multiple alternatives given and multiple pros and cons analyzed for each | |  |  |
| 0 |  | 7 |  | 14 |  | 20 |  |
| Identifies logical solution and aspects of implementation | No solution identified | | Solution provided, but implementation plan not developed | | Logical solution and implementation plan provided and developed | | Feasible solution and implementation plan developed and necessary resources identified | |  |  |
| 0 |  | 7 |  | 14 |  | 20 |  |
| Demonstrates knowledge and understanding of the event competencies:  Business size and scope/ systems analysis and design/object oriented analysis and design/user interfaces/system controls/defining systems | No competencies demonstrated | | One or two competencies are demonstrated | | Three competencies are demonstrated | | Four or more competencies are demonstrated | |  |  |
| 0 |  | 7 |  | 14 |  | 20 |  |

**Delivery Skills**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Statements are well- organized and clearly stated | Presenter(s) did not appear prepared | | Presenter(s) were prepared, but flow was not logical | | Presentation flowed in logical sequence | | Presentation flowed in a logical sequence, statements were well organized | |  |  |
| 0 |  | 3 |  | 7 |  | 10 |  |
| Demonstrates self- confidence, poise, assertiveness, and good voice projection | Presenter(s) did not demonstrate self- confidence | | Presenter(s) demonstrated self-confidence and poise | | Presenter(s) demonstrated self-confidence, poise, and good voice projection | | Presenter(s) demonstrated self-confidence, poise, good voice projection, and assertiveness | |  |  |
| 0 |  | 1 |  | 3 |  | 5 |  |
| Demonstrates the ability to effectively answer questions | Unable to answer questions | | Does not completely answer questions | | Completely answers questions | | Interacted with the judges in the process of completely answering questions | |  |  |
| 0 |  | 3 |  | 7 |  | 10 |  |
| **Performance Subtotal (100 max)** | | | | | | | | |  |  |

**Penalty Points** (Mark all that apply)

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Dress Code not followed | -5 |  | Event Guidelines not followed | -5 |  | **Total Penalty** | **-** |  |
|  | | | | | | **Grand Total** |  |  |
| **Objective Test Score** (to be used in  the event of a tie) |  |  |

Name(s): School: State:

Judge’s Signature: Date:

**FBLA MARKETING**

#### Performance Rating Sheet

(Mark one score per row **AND** write score in the Points Earned column. Use Tie Breaker column to add or subtract points to break ties.)

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Expectation Item** | **Not Demonstrated** | | **Below Expectations** | | **Meets Expectations** | | **Exceeds Expectations** | | **Points Earned** | **Tie Breaker** |
| Demonstrates understanding of the case study and defines problem(s) to be solved | No description or case study synopsis provided no problems defined | | Describes and provides case study synopsis OR defines the problem(s) | | Describes and provides case study synopsis AND defines the problem(s) | | Demonstrates expertise of case study synopsis AND definition of the problem(s) | |  |  |
| 0 |  | 5 |  | 10 |  | 15 |  |
| Identifies alternatives and the pro(s) and con(s) of each | No alternatives identified | | Alternative(s)given but pro(s) and/or con(s) are not analyzed | | At least two alternatives given and pro(s) and con(s) are analyzed | | Multiple alternatives given and multiple pros and cons analyzed for each | |  |  |
| 0 |  | 7 |  | 14 |  | 20 |  |
| Identifies logical solution and aspects of implementation | No solution identified | | Solution provided, but implementation plan not developed | | Logical solution and implementation plan provided and developed | | Feasible solution and implementation plan developed and necessary resources identified | |  |  |
| 0 |  | 7 |  | 14 |  | 20 |  |
| Demonstrates knowledge and understanding of the event competencies:  Basic marketing fundamentals/economics  /selling and merchandising/channels of distribution/marketing, information research, and planning/promotion and advertising media/legal, ethical, and social marketing aspects/e- commerce | No competencies demonstrated | | One or two competencies are demonstrated | | Three competencies are demonstrated | | Four or more competencies are demonstrated | |  |  |
| 0 |  | 7 |  | 14 |  | 20 |  |

**Delivery Skills**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Statements are well- organized and clearly stated | Presenter(s) did not appear prepared | | Presenter(s) were prepared, but flow was not logical | | Presentation flowed in logical sequence | | Presentation flowed in a logical sequence, statements were well organized | |  |  |
| 0 |  | 3 |  | 7 |  | 10 |  |
| Demonstrates self- confidence, poise, assertiveness, and good voice projection | Presenters did not demonstrate self confidence | | Presenters maintained eye contact and poise | | Presenters had strong eye contact, poise, and had strong voice projection | | Entire team demonstrated confidence, poise, and good voice projection | |  |  |
| 0 |  | 1 |  | 3 |  | 5 |  |
| Demonstrates the ability to effectively answer questions | Unable to answer questions | | Does not completely answer questions | | Completely answers questions | | Interacted with the judges in the process of completely answering questions | |  |  |
| 0 |  | 3 |  | 7 |  | 10 |  |
| **Performance Subtotal (100 max)** | | | | | | | | |  |  |

**Penalty Points** (Mark all that apply)

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Dress Code not followed | -5 |  | Event Guidelines not followed | -5 |  | **Total Penalty** | **-** |  |
|  | | | | **Grand Total** | | |  |  |
| **Objective Test Score** (to be used in  the event of a tie) | | |  |  |

**Performance Rating Sheet**  **Preliminary Round**  **Final Round**

(Mark one score per row **AND** write score in the Points Earned column. Use Tie Breaker column to add or subtract points to break ties.)

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Expectation Item** | **Not Demonstrated** | | **Below Expectations** | | **Meets Expectations** | | **Exceeds Expectations** | | **Points Earned** | **Tie Breaker** |
| Demonstrates understanding of the event topic | Application does not address the topic/problem | | Application addresses the topic/problem at a minimal level | | Application fully addresses the topic/problem | | Application fully addresses the topic/problem and the correlation is explained in the instructions | |  |  |
| 0 |  | 1 |  | 3 |  | 5 |  |
| Explains the planning process used to design the application through planning documents such  as storyboards, flowcharts, etc. | No explanation or description of the planning process | | Explains the process but does not share tangible planning documents | | Explains the process and shares tangible planning documents | | Explains process using industry terminology and displays tangible planning documents | |  |  |
| 0 |  | 5 |  | 10 |  | 15 |  |
| Describes user interface (input/output) and application parameters | No explanation of user interface or application parameters provided | | Explains either user interface or application parameters | | Explains both user interface and application parameters | | Explains interface and application parameters, identifies options that were explored | |  |  |
| 0 |  | 3 |  | 7 |  | 10 |  |
| Describe the application flow and structure | Application flow and structure not explained | | Explains application flow OR application structure | | Explains application flow AND structure | | Explains application flow, structure, and additional compatible platforms explored | |  |  |
| 0 |  | 10 |  | 20 |  | 30 |  |
| Describe the application usefulness | Application usefulness not described | | Explains the purpose of the application AND how it can be used | | Explains the benefits to using this application | | Explains benefits of using application and how it will support target audience | |  |  |
| 0 |  | 7 |  | 14 |  | 20 |  |

**Delivery Skills**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Statements are well- organized and clearly stated | Presenter(s) did not appear prepared | | Presenter(s) were prepared, but flow was not logical | | Presentation flowed in logical sequence | | Presentation flowed in a logical sequence, statements were well organized | |  |  |
| 0 |  | 1 |  | 3 |  | 5 |  |
| Demonstrates self- confidence, poise, assertiveness, and good voice projection | Presenter(s) did not demonstrate self- confidence | | Presenter(s) demonstrated self-confidence and poise | | Presenter(s) demonstrated self-confidence, poise, and good voice projection | | Presenter(s) demonstrated self-confidence, poise, good voice projection, and assertiveness | |  |  |
| 0 |  | 1 |  | 3 |  | 5 |  |
| Demonstrates active participation and the ability to effectively answer questions | Demonstrates the ability to effectively answer questions | | Unable to answer questions | | Does not completely answer questions | | Completely answers questions | |  |  |
| 0 |  | 3 |  | 7 |  | 10 |  |
| **Performance Subtotal (100 max)** | | | | | | | | |  |  |

**Penalty Points** (Mark all that apply)

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Time over 7 minutes | -5 |  | Dress Code not followed | -5 |  | Event Guidelines not followed | -5 |  | **Total Penalty** | **-** |  |
|  | | | | | | | | **Performance Total** | |  |  |
| **Project Total (200 max)** | |  |  |
| **Grand Total** | |  |  |

#### Project Rating Sheet

(Mark one score per row **AND** write score in the Points Earned column. Use Tie Breaker column to add or subtract points to break ties.)

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Application**  **Readability** | **Not Demonstrated** | | **Below Expectations** | | **Meets Expectations** | | **Exceeds Expectations** | | **Points Earned** | **Tie Breaker** |
| Packaged with complete file, readme, and instructions | Incomplete package | | All elements of package are included | | All elements of package are included, clearly labeled, and functional | | Packaging is clear to the point that even though instructions are included, they are unnecessary | |  |  |
| 0 |  | 7 |  | 14 |  | 20 |  |
| Application functionality | Application does not launch | | Application launches | | Application launches in appropriate IDE (Xcode, Eclipse, Visual Studio) | | Application appears to be compatible with more than one platform when launched | |  |  |
| 0 |  | 7 |  | 14 |  | 20 |  |

**Application Design**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Application addresses the topic/problem | Application does not address the topic/problem | | Application addresses the topic/problem at a minimal level | | Application fully addresses the topic/problem | | Application fully addresses the topic/problem and the correlation is explained in the instructions | |  |  |
| 0 |  | 14 |  | 21 |  | 30 |  |
| Social media is incorporated into program | Social Media is not incorporated | | One social media platform is incorporated | | Two or more social media platforms are incorporated | | App is integrated to work directly with at least one social media application | |  |  |
| 0 |  | 14 |  | 21 |  | 30 |  |
| Navigation | App navigation is unclear | | App navigation contains errors | | App navigation is clear and contains no more than one error | | App navigation is error free and can be used without instruction | |  |  |
| 0 |  | 7 |  | 14 |  | 20 |  |
| Code | Code is incorrectly written | | Code has 3 or more errors | | Code is error free and commented appropriately | | Code is error free, commented, and written in a consistent language | |  |  |
| 0 |  | 7 |  | 14 |  | 20 |  |
| Icon and graphics | App does not have a custom icon or graphics | | App has a basic custom icon and graphics | | App has an icon that tells something about the app | | App has an icon that tells something about the app and is integrated into app graphics | |  |  |
| 0 |  | 14 |  | 21 |  | 30 |  |
| Bugs | App has multiple bugs that impair use | | App has bugs that do not impair use | | App is bug free and operates without errors | | App is bug free and offers a bug reporting system should a user later discover a bug | |  |  |
| 0 |  | 14 |  | 21 |  | 30 |  |
| **Project Subtotal (200 max)** | | | | | | | | |  |  |

**Penalty Points** (Mark all that apply)

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Event Guidelines not followed | -5 |  | **Total Penalty** | | **-** |  |
|  | | | | **Grand Total** |  |  |

Name(s):

School: State:

Judge’s Signature: Date:

**FBLA NETWORK DESIGN**

#### Performance Rating Sheet

(Mark one score per row **AND** write score in the Points Earned column. Use Tie Breaker column to add or subtract points to break ties.)

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Expectation Item** | **Not Demonstrated** | | **Below Expectations** | | **Meets Expectations** | | **Exceeds Expectations** | | **Points Earned** | **Tie Breaker** |
| Demonstrates understanding of the case study and defines problem(s) to be solved | No description or case study synopsis provided no problems defined | | Describes and provides case study synopsis OR defines the problem(s) | | Describes and provides case study synopsis AND defines the problem(s) | | Demonstrates expertise of case study synopsis AND definition of the problem(s) | |  |  |
| 0 |  | 5 |  | 10 |  | 15 |  |
| Identifies alternatives and the pro(s) and con(s) of each | No alternatives identified | | Alternative(s)given but pro(s) and/or con(s) are not analyzed | | At least two alternatives given and pro(s) and con(s) are analyzed | | Multiple alternatives given and multiple pros and cons analyzed for each | |  |  |
| 0 |  | 7 |  | 14 |  | 20 |  |
| Identifies logical solution and aspects of implementation | No solution identified | | Solution provided, but implementation plan not developed | | Logical solution and implementation plan provided and developed | | Feasible solution and implementation plan developed and necessary resources identified | |  |  |
| 0 |  | 7 |  | 14 |  | 20 |  |
| Demonstrates knowledge and understanding of the event competencies:  Network installation/ network function/ configuration of Internet resources/ backup and recovery/configuring network/services | No competencies demonstrated | | One or two competencies are demonstrated | | Three competencies are demonstrated | | Four or more competencies are demonstrated | |  |  |
| 0 |  | 7 |  | 14 |  | 20 |  |

**Delivery Skills**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Statements are well- organized and clearly stated | Presenter(s) did not appear prepared | | Presenter(s) were prepared, but flow was not logical | | Presentation flowed in logical sequence | | Presentation flowed in a logical sequence, statements were well organized | |  |  |
| 0 |  | 3 |  | 7 |  | 10 |  |
| Demonstrates self- confidence, poise, assertiveness, and good voice projection | Presenters did not demonstrate self confidence | | Presenter(s) did not demonstrate self- confidence | | Presenter(s) demonstrated self-confidence and poise | | Presenter(s) demonstrated self-confidence, poise, and good voice projection | |  |  |
| 0 |  | 1 |  | 3 |  | 5 |  |
| Demonstrates the ability to effectively answer questions | Unable to answer questions | | Does not completely answer questions | | Completely answers questions | | Interacted with the judges in the process of completely answering questions | |  |  |
| 0 |  | 3 |  | 7 |  | 10 |  |
| **Performance Subtotal (100 max)** | | | | | | | | |  |  |

**Penalty Points** (Mark all that apply)

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Dress Code not followed | -5 |  | Event Guidelines not followed | -5 |  | **Total Penalty** | **-** |  |
|  | | | | | | **Grand Total** |  |  |
| **Objective Test Score** (to be used in the event of a  tie) |  |  |

Name(s): School: State:

Judge’s Signature: Date:

**FBLA PARLIAMENTARY PROCEDURE**

**Performance Rating Sheet**  **Preliminary Round**  **Final Round**

(Mark one score per row **AND** write score in the Points Earned column. Use Tie Breaker column to add or subtract points to break ties.)

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Motions**  **Classification** | **Comments** | **Completed** | | **Points Earned** | **Tie Breaker** |
| Main Motion |  | 10 |  |  |  |
| Subsidiary Motion |  | 10 |  |  |  |
| Privileged Motion |  | 10 |  |  |  |
| Incidental Motion |  | 10 |  |  |  |
| Bring Again Motion |  | 10 |  |  |  |

**Business of Meeting**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Problem Addressed |  | 20 |  |  |  |
| Proper Use of Parliamentary Terms |  | 10 |  |  |  |
| Voices Projected and Expressions Clear |  | 10 |  |  |  |
| Presiding Official Remained Impartial |  | 5 |  |  |  |
| Members took initiative in meeting |  | 5 |  |  |  |
| **Performance Subtotal (100 max)** | | | |  |  |

**Penalty Points** (Mark all that apply)

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Time Penalty for under 8:31 or over 11:29 | -5 |  | Dress Code not followed | -5 |  | **Total Penalty** | **-** |  |
|  | | | | | **Grand Total** | |  |  |
| **Objective Test Score** (to  be used in the event of a tie) | |  |  |

Name(s):

School: State:

Judge’s Signature: Date:

# PARTNERSHIP WITH BUSINESS PROJECT

##### PRELIMINARY CHECKSHEET

**Judges:** Before evaluating the contents of the report, please check to see the regulations listed below were followed. Place a **checkmark by any item(s) that is not** in compliance, **then judge the report**.

**Deduct five (5) points each for not adhering to Report Guidelines (maximum of twenty [20] points):**

Front Cover

* + Front cover is not counted against the page limit and must contain the following information: name of the school, state, name of the event, name(s) of students (if applicable), and year (201x-1x)

Missing table of contents & page numbers

Over fifteen (15) pages

* + Reports must not exceed 15 pages (a title page, divider pages, and appendices are optional and must be included in the page count).

No page numbers in report

Report format does not follow rating sheet

* + Follow the RATING SHEET sequence in writing the report. If information is not available for a particular criterion, include a statement to that effect in the report.
  + Pages are numbered and must be sized for 8 ½” x 11” paper.

School:

**Judge's Signature:**

**Performance Rating Sheet**  **Preliminary Round**  **Final Round**

(Mark one score per row **AND** write score in the Points Earned column. Use Tie Breaker column to add or subtract points to break ties.)

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Expectation Item** | **Not Demonstrated** | | **Below Expectations** | | **Meets Expectations** | | **Exceeds Expectations** | | **Points Earned** | **Tie Breaker** |
| Describes project development and strategies used to implement partnership | No evidence of partnership development or strategies presented | | Project development is explained briefly; very limited strategies are utilized to implement the partnership | | Project development is clearly outlined. More than one strategy is outlined to implement the partnership | | Project development is clearly outlined. Strategies are chronological and clearly explained to implement the partnership | |  |  |
| 0 |  | 7 |  | 14 |  | 20 |  |
| Explain the responsibilities of the business and chapter leaders | No leadership roles explained | | Leaders were identified but responsibilities were not explained | | Leaders were identified and responsibilities explained | | Project leaders and leadership roles evident throughout project | |  |  |
| 0 |  | 5 |  | 10 |  | 15 |  |
| Appropriate level of chapter member involvement in project | Chapter involvement is not explained | | Participation was limited to a small number of members | | Partnership was clearly a chapter project and participated in by multiple members | | Entire chapter participated in the partnership and clear evidence is provided of the impact | |  |  |
| 0 |  | 3 |  | 7 |  | 10 |  |
| Show evidence of information learned from partnership;  Business planning/ organization/control/ objectives/goal setting | No evidence of information obtained from partnership | | One example of information obtained from partnership is presented | | Multiple examples of information obtained from partnership is presented | | Multiple examples of information obtained from partnership is presented and implementation of knowledge described | |  |  |
| 0 |  | 7 |  | 14 |  | 20 |  |
| Evidence of publicity received | No evidence of publicity received | | Information was shared with the media but no evidence of publicity is shared | | Project was recognized within the community | | Project was recognized in more than one way by the community | |  |  |
| 0 |  | 1 |  | 3 |  | 5 |  |
| Student evaluation of project effectiveness | No evidence of project evaluation is provided | | Project was evaluated | | Project was evaluated and the evaluation was assessed | | Project was evaluated and the team has created recommendations for change should the project be repeated | |  |  |
| 0 |  | 1 |  | 3 |  | 5 |  |

**Delivery Skills**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Statements are well- organized and clearly stated | Presenter(s) did not appear prepared | | Presenter(s) were prepared, but flow was not logical | | Presentation flowed in logical sequence | | Presentation flowed in a logical sequence, statements were well organized | |  |  |
| 0 |  | 3 |  | 7 |  | 10 |  |
| Demonstrates self- confidence, poise, assertiveness, and good voice projection | Presenter(s) did not demonstrate self- confidence | | Presenter(s) demonstrated self-confidence and poise | | Presenter(s) demonstrated self-confidence, poise, and good voice projection | | Presenter(s) demonstrated self-confidence, poise, good voice projection, and assertiveness | |  |  |
| 0 |  | 1 |  | 3 |  | 5 |  |
| Demonstrates the ability to effectively answer questions | Unable to answer questions | | Does not completely answer questions | | Completely answers questions | | Interacted with the judges in the process of completely answering questions | |  |  |
| 0 |  | 3 |  | 7 |  | 10 |  |
| **Performance Subtotal (100 max)** | | | | | | | | |  |  |

**Penalty Points** (Mark all that apply)

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Time over 7 minutes | -5 |  | Dress Code not followed | -5 |  | Event Guidelines not followed | -5 |  | **Total Penalty** | **-** |  |
|  | | | | | | | | **Performance Total** | |  |  |
| **Report Total (100 max)** | |  |  |
| **Grand Total** | |  |  |

School: State:

Judge’s Signature: Date:

**Report Rating Sheet**

(Mark one score per row **AND** write score in the Points Earned column. Use Tie Breaker column to add or subtract points to break ties.)

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Expectation Item** | **Not Demonstrated** | | **Below Expectations** | | **Meets Expectations** | | **Exceeds Expectations** | | **Points Earned** | **Tie Breaker** |
| Project has specific partnership goals and partnership involves a FBLA chapter and a business | This partnership does not involve a FBLA chapter and a business | | Partnership goals are listed but not well defined | | Project has specific partnership goals | | Project has quantitatively defined goals and indicates future activities or steps that could be taken to further the work started | |  |  |
| 0 |  | 3 |  | 7 |  | 10 |  |
| Explain the responsibilities of the business and chapter leaders | No leadership roles explained | | Leaders were identified but responsibilities were not explained | | Leaders were identified and responsibilities explained | | Project leaders and leadership roles evident throughout project | |  |  |
| 0 |  | 5 |  | 10 |  | 15 |  |
| Describe planning, development, and implementation of project | No evidence of planning, development, or implementation of project | | Planning, development, OR implementation explanation is missing | | Planning, development, AND implementation activities/steps are clearly described | | Planning, development, and implementation activities/steps are described and rationale for types of activities is given | |  |  |
| 0 |  | 7 |  | 14 |  | 20 |  |
| Show evidence of publicity received | No evidence of publicity received | | Information about publicity was written in the report but no evidence of publicity is available | | Project was recognized by the partners | | Project was recognized in more than one way by the partners | |  |  |
| 0 |  | 3 |  | 7 |  | 10 |  |
| Discuss benefits and concepts learned from the partnership and degree of impact on both partners as a result of project | No benefits, concepts learned, or impact is stated | | Project was completed and served a purpose | | Benefits, concepts learned, and degree of impact for both partners is discussed with tangible results | | Project impacted the partners to a level that something has dynamically changed with one or both partners | |  |  |
| 0 |  | 3 |  | 7 |  | 10 |  |
| Evaluate the project | No evidence of project evaluation is provided | | Project was evaluated | | Project was evaluated and the evaluation was assessed | | Project was evaluated and recommendations for change were given | |  |  |
| 0 |  | 3 |  | 7 |  | 10 |  |

**Report Format**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Arrange information according to rating sheet (See above Expectation Items) | Missing 1 or more sections and/or does not follow rating sheet | | All information presented, but order inconsistent with rating sheet | | Information arranged according to the rating sheet | | Presented in the correct order and includes written transitions between sections | |  |  |
| 0 |  | 3 |  | 7 |  | 10 |  |
| Format and design a business report | Does not format document | | Inconsistent formatting, excessive white space, and/or unrelated graphics and/or photos | | Consistent formatting throughout the report | | Utilizes full bleed, effective use of space, related defined graphics, and consistent formatting | |  |  |
| 0 |  | 3 |  | 7 |  | 10 |  |
| Include correct grammar, punctuation, and spelling | More than 5 grammar, punctuation, or spelling errors | | 3–4 grammar, punctuation, or spelling errors | | No spelling errors, and not more than 2 grammar or punctuation errors | | No spelling errors, and not more than 1 grammar or punctuation error | |  |  |
| 0 |  | 1 |  | 3 |  | 5 |  |
| **Report Subtotal (100 max)** | | | | | | | | |  |  |

**Penalty Points**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Report Guidelines not followed | -5 |  | | **Total Penalty** | **-** |  |
|  | | | **Grand Total** | |  |  |

School: State:

Judge’s Signature: Date:

**FBLA PUBLICATION DESIGN**

**Performance Rating Sheet**  **Preliminary Round**  **Final Round**

(Mark one score per row **AND** write score in the Points Earned column. Use Tie Breaker column to add or subtract points to break ties.)

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Expectation Item** | **Not**  **Demonstrated** | | **Below**  **Expectations** | | **Meets**  **Expectations** | | **Exceeds**  **Expectations** | | **Points**  **Earned** | **Tie**  **Breaker** |
| Describe the event topic and materials | Materials not described and/or one or more elements are missing or incomplete | | Event topic and at least one of the materials described | | Event topic and all materials described | | All materials described and the presenters connect the different pieces together | |  |  |
| 0 |  | 7 |  | 14 |  | 20 |  |
| Explains the design and development process | No explanation or description of the design and process | | Explains the design OR development process | | Explain both the design AND the development process | | Industry explanation of both design and development process | |  |  |
| 0 |  | 7 |  | 14 |  | 20 |  |
| Create interest and desire of the design for the intended target audience | Does not create interest or desire of the design for the target audience | | Describes two or more features of the design that would assist in selling the publication | | Describes four or more features of the design that would assist in selling the publication | | Describes at least four features that would assist in selling the publication and how the design connects to target  audience | |  |  |
| 0 |  | 7 |  | 14 |  | 20 |  |
| Incorporates a consistency in graphic design to theme | Consistency in publication design to theme not addressed | | Explains how publication design is consistent with theme | | Demonstrates with promotional materials the consistency between publication design and theme | | Emphasize interpretation of the topic and design as it relates to publication design and theme including use of  promotional materials | |  |  |
| 0 |  | 5 |  | 10 |  | 15 |  |
| Includes correct grammar, punctuation, spelling, and information related to event topic | More than 5 grammar, punctuation, or spelling errors and unrelated information | | 3–4 grammar, punctuation, or spelling errors with 2–3 unrelated ideas | | No spelling errors, 1–2 grammar, punctuation errors. All information relates to topic | | No spelling errors; only 1 grammar or punctuation error. All information relates to topic using  industry terminology | |  |  |
| 0 |  | 1 |  | 3 |  | 5 |  |

**Delivery Skills**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Statements are well- organized and clearly stated | Presenter(s) did not appear prepared | | Presenter(s) were prepared, but flow was not logical | | Presentation flowed in logical sequence | | Presentation flowed in a logical sequence, statements were well organized | |  |  |
| 0 |  | 1 |  | 3 |  | 5 |  |
| Demonstrates self- confidence, poise, assertiveness, and good voice projection | Presenter(s) did not demonstrate self- confidence | | Presenter(s) demonstrated self-confidence and poise | | Presenter(s) demonstrated self-confidence, poise, and good voice projection | | Presenter(s) demonstrated self-confidence, poise, good voice projection, and assertiveness | |  |  |
| 0 |  | 1 |  | 3 |  | 5 |  |
| Demonstrates the ability to effectively answer questions | Unable to answer questions | | Does not completely answer questions | | Completely answers questions | | Interacted with the judges in the process of completely answering questions | |  |  |
| 0 |  | 3 |  | 7 |  | 10 |  |
| **Performance Subtotal (100 max)** | | | | | | | | |  |  |

**Penalty Points** (Mark all that apply)

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Time over  7 minutes | -5 |  | Dress Code  not followed | -5 |  | Event Guidelines  not followed | -5 |  | **Total Penalty** | **-** |  |
|  | | | | | | | | **Grand Total** | |  |  |

Name(s):

School: State:

Judge’s Signature: Date:

**FBLA PUBLIC SERVICE ANNOUNCEMENT**

**Performance Rating Sheet**  **Preliminary Round**  **Final Round**

(Mark one score per row **AND** write score in the Points Earned column. Use Tie Breaker column to add or subtract points to break ties.)

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Expectation Item** | **Not Demonstrated** | | **Below Expectations** | | **Meets Expectations** | | **Exceeds Expectations** | | **Points Earned** | **Tie Breaker** |
| Demonstrates understanding of the event topic | No understanding of event topic OR incorrect topic used | | Understanding of topic inconsistent from video to performance | | Demonstrates the topic through presentation and video | | Demonstrates expertise of the topic through presentation and video | |  |  |
| 0 |  | 3 |  | 7 |  | 10 |  |
| Describes the use and implementation of innovative audio editing and video technology | No explanation of use or implementation of audio or video | | Audio editing OR proper OR video uses 1 camera angle or not in focus and poor sound quality | | Audio editing has appropriate volume and quality AND video technology uses multiple angles, steady, and focused | | Expert description and demonstration of video techniques, equipment, and software | |  |  |
| 0 |  | 7 |  | 14 |  | 20 |  |
| Include elements that are related to the topic and directed towards a specific audience | Elements are not related towards the topic or a specific audience | | Elements are related to the topic OR directed towards a specific audience | | Elements are related to the topic AND directed towards a specific audience | | Elements are creative enhancing the message resulting in audience participation | |  |  |
| 0 |  | 7 |  | 14 |  | 20 |  |
| Video is incorporated into the presentation informing and/or evoking a changed attitude towards the issue | Does not show the video | | Video is shown but does result in an effective message being conveyed | | Video is shown informing and/or evoking a changed attitude towards the issue | | Video is shown informing and/or evoking a changed attitude towards the issue and calls for action from the audience | |  |  |
| 0 |  | 7 |  | 14 |  | 20 |  |
| Provides proper documentation of pictures, audio, etc. | No documentation provided | | | | Substantiates compliance to copyright regulations using visual representation | | | |  |  |
| 0 | |  | | 10 | |  | |

**Delivery Skills**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Statements are well- organized and clearly stated | Presenter(s) did not appear prepared | | Presenter(s) were prepared, but flow was not logical | | Presentation flowed in logical sequence | | Presentation flowed in a logical sequence, statements were well organized | |  |  |
| 0 |  | 1 |  | 3 |  | 5 |  |
| Demonstrates self- confidence, poise, assertiveness, and good voice projection | Presenter(s) did not demonstrate self- confidence | | Presenter(s) demonstrated self-confidence and poise | | Presenter(s) demonstrated self-confidence, poise, and good voice projection | | Presenter(s) demonstrated self-confidence, poise, good voice projection, and assertiveness | |  |  |
| 0 |  | 1 |  | 3 |  | 5 |  |
| Demonstrates the ability to effectively answer questions | Unable to answer questions | | Does not completely answer questions | | Completely answers questions | | Interacted with the judges in the process of completely answering questions | |  |  |
| 0 |  | 3 |  | 7 |  | 10 |  |
| **Performance Subtotal (100 max)** | | | | | | | | |  |  |

**Penalty Points** (Mark all that apply)

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Time over 5 minutes | -5 |  | Dress Code not followed | -5 |  | Event Guidelines not followed | -5 |  | **Total Penalty** | **-** |  |
|  | | | | | | | | **Grand Total** | |  |  |

Name(s):

School: State:

Judge’s Signature: Date:

**FBLA PUBLIC SPEAKING**

**Performance Rating Sheet**  **Preliminary Round**  **Final Round**

(Mark one score per row **AND** write score in the Points Earned column. Use Tie Breaker column to add or subtract points to break ties.)

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Expectation Item** | **Not Demonstrated** | | **Below Expectations** | | **Meets Expectations** | | **Exceeds Expectations** | | **Points Earned** | **Tie Breaker** |
| Incorporate FBLA-PBL goals into speech | No FBLA-PBL goals mentioned in speech | | FBLA-PBL goals were not clearly incorporated into speech | | FBLA-PBL goals were clearly incorporated into speech | | FBLA-PBL goals were clearly incorporated and implemented throughout the speech | |  |  |
| 0 |  | 3 |  | 7 |  | 10 |  |
| Identify and execute a consistent theme | No theme presented | | Theme was identified, but not consistent throughout speech | | Theme identified and consistent throughout speech | | Personal stories are utilized expand on the central theme | |  |  |
| 0 |  | 3 |  | 7 |  | 10 |  |
| Include accurate and appropriate supporting information | No supporting information provided OR inappropriate material used | | One example of supporting information provided | | Multiple examples of supporting information provided | | Multiple examples of supporting information included to develop enhance the speech | |  |  |
| 0 |  | 3 |  | 7 |  | 10 |  |

**Delivery Skills**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Introduce the topic immediately (Intro) | Topic was not introduced | | Introduction was not clearly presented | | Introduction was clearly presented and topic was defined immediately | | Introduction was clearly presented and topic was defined immediately with an effective transition into the speech body | |  |  |
| 0 |  | 3 |  | 7 |  | 10 |  |
| Support the topic(s) throughout (Body) | Speech did not have a topic | | Multiple topics presented without clear connections | | Central topic(s)were identified, connected, and supported throughout the speech | | Smooth transitions were effectively utilized to support the central topic(s) | |  |  |
| 0 |  | 5 |  | 10 |  | 20 |  |
| Provide effective conclusion | Speech did not have a conclusion | | Conclusion was not clearly presented | | Effective conclusion was presented | | Conclusion provides connection to entire presentation | |  |  |
| 0 |  | 3 |  | 7 |  | 10 |  |
| Delivers quality presentation | Does not address audience at all | | Reads speech directly from notes with minimal eye contact | | Glances at notes occasionally while keeping appropriate eye contact with audience | | Delivers memorized presentation and utilizes appropriate body language and hand gestures | |  |  |
| 0 |  | 5 |  | 10 |  | 15 |  |
| Demonstrates self- confidence, poise, assertiveness, and good voice projection | Presenter did not demonstrate self confidence | | Presenter maintained eye contact and poise | | Presenter had strong eye contact, poise, and had good voice projection | | Presenter demonstrated confidence, poise, voice projection, and was assertive in presentation | |  |  |
| 0 |  | 5 |  | 10 |  | 15 |  |
| **Performance Subtotal (100 max)** | | | | | | | | |  |  |

**Penalty Points** (Mark all that apply)

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Time Penalty for under 4:31 or over 5:29 | -5 |  | Dress Code not followed | -5 |  | **Total Penalty** | **-** |  |
|  | | | | | **Grand Total** | |  |  |

Name:

School: State:

Judge’s Signature: Date:

**FBLA SALES PRESENTATION**

**Performance Rating Sheet**  **Preliminary Round**  **Final Round**

(Mark one score per row **AND** write score in the Points Earned column. Use Tie Breaker column to add or subtract points to break ties.)

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Expectation Item** | **Not Demonstrated** | | **Below Expectations** | | **Meets Expectations** | | **Exceeds Expectations** | | **Points Earned** | **Tie Breaker** |
| Presents appropriate greeting | No introduction was presented | | The conversation began, but the customer had to start the presentation | | The conversation was initiated by the presenter | | Presenter is creative in their introduction and includes the product | |  |  |
| 0 |  | 3 |  | 7 |  | 10 |  |
| Able to determine needs | No questions were utilized to determine needs | | Presenter asks questions but specific needs are not determined | | Presenter uses questions to determine the need of the customer | | Presenter uses questions to determine the need of the customer and relates the needs to the product | |  |  |
| 0 |  | 3 |  | 7 |  | 10 |  |
| Presenting the product/service | No product/service was presented | | Presenter was unable to create interest in the product/service or the product features | | Presenter was able to create interest in the product/service through knowledge of its features | | Presenter was able to convert unnecessary item(s)(wants) into needed item(s)(needs) | |  |  |
| 0 |  | 3 |  | 7 |  | 10 |  |
| Able to overcome objections | Objections were not addressed or overcome | | 1 objective was overcome | | 2–3 objections were overcome | | All objections were overcome and sale resulted | |  |  |
| 0 |  | 3 |  | 7 |  | 10 |  |
| Demonstrates suggestion selling | No additional items were offered | | Additional items were suggested, but did not relate to the product/service | | Additional items were suggested that relate to the product/service | | Additional items were suggested that relate to product/service and enhance the sale | |  |  |
| 0 |  | 3 |  | 7 |  | 10 |  |
| Able to close the sale | Sale was not suggested | | Presenter asks for the sale but not all objections were addressed | | Presenter asks for the sale and there is little apprehension in agreeing | | The sales person didn’t have to ask for the sale, the presentation confirmed the customer’s intent to buy | |  |  |
| 0 |  | 3 |  | 7 |  | 10 |  |
| Demonstrates the ability to develop relationship | No follow up was mentioned | | Non-effective follow up was mention | | Sale was finalized and interest in product/service was established | | Relationship was established resulting in customer loyalty | |  |  |
| 0 |  | 3 |  | 7 |  | 10 |  |

**Delivery Skills**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Statements are well- organized and clearly stated | Presenter(s) did not appear prepared | | Presenter(s) were prepared, but flow was not logical | | Presentation flowed in logical sequence | | Presentation flowed in a logical sequence, statements were well organized | |  |  |
| 0 |  | 3 |  | 7 |  | 10 |  |
| Demonstrates self- confidence, poise, assertiveness, and good voice projection | Presenter(s) did not demonstrate self- confidence | | Presenter(s) demonstrated self-confidence and poise | | Presenter(s) demonstrated self-confidence, poise, and good voice projection | | Presenter(s) demonstrated self-confidence, poise, good voice projection, and assertiveness | |  |  |
| 0 |  | 3 |  | 7 |  | 10 |  |
| Demonstrates the ability to effectively answer questions | Unable to answer questions | | Does not completely answer questions | | Completely answers questions | | Interacted with the judges in the process of completely answering questions | |  |  |
| 0 |  | 3 |  | 7 |  | 10 |  |
| **Performance Subtotal (100 max)** | | | | | | | | |  |  |

**Penalty Points** (Mark all that apply)

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Dress Code not followed | -5 |  | Event Guidelines not followed | -5 |  | **Total Penalty** | **-** |  |
|  | | | | | **Grand Total** | |  |  |

Name:

School: State:

Judge’s Signature: Date:

**FBLA SOCIAL MEDIA CAMPAIGN**

**Performance Rating Sheet**  **Preliminary Round**  **Final Round**

(Mark one score per row **AND** write score in the Points Earned column. Use Tie Breaker column to add or subtract points to break ties.)

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Expectation Item** | **Not Demonstrated** | | **Below Expectations** | | **Meets Expectations** | | **Exceeds Expectations** | | **Points Earned** | **Tie Breaker** |
| Demonstrates understanding of the event topic | No understanding of event topic OR incorrect topic used | | Understanding of topic inconsistent from video to performance | | Demonstrates the topic through presentation and video | | Demonstrates expertise of the topic through presentation and video | |  |  |
| 0 |  | 3 |  | 7 |  | 10 |  |
| Describes the use and implementation of innovative technology | No explanation of use or implementation of technology | | Identification OR implementation of innovative technology | | Implementation and demonstration of video techniques, equipment, and software | | Expert description and demonstration of video techniques, equipment, and software | |  |  |
| 0 |  | 7 |  | 14 |  | 20 |  |
| Explains the design and development process | No explanation or description of the design and process | | Explains the design OR development process | | Explains both the design and the development process | | Expert industry explanation of both design and development process | |  |  |
| 0 |  | 7 |  | 14 |  | 20 |  |
| Incorporates campaign into presentation | Does not present campaign | | Campaign is presented but contains less than 3 models of social media OR contains 3 models that are not well developed | | Campaign is presented with 3 models of social media and is well developed | | Campaign is presented with 3 models of social media and is fully developed | |  |  |
| 0 |  | 7 |  | 14 |  | 20 |  |
| Provides proper documentation of pictures, audio, etc. | No documentation provided | | | | Substantiates compliance to copyright regulations using visual representation | | | |  |  |
| 0 | |  | | 10 | |  | |

**Delivery Skills**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Statements are well- organized and clearly stated | Presenter(s) did not appear prepared | | Presenter(s) were prepared, but flow was not logical | | Presentation flowed in logical sequence | | Presentation flowed in a logical sequence, statements were well organized | |  |  |
| 0 |  | 1 |  | 3 |  | 5 |  |
| Demonstrates self- confidence, poise, assertiveness, and good voice projection | Presenter(s) did not demonstrate self- confidence | | Presenter(s) demonstrated self-confidence and poise | | Presenter(s) demonstrated self-confidence, poise, and good voice projection | | Presenter(s) demonstrated self-confidence, poise, good voice projection, and assertiveness | |  |  |
| 0 |  | 1 |  | 3 |  | 5 |  |
| Demonstrates the ability to effectively answer questions | Unable to answer questions | | Does not completely answer questions | | Completely answers questions | | Interacted with the judges in the process of completely answering questions | |  |  |
| 0 |  | 3 |  | 7 |  | 10 |  |
| **Performance Subtotal (100 max)** | | | | | | | | |  |  |

**Penalty Points** (Mark all that apply)

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Time over 7 minutes | -5 |  | Dress Code not followed | -5 |  | Event Guidelines not followed | -5 |  | **Total Penalty** | **-** |  |
|  | | | | | | | | **Grand Total** | |  |  |

Name(s): School: State:

Judge’s Signature: Date:

**FBLA SPORTS AND ENTERTAINMENT MANAGEMENT**

#### Performance Rating Sheet

(Mark one score per row **AND** write score in the Points Earned column. Use Tie Breaker column to add or subtract points to break ties.)

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Expectation Item** | **Not Demonstrated** | | **Below Expectations** | | **Meets Expectations** | | **Exceeds Expectations** | | **Points Earned** | **Tie Breaker** |
| Demonstrates understanding of the case study and defines problem(s) to be solved | No description or case study synopsis provided no problems defined | | Describes and provides case study synopsis OR defines the problem(s) | | Describes and provides case study synopsis AND defines the problem(s) | | Demonstrates expertise of case study synopsis AND definition of the problem(s) | |  |  |
| 0 |  | 5 |  | 10 |  | 15 |  |
| Identifies alternatives and the pro(s) and con(s) of each | No alternatives identified | | Alternative(s)given but pro(s) and/or con(s) are not analyzed | | At least two alternatives given and pro(s) and con(s) are analyzed | | Multiple alternatives given and multiple pros and cons analyzed for each | |  |  |
| 0 |  | 7 |  | 14 |  | 20 |  |
| Identifies logical solution and aspects of implementation | No solution identified | | Solution provided, but implementation plan not developed | | Logical solution and implementation plan provided and developed | | Feasible solution and implementation plan developed and necessary resources identified | |  |  |
| 0 |  | 7 |  | 14 |  | 20 |  |
| Demonstrates knowledge and understanding of the event competencies:  Event management/ decision making/strategic planning/delegation/ leadership/ethics/ entertainment industry/ marketing and promotion/sales/ entrepreneurship/human resources/careers | No competencies demonstrated | | One or two competencies are demonstrated | | Three competencies are demonstrated | | Four or more competencies are demonstrated | |  |  |
| 0 |  | 7 |  | 14 |  | 20 |  |

**Delivery Skills**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Statements are well- organized and clearly stated | Presenter(s) did not appear prepared | | Presenter(s) were prepared, but flow was not logical | | Presentation flowed in logical sequence | | Presentation flowed in a logical sequence, statements were well organized | |  |  |
| 0 |  | 3 |  | 7 |  | 10 |  |
| Demonstrates self- confidence, poise, assertiveness, and good voice projection | Presenter(s) did not demonstrate self- confidence | | Presenter(s) demonstrated self-confidence and poise | | Presenter(s) demonstrated self-confidence, poise, and good voice projection | | Presenter(s) demonstrated self-confidence, poise, good voice projection, and assertiveness | |  |  |
| 0 |  | 1 |  | 3 |  | 5 |  |
| Demonstrates the ability to effectively answer questions | Unable to answer questions | | Does not completely answer questions | | Completely answers questions | | Interacted with the judges in the process of completely answering questions | |  |  |
| 0 |  | 3 |  | 7 |  | 10 |  |
| **Performance Subtotal (100 max)** | | | | | | | | |  |  |

**Penalty Points** (Mark all that apply)

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Dress Code not followed | -5 |  | Event Guidelines not followed | -5 |  | **Total Penalty** | **-** |  |
|  | | | | | | **Grand Total** |  |  |
| **Objective Test Score** (to be used in the event of a  tie) |  |  |

Name(s):

School: State:

Judge's Signature: Date:

# TALENT SHOW

##### (REGIONAL/STATE ONLY)

**UPDATED RATING SHEET COMING SOON**

School Name

Act Performed

|  |  |  |
| --- | --- | --- |
| ITEM | POSSIBLE POINTS | POINTS AWARDED |
| Quality of Performance | 30 |  |
| Appearance | 20 |  |
| Entertainment Value | 20 |  |
| Overall Effect | 30 |  |

100

##### JUDGES’S TOTAL:

Judge's Signature:

Judge's Comments:

**Performance Rating Sheet**  **Preliminary Round**  **Final Round**

(Mark one score per row **AND** write score in the Points Earned column. Use Tie Breaker column to add or subtract points to break ties.)

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Expectation Item** | **Not**  **Demonstrated** | | **Below**  **Expectations** | | **Meets**  **Expectations** | | **Exceeds**  **Expectations** | | **Points**  **Earned** | **Tie**  **Breaker** |
| Demonstrates understanding of the event topic | No understanding of event topic OR incorrect topic used | | Understanding of topic inconsistent from website to performance | | Demonstrates the topic through presentation and website | | Demonstrates expertise of the topic through presentation and website | |  |  |
| 0 |  | 3 |  | 7 |  | 10 |  |
| Explains the design and development process | No explanation or description of the design and process | | Explains the design OR development process | | Explain both the design and the development process | | Explains design and development process; explains steps taken to insure compatibility with multiple platforms | |  |  |
| 0 |  | 7 |  | 14 |  | 20 |  |
| Describes the use and implementation of social media elements | No explanation of use or implementation of social media | | Describes the use OR implementation of social media elements | | Describes the use AND implementation of social media elements | | Describes the use and implementation of social media and explains the reason behind selection | |  |  |
| 0 |  | 7 |  | 14 |  | 20 |  |
| Explains the development of media elements such as graphics, video, audio, etc. | No explanation of media elements | | Explains two media elements used | | Explains three or more media elements used | | Explains three or more media elements used and identifies why they were selected | |  |  |
| 0 |  | 7 |  | 14 |  | 20 |  |
| Provides proper documentation of copyright compliance | No documentation provided | | | | Substantiates compliance to copyright regulations using visual representation | | | |  |  |
| 0 | |  | | 10 | |  | |

**Delivery Skills**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Statements are well- organized and clearly stated | Presenter(s) did not appear prepared | | Presenter(s) were prepared, but flow was not logical | | Presentation flowed in logical sequence | | Presentation flowed in a logical sequence, statements were well  organized | |  |  |
| 0 |  | 1 |  | 3 |  | 5 |  |
| Demonstrates self- confidence, poise, assertiveness, and good voice projection | Presenter(s) did not demonstrate self- confidence | | Presenter(s) demonstrated self-confidence and poise | | Presenter(s) demonstrated self-confidence, poise, and good voice projection | | Presenter(s) demonstrated self-confidence, poise, good voice projection, and assertiveness | |  |  |
| 0 |  | 1 |  | 3 |  | 5 |  |
| Demonstrates the ability to effectively answer questions | Unable to answer questions | | Does not completely answer questions | | Completely answers questions | | Interacted with the judges in the process of completely answering questions | |  |  |
| 0 |  | 3 |  | 7 |  | 10 |  |
| **Performance Subtotal (100 max)** | | | | | | | | |  |  |

**Penalty Points** (Mark all that apply)

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Time over  7 minutes | -5 |  | Dress Code  not followed | -5 |  | Event Guidelines  not followed | -5 |  | **Total Penalty** | **-** |  |
|  | | | | | | | | **Performance Total** | |  |  |
| **Project Total (200 max)** | |  |  |
| **Grand Total** | |  |  |

Name(s):

School: State:

Judge’s Signature: Date:

**Project Rating Sheet**

(Mark one score per row **AND** write score in the Points Earned column. Use Tie Breaker column to add or subtract points to break ties.)

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Project Usability** | **Not**  **Demonstrated** | | **Below**  **Expectations** | | **Meets**  **Expectations** | | **Exceeds**  **Expectations** | | **Points**  **Earned** | **Tie**  **Breaker** |
| Website usability and navigation | Website is not usable | | Website usable but not submitted according to event guidelines | | Website usable and meets all guidelines | | Website contains features in addition to is required in the guidelines | |  |  |
| 0 |  | 7 |  | 14 |  | 20 |  |
| Color, backgrounds, font, and sounds are appropriate for the topic | No design principals applied | | Contrast, font, sound or design choice is distracting | | Contrast, font, sound, and design choice are appropriate for the  concept/topic | | Contrast, font, sound, and design choice enhance the experience for the user | |  |  |
| 0 |  | 3 |  | 7 |  | 10 |  |
| Graphics appropriate for topic | No graphic design principals applied | | Graphics are distracting | | Graphics are appropriate for the concept/topic | | Graphics enhance the experience for the user | |  |  |
| 0 |  | 3 |  | 7 |  | 10 |  |

**Site Content**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Fully address the topic | Topic is not followed | | Topic is not fully developed | | Topic is fully addressed | | User with no knowledge of the topic can identify based on site | |  |  |
| 0 |  | 7 |  | 14 |  | 20 |  |
| Site contains multiple elements providing evidence of production skill | No evidence of website production skill demonstrated | | Website is designed using limited features | | Website contains use of multiple technologies | | Website contains advanced features | |  |  |
| 0 |  | 7 |  | 14 |  | 20 |  |
| Grammar, Spelling, and Punctuation | Video contains grammar or spelling errors | | Video contains 3 or less spelling or grammar errors | | Video contains 1 grammar and no spelling errors | | Video is free of grammar and spelling errors | |  |  |
| 0 |  | 7 |  | 14 |  | 20 |  |
| Copyright information is noted and documented | Copyright information not addressed or addressed incorrectly | | | | Copyright compliance is included and done correctly | | | |  |  |
| 0 |  | 7 |  | 14 |  | 20 |  |

**Project Evaluation**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Site is compatible with multiple platforms | Site is not compatible with any platforms | | Site is only compatible with one platform | | Site opens appropriately on at least 2 platforms | | Site opens appropriately on more than 2 platforms | |  |  |
| 0 |  | 7 |  | 14 |  | 20 |  |
| Site interactivity functions and is error free | Site interactivity contains errors that prevent the execution | | Site interactivity contains errors that did not prevent execution | | Site interactivity is error free | | Site interactivity is error free and enhances the experience for the user | |  |  |
| 0 |  | 7 |  | 14 |  | 20 |  |
| Additional technology is used appropriately | No additional technologies are used | | Attempt of additional technology evident, but does not function | | At least one additional technology added and functions | | Multiple technologies added and function appropriately | |  |  |
| 0 |  | 7 |  | 14 |  | 20 |  |
| Website elements are consistent across all pages | Only one page is presented | | Pages are not consistent | | Pages are consistent | | Pages are consistent and elements enhance the  experience for the user | |  |  |
| 0 |  | 7 |  | 14 |  | 20 |  |
| **Project Subtotal (200 Max)** | | | | | | | | |  |  |

**Penalty Points**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Project Guidelines not followed | -5 |  | **Total Penalty** | | **-** |  |
|  | | | | **Grand Total** |  |  |

Name(s):

School: State:

Judge’s Signature: Date:

WHO’S WHO IN KENTUCKY FBLA RATING SHEET

NOMINEE’S NAME \_ \_ \_ \_ CHAPTER \_ \_ \_ \_ (Points listed at the right are the maximum possible for each category.)

INVOLVEMENT IN FBLA (***High School Level Only***) Maximum Points

Years of membership in FBLA -- 2 pts. per year \_8

Attendance at FBLA Leadership Development Camp – 2 pts each \_6 Participation in FBLA conference

(Region(2), State(3), Fall NLC(2), National(3)) 10 FBLA Offices Held:

State (Including Regional President) – 5 pts each 10

Regional (except Regional President) –3 pts each \_6

Local – 2 pts each National – 5 pts

\_6

\_5

Participation in competitive events – 1 pt each 10

Other FBLA honors/achievements \_4

FBLA committees/chapter activities 10

75

INVOLVEMENT IN OTHER SCHOOL AND COMMUNITY ACTIVITIES, GRADES 9-12

(Up to 10 points)

Membership and involvement in school organizations and activities other than FBLA

\_5

Membership and involvement in community organizations and activities \_5

10

PREPARATION THROUGH COURSE WORK IN BUSINESS (Up to 10 points)

Enrollment in business subjects \_5

Successful completion of business subjects \_5

BUSINESS ACHIEVEMENT AWARD

Future Level Business Level Leader Level America Level

10

\_3

\_4

\_4

\_4

15

NOMINEE’S STATEMENT (Up to 10 points)

Thoughts clearly organized and expressed \_5

Correct use of grammar, punctuation, and spelling \_3

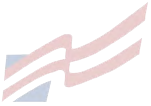
Appearance of the application \_2

10

##### TOTAL SCORE 120

|  |  |  |
| --- | --- | --- |
| **FORMAT GUIDE** |  |  |
| [**OVERVIEW**](#_bookmark0) | **139** |
| [**GENERAL GUIDELINES**](#_bookmark0) | **134** |
| [**ELECTRONIC RÉSUMÉ GUIDELINES**](#_bookmark1) | **140** |
| [**STANDARDS OF MAILABILITY**](#_bookmark1) | **140** |
| **FAIR USE GUIDELINES FOR EDUCATIONAL USE** | **141** |
| [**AGENDA**](#_bookmark2) | **142** |
| [**ITINERARY**](#_bookmark3) | **143** |
| [**LABEL/ENVELOPE**](#_bookmark4) | **144** |
| [**BUSINESS LETTER**](#_bookmark4) | **144** |
| [**PERSONAL LETTER**](#_bookmark5) | **145** |
| [**LETTER WITH ADVANCED FEATURES**](#_bookmark6) | **146** |
| [**LETTER & MEMO SECOND PAGE**](#_bookmark6) | **146** |
| [**EMAIL**](#_bookmark7) | **147** |
| [**MEMORANDUM**](#_bookmark8) | **148** |  |
| [**NEWS RELEASE**](#_bookmark9) | **149** |  |
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##### OVERVIEW

In today’s business world, communication is consistently expressed through writing. Successful businesses require a consistent message throughout the organization. A foundation of this strategy is the use of a format guide, which enables a corporation to maintain a uniform image through all its communications. Use this guide to prepare for Computer Applications and Word Processing skill events.

##### GENERAL GUIDELINES

**Font Size:** 11 or 12

**Font Style:** Times New Roman, Arial, Calibri, or Cambria

**Spacing:** 1 space after punctuation ending a sentence (stay consistent within the document) 1 space after a semicolon

1 space after a comma

1 space after a colon (stay consistent within the document) 1 space between state abbreviation and zip code

**Letters:** Block Style with Open Punctuation Top Margin: 2 inches

Side and Bottom Margins: 1 inch

**Bulleted Lists:** Single space individual items; double space between items

**(enumerated items)**

**Memorandums:** Standard Style

Top Margin: 2 inches

Side and Bottom Margins: 1 inch

**Unbound Report:** Body double spaced

Top Margin: 2 inches first page, 1 inch remaining pages Side and Bottom Margins: 1 inch

Page number is placed 0.5 inches at right margin starting on page 2

**Leftbound Report:** Body double spaced

Top Margin: 2 inches first page, 1 inch remaining pages Side Margins: Left 11.5 inches – Right 1 inch

Bottom Margin: 1 inch

Page number is placed 0.5 inches at right margin starting on page 2

**Miscellaneous Documents:** Top Margin: 2 inches (Agenda, Itinerary, Minutes, News Release, Outline, Table of Contents) Side and Bottom Margins: 1 inch

**Miscellaneous Notes:** Left justification of documents is to be used unless otherwise indicated.

Main and subheadings should be keyed in boldface.

**References:** All references must be placed in alphabetical order.

**Note**: Documents in this style manual may not show the correct top margins because of the instruction box at the top of the page.

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##### ELECTRONIC RÉSUMÉ GUIDELINES

Job seekers now turn to email and online job databases to apply for open positions. Currently, almost 50 percent of mid-size employ- ers and just about all large-size employers use on online job tracking systems. This results in more requests for online job applications and a need for applicants to create an scannable, electronic résumé.

Here are tips to create a clear, readable electronic résumé:

* do not use boldface, italics, underlining, script, bullets, logos, symbols, or shading
* do not use artistic or decorative font
* do not use condensed typeface; white space separates letters and no space mashes them together
* do not use vertical lines, only horizontal lines
* do not use two column formats or designs
* begin each line at the left margin and do not justify the right margin
* use a laser printer, black ink, and résumé paper to achieve the sharpest possible image for eﬀective scanning

##### STANDARDS OF MAILABILITY

The following regulations apply to the Computer Applications and Word Processing events. Materials submitted in these events are graded against the standard of zero errors and businesslike format. The Format Guide must be followed to ensure proper formatting of any word processing document in these events.

In grading these materials, the following errors will make the copy mailable with slight corrections and will result in a penalty of two

1. points.

* omission of a nonessential part of a document (e.g., reference initials, enclosure notation, etc.)
* minor errors in vertical or horizontal placement
* minor spacing errors
* inserted or omitted words that do not change the meaning of the sentence
* The following errors will make the copy mailable with serious corrections and will result in a penalty of five (5) points per error.
* keying or spelling errors
* inserted or omitted words that change the meaning of the sentence
* formatting errors
* failure to follow directions

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##### FAIR USE GUIDELINES FOR EDUCATIONAL USE

|  |  |  |  |
| --- | --- | --- | --- |
| **Text for Use in**  **Multimedia Projects** | What You Can Do | According to | Fine Print |
| Same rights as "Printed Material" above | Students may incorporate text in multimedia projects up to 10% or 100 words, whichever is less. Teachers may incorporate into multimedia for  teaching courses. | *Fair Use Guidelines for Educational Multimedia* | Teachers may use for two years, after that permission is required. Students may keep in portfolio for life. |
| **Video ("Motion Media")**  **for Use in Multimedia Projects** |  |  |  |
| Videotapes DVD  Laser Discs QuickTime Movies  Encyclopedias (CD ROM) | Students "may use portions of lawfully acquired copyrighted works in their academic multimedia", defined as 10% or three minutes (whichever is less) of "motion media". | *Fair Use Guidelines for Educational Multimedia* | "Proper attribution and credit must be noted for all copyrighted works included in multimedia, including those prepared under fair use."*Tina Ivany, UC San Diego 12/08/95.* |
| **Video for Integration**  **into Video Projects** |  | . |  |
| Videotapes DVD  Laser Discs QuickTime Movies  Encyclopedias (CD ROM) | Students "may use portions of lawfully acquired copyrighted working in their academic multimedia". | *Fair Use Guidelines for Educational Multimedia* | The material must be legitimately acquired (a legal copy, not bootleg or home recording). |
| **Illustrations and**  **Photographs** |  |  |  |
| Photograph Illustration  Collections of photographs  Collections of illustrations | Single works may be used in their entirety but not more than 5 images by an artitist or photographer. From a collection, not more than 15 images or 10%, whichever is less. | *Fair Use Guidelines for Educational Multimedia* | Older illustrations may be in the public domain, but the collection may be copyrighted. |
| **Music for Integration into Multimedia / Video Projects** |  |  |  |
| Music | Up to 10% or no more than 30 seconds of a copyrighted musical composition may be reproduced, performed, and displayed as part of a multimedia program produced by an educator or student for educational purposes. | *Fair Use Guidelines for Educational Multimedia* | Some authorities site a maximum length of 30 seconds. *(www.indiana.edu)*, some do not  mention a maximum *(Tina Ivany, UCSD, 12/08/95).* |
| **Internet** |  |  |  |
| Internet connections World Wide Web | Images may be downloaded for student projects.  Sound files may be downloaded for use in projects *(see portion restrictions above).* | *Fair Use Guidelines for Educational Multimedia* & DMCA | Images may **not** be reposted onto the Internet without permission.  Sound or music files may not be copied and posted on the Internet without permission. |

Sources: United States Copyright Office Circular 21; Sections 107, 108, and 110 of the Copyright Act (1976) and subsequent amendments, including the Digital Millennium Copyright Act; Fair Use Guidelines for Educational Multimedia; and cable systems (and their associations).

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##### AGENDA

**FUTURE BUSINESS LEADERS OF AMERICA-PHI BETA LAMBDA (DS)**

**Board of Directors Agenda (DS)**

**Tuesday, March 20, 20 (DS)**

1. Call to Order—Jean Buckley, Chief Executive Officer

**(DS)**

1. Roll Call—Mary Anvil, Secretary
2. Reading of the Minutes—Mary Anvil, Secretary
3. Treasurer’s Report—Harvey Weinberg, Treasurer
4. Other Officer Reports

6.

Committee Reports Accounting—Mildred Wright Social—Betty Einstein

Fund-raising—Bret Rushmore

**(SS)**

1. Unfinished Business
2. New Business
3. Date of Next Meeting
4. Adjournment

***Note:***

Numbers may be left or right aligned.

**Second Page Top: 1"**

**Top Margin: 2"**

**Side Margins: 1"**

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##### ITINERARY

**ITINERARY (DS)**

**M. J. Lawson (DS)**

**October 10–13, 20 (DS)**

**Sunday, October 10 (DS)**

9:30 a.m.

Depart Memphis Municipal Airport, United Airlines, Flight 433, nonstop, lunch served

**(DS)** 1:02 p.m. **(DS)** 5:30 p.m.

Arrive San Francisco International Airport

Depart hotel for Chinatown visit

**Monday, October 11**

9:00 a.m.

Conference at Mark Hopkins Hotel

Reminder:

Call Pat Martin to confirm dinner arrangements for tomorrow

**Tuesday, October 12**

9:00 a.m.

Conference at Mark Hopkins Hotel

7:00 p.m.

Dinner with Pat Martin

**Wednesday, October 13**

9:30 a.m. Depart hotel for airport

12:20 p.m.

Depart San Francisco International Airport, United Airlines, Flight 700, one stop, lunch served

7:15 p.m.

Arrive Memphis Municipal Airport

**Second Page Top: 1"**

**Top Margin: 2"**

**Side Margins: 1"**

CHAPTER MANAGEMENT HANDBOOK **| 143**

##### LABEL/ENVELOPE

MS JUNE R TIJERINA CLAIMS DEPARTMENT

GOLDEN INSURANCE COMPANY 1846 MARKET STREET

SAN FRANCISCO CA 94102-1234

The Optical Character Recognition (OCR) style, including all recommended abbreviations, is to be used by the company for all labels and envelopes.

##### BUSINESS LETTER

Current Date

**(QS)**

Ms. Terra Green

1923 Deserama Circle

Cottonwood, AZ 86326

**(DS)**

Dear Ms. Green

**(DS)**

This letter is keyed in block style with open punctuation. All lines, including the date, inside address, salutation, and closing begin at the left margin. A double space is left between all letter parts except before the inside address and the writer’s name, where a quadruple space (4 returns) will be found.

**(DS)**

This letter style is to be used for FBLA-PBL competition.

**(DS)**

Sincerely

**(QS)**

Barbara Small Director of Education **(DS)**

xx

**Top Margin: 2"**

**Side Margins: 1"**

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##### PERSONAL LETTER

1912 Association Drive

Reston, VA 20191-1591

Current Date

**(QS)**

Ms. Terra Green

1923 Deserama Circle

Cottonwood, AZ 86326

**(DS)**

Dear Ms. Green

**(DS)**

This letter represents an acceptable format for a personal business letter. As you can see, the format is identical to a business letter keyed in block style with open punctuation. Additional- ly, reference initials are not included.

**(DS)**

Sincerely

**(QS)**

Barbara Small

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**Side Margins: 1"**

CHAPTER MANAGEMENT HANDBOOK **| 145**

##### LETTER WITH ADVANCED FEATURES

Current Date

**(DS)**

CONFIDENTIAL (If no mailing notation, **QS** after date.)

**(DS)**

Attention FBLA-PBL Competitors FBLA-PBL, Inc.

1912 Association Drive

Reston, VA 20191-1591

**(DS)**

Ladies and Gentlemen

**(DS)**

LETTER FORMAT WITH ADVANCED FEATURES

(If no subject line, **DS** after salutation.)

**(DS)**

This letter illustrates the placement of all advanced letter parts as described on the enclosed sheet. It also illustrates the block style letter with open punctuation.

**(DS)**

Please refer to this letter when keying such a document to avoid making formatting errors.

**(DS)**

Sincerely

**(DS)**

FBLA-PBL, INC.

**(QS)**

Barbara Small Director of Education **(DS)**

xx

**(DS)**

Enclosure

**(DS)**

c Ms. Jean Buckley, President/CEO

**(DS)**

Best of luck in your competition!

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**LETTER & MEMO SECOND PAGE**

Name of Addressee or Company Page 2 **(SS)**

Date

**(DS)**

**Top Margin: 1"**

**Spacing of Materials: SS**

**Spacing after Date to Body: DS**

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##### EMAIL

To: [communications@fbla.org](mailto:communications@fbla.org)

From: [education@fbla.org](mailto:education@fbla.org) (since this field is automatically generated it may only show

in the recipient’s email heading)

Cc: [marketing@fbla.org](mailto:marketing@fbla.org)

Bcc: [ceo@fbla.org](mailto:ceo@fbla.org)

Date: Wed, April 10, 2013 at 8:47 PM (since this field is automatically generated it may

only show in the recipient’s email heading) Subject line: Netiquette Rules

Ms. Young

When sending a business email use proper grammar, spelling, capitalization, and sentence structure. Use abbreviations and acronyms sparingly, and avoid using emoticons. Answer email promptly, even if there’s only time for a quick, one line response. Answering email is a professional courtesy that tells the sender he or she is not being ignored.

An email heading includes the To, From, Cc, Bcc, Date, and Subject fields. In this email, the marketing director is copied and the executive director is blind copied. The director will re- ceive this email without the receiver (in this case, the communications manager) knowing it.

The subject line is used to summarize the email’s content and should be precise and brief. The body of the email provides information and details regarding the subject. Word documents, PDFs, images, and other documents can be attached to an email and sent electronically.

Remember, an email is a written document that can easily be viewed by someone other than the intended recipient(s). Be careful what you type; do not include libelous, slanderous or defamatory remarks. If you’re emailing information confidentially, you should include a confidential tag line below the signature.

Barbara Small Education Director FBLA-PBL

1912 Association Drive

Reston, VA 20191

800-325-2946

[www.fbla-pbl.org](http://www.fbla-pbl.org/)

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##### MEMORANDUM

SUBJECT: Formatting a Standard Memorandum

**(DS)**

When formatting a standard memorandum, use a 2-inch top margin. Next, key the heading lines with a double space between each. Note that each heading is typed in ALL CAPS and informational lines are aligned on the left. The subject line should be keyed with initial caps and followed by a double space.

Paragraphs are aligned at the left margin and are single spaced with a double between each. The competitor should key his/her initials at the left margin a double space below the body of the last paragraph in lowercase letters. If an attachment or enclosure is included, the word “Attachment” or “Enclosure” should be keyed at the left margin a double space below the competitor’s initials.

xx

**(DS)**

Enclosure

Judging Committee

Current

FBLA-PBL Competitors

TO: **(DS)** FROM: **(DS)** DATE: **(DS)**

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**Side Margins: 1"**

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##### NEWS RELEASE

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NEWS RELEASE

**(DS)**

Contact: Patricia Wells, Adviser XYZ Club

1801 E. National Avenue Phoenix, AZ 85007-0032

602-555-1234

**(DS)**

Release May 1, 20—

**(DS)**

STUDENTS EARN TRIP TO FBLA NATIONAL CONFERENCE

**(DS)**

Fifteen XYZ Club members have been selected to represent Arizona at the National Leadership Conference.

These students have the opportunity to attend this conference with over 8,000 delegates representing each state.

To raise funds to attend this conference, members will hold a yard sale and silent auction May 23–24 from 8 a.m. to 2 p.m. at the school.

Any community members wishing to make a donation for the yard sale/silent auction may

contact Patricia Wells at the above number.

**(DS)**

###

**Body: DS**

CHAPTER MANAGEMENT HANDBOOK **| 149**

##### MINUTES

**XYZ CLUB (DS)**

**Minutes of September 1, 20**

**(DS)**

**Call to Order (DS)**

The regular meeting of the XYZ Club was called to order on Monday, September 1, 20 at 3:30 p.m. President Steve Dockray called the meeting to order with Secretary Dale Williams recording minutes.

**(DS)**

**Attendance**

All members were in attendance.

**Minutes**

The minutes of the August 1, 20 meeting were read. Justin Vaughn moved to approve the minutes as read. They were seconded and approved.

**Treasurer’s Report**

Treasurer Kelly Osborne reported a chapter balance as of September 1, 20 of $347.16. The

report was filed.

**Unfinished Business**

The date for the Winter Dance was announced. It will be held November 27 in the main gym. The price per person will be $5 each or $8 per couple.

**New Business**

None.

**Announcements**

Reminder for all members to begin collecting pledges for the March of Dimes March for Babies.

**Adjournment**

There being no further business, the meeting was adjourned at 4:10 p.m.

**(QS)**

Terra Green, Secretary

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**Side Margins: 1"**

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##### OUTLINE

**FORMATTING OUTLINES**

(DS)

1. VERTICAL SPACING (DS)
   1. Title of Outline
      1. Two-inch top margin
      2. Followed by a double space
   2. Major Headings
      1. All headings preceded by a double space
         1. Organized thoughts
         2. Easy to read
         3. Professional appearance
            1. Extra credit
            2. Five points
      2. All major headings following by a double space
      3. All subheadings single spaced

(DS)

1. HORIZONTAL SPACING (DS)
   1. Title of Outline Centered Over Line of Writing
   2. Major Headings and Subheadings
      1. Identifying lowercase roman numerals aligned at left margin or aligned on periods
      2. Identifying letters and numbers for each subsequent level of subheading

aligned below the first word of the preceding heading

(DS)

1. CAPITALIZATION (DS)
   1. Title of Outline Keyed in ALL CAPS
   2. Major Headings Keyed in ALL CAPS
   3. First-order Subheadings Keyed with All Major Words Beginning with Initial Caps
   4. Second-order Subheadings Keyed with First Word Only Using Initial Cap

**Top Margin: 2"**

**Side Margins: 1" Spacing in Body: SS**

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##### REPORT

**Top Margin: 2"**

**Side Margins: 1" Spacing in Body: DS**

**(DS)**

**Standard Margins**

**REPORT FORMATTING (DS)**

With the exception of the left margin, all margin settings are the same for the unbound and leftbound reports. The right margin is one inch. A top margin of two inches and a bottom margin of one inch are used on the first page of reports. All remaining pages are keyed with one inch top and bottom margins.

**Page Numbering**

The first page of a report is not numbered. On the second and subsequent pages, place the page number in the upper right side of the page header. Reference pages should also be num- bered.

**Long Quotes**

Quoted material of four or more lines should be single spaced, indented 0.5 inches from both the left and right margins, and double space above and below the quoted materials.

**Enumerated or Bulleted Items**

Indent enumerated or bulleted items 0.5 inches from the left margin; block the lines at the beginning of the first word of the item. The right margin for enumerated and bulleted items remains at one inch. Single space individual items; double space between items as well as above and below a series of items.

**Headings and Subheadings**

Main heading. Center the main heading in ALL CAPS and bold over the body.

Side headings. Begin side headings at the left margin. Capitalize the first letter of the first word and all other main words in each heading. Bold side headings. Paragraph headings. Indent paragraph headings 0.5 inches from the left margin. Capitalize first letter of the first word only. Underline the heading and follow it with a period.1

**Citations**

A parenthetical citation places relevant source information in parenthesis after a quote or paraphrase. A citation includes the last name of the author and a page number where the in- formation can be found (Mays 4).

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##### REPORT CONTINUED

**Endnotes**

Endnotes are placed at the end of the report, and the endnote is cited by a superscript number. The endnotes page has the same top and side margins as the first page of the report and is numbered. Each endnote is single spaced with a double space between endnotes. The first line of each endnote is indented 0.5 inches from the left margin; all other lines begin at the left margin.2

**References/Works Cited**

All references cited will be listed alphabetically under the heading REFERENCES or WORKS CITED. The page has the same top and side margins as the first page of the report and is numbered. Each reference is single spaced with a double space between references. The first line of each reference begins at the left margin; all other lines are indented 0.5 inch- es from the left margin.3

The *MLA Style Manual* will be used for References/Works Cited.

2

**Top Margin: 1"**

**Side Margins: 1" Spacing in Body: DS**

**ENDNOTE PAGE**

**ENDNOTES (DS)**

1D. F. Dansereau, “Learning Strategy Research,” *Thinking and Learning Skills,* Vol. 1, Hillsdale, NJ: Lawrence Erlbaum, 1999, p. 111.

**(DS)**

2Rose Huber, “Teaching Students How to Study,” *Eastside Weekend,* September 1–7, 1998, p. 18.

**(DS)**

3Theodore Silver, *Study Smart,* New York: Villard Books, 2000, p. 99.

**Top Margin: 2"**

**Side Margins: 1"**

**Spacing in Body: SS**

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##### CITATIONS

|  |  |  |
| --- | --- | --- |
|  | **In-text Citation Within the Report** |  |
|  |  |  |
| **CITATIONS**  (DS)  **Paraphrasing:**  He was ready to move forward with the plan and encouraged his friends to work quickly (Woodsworth 283).  **Quotation:**  Woodsworth stated, “It’s time to get the ball rolling” (Woodsworth 283).  **Work with multiple authors:**  Woodsworth received a Nobel Prize for the work on this project (Jones, Smith, and Moore 79).  “What a success!” Stewart shouted (Jones et al. 99). \*use this format repeatedly once the cita- tion that includes all author last names has been used  **Print sources with no author:**  The average surface temparature of earth has increased more than one degree Fahrenheit since 1900 (“Impact of Global Warming” 7).  **Internet:**  A gradual increase in the average temperature of earth’s atmosphere is termed global warming (Allen, News on Global Warming, www.globalwarming.abc). | | |

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##### REFERENCE PAGE

**Top Margin: 2"**

**Side Margins: 1" Spacing in Body: SS**

**Sample Book Reference:**

**REFERENCES**

**MLA Style Manual**

(DS)

Bohlman, Herbert M., and Mary Jane Dundas. *The Legal, Ethical and International Environment of Business*.

5th ed. Cincinnati, OH: Penguin, 1987. Print.

**Sample Book Reference without Author:**

*The Economist*, Princeton Press: Princeton, 1997. Print.

**Sample Magazine Reference:**

Cohen, Stephen S., and J. Bradford DeLong. “Shaken and Stirred.” *Atlantic Monthly* Jan.–Feb. 2005: 112. Print.

**Sample Magazine Reference without Author:**

“Coca-Cola Paid CEO $32 Million U.S. in 2007.” *Toronto Star* 4 Mar. 2008: B2.

**Sample Internet Reference:**

Thomason, Larisa. *HTML Tip: Why Valid Code Matters*. Webmaster Tips Newsletter. Dec. 2003. NetMechanic. 6 Jan. [2008 <http://www.netmechanic.com/](http://www.netmechanic.com/) news/vol6/html\_no20.htm>.

**Sample Encyclopedia:**

Nazi Party. *New Encyclopedia Britannica*. New York: Somerset, 1997 ed.

**Sample Interview Reference:**

Chirac, Jacques. Interview by John Smith. *Time* 16 Feb. 2003. 10 Oct. 2005 [http://www.time.com/time/europe/magazine/2003/0224/cover/interview.html>.](http://www.time.com/time/europe/magazine/2003/0224/cover/interview.html)

**Sample Booklet/Pamphlet Reference:**

*Diabetes Care: Blood Glucose Monitoring*. Burnaby, BC: LifeScan Canada, 1997.

**Sample DVD Reference:**

Encarta 2004 Reference Library. CD-ROM. Microsoft, 2003.

**Sample Radio/Television Reference**:

“New York Museum Celebrates Life of Einstein.” By Martha Graybow. Reuters, New York. WBFO, Buffalo. 13 Nov. 2002.

**Sample Government Pubs Reference:**

United States. National Council on Disability. *Carrying on the Good Fight Summary Paper from Think*

*Tank 2000- Advancing the Civil and Human Rights of People with Disabilities from Diverse Cultures*. Washington: GPO, 2000

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##### TABLES

**Special Instructions**

* Bold titles and column headings.
* Column headings may be centered over column or blocked at left of column.
* Tables using both one- and two-line column headings should be aligned at the bottom of the cell.
* For two-line column headings in tables without gridlines, underline the bottom word of the heading.
* Gridlines are optional unless otherwise stated.
* If gridlines are not used, underline column headings and DS after heading.
* Do not include $ with dollar amounts in columns. Dollar signs may be placed in Total Row.
* All columns containing numbers should be right or decimal aligned.
* All columns containing text should be left aligned.
* The body of the table may be single or double spaced.
* Tables within another document should be centered horizontally unless otherwise indicated.
* DS before and after the table.
* Gridlines should not be used in titles.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Position** | **Current**  **Salary** | **Percent**  **Increase** | **Amount**  **Increase** | **New**  **Salary** |
| Accountant | 26,000.00 | 6.5 | 1,690.00 | 27,290.00 |
| Administrative Assistant | 23,000.00 | 5.5 | 1,265.00 | 24,265.00 |
| Data Entry Clerk | 16,500.00 | 4.5 | 742.50 | 17,242.50 |
| Executive Assistant | 25,000.00 | 6.5 | 1,625.00 | 26,625.00 |
| Office Specialist | 19,000.00 | 5.0 | 950.00 | 19,950.00 |
| **Total** | $109,500.00 |  | $6,272.50 | $115,372.50 |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | | **(QS)** |  | | |
| **Position** | **Current Salary** |  | **Percent Increase** | **Amount Increase** | **New Salary** |
| Accountant | 26,000.00 |  | 6.5 | 1,690.00 | 27,290.00 |
| Administrative Assistant | 23,000.00 |  | 5.5 | 1,265.00 | 24,265.00 |
| Data Entry Clerk | 16,500.00 |  | 4.5 | 742.50 | 17,242.50 |
| Executive Assistant | 25,000.00 |  | 6.5 | 1,625.00 | 26,625.00 |
| Office Specialist | 19,000.00 |  | 5.0 | 950.00 | 19,950.00 |
| **Total** | $109,500.00 |  |  | $6,272.50 | $115,372.50 |

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**Center Vertically**

**Center Horizontally**

***Example Table without Gridlines***

**SALARY CHART (DS)**

**Administrative Support Department**

***Example Table with Gridlines***

**SALARY CHART TABLES (DS)**

**Administrative Support Department**

**(QS)**

##### ELECTRONIC RÉSUMÉ

**Top Margin: 1"**

**Side Margins: 1"**

JENNIFER SMITH

1234 Jupiter Lane- Jupiter, Florida 33458

777-888-9999 [jupiter](mailto:jupitergirl@gmail.com)[girl@gmail.com](mailto:girl@gmail.com)

CAREER OBJECTIVE

Marketing Manager with the ability to promote sales growth and exceed profit goals while utilizing exceptional organizational, time management, and interpersonal relationship skills

MARKETING SKILLS

Research and assess potential market size for new products, identify problems and the need for changes in product design, develop detailed marketing plans based on team input, create catchy slogans and jingles to attract new customers

TECHNICAL SKILLS

Proficient in Microsoft Word, Excel, Access, and PowerPoint, knowledge- able in HTML code, extensive Internet search capabilities utilizing key words and phrases, ability to type 75 words per minute with accuracy

EDUCATION (Note if education is recent include it here; if work experience is more recent, move education down after employment experience)

XYZ High School, Reston, VA, pending graduation 2014 or graduated 2014 (FBLA)

Bachelor of Science in Marketing with minor in Business Administration, 2013, Old Dominion University, Norfolk, Virginia, GPA: 3.97/4.0 (include GPA if greater than 3.0) (PBL)

EMPLOYMENT EXPERIENCE

Sales Associate for Dip and Dots, Jupiter, Florida, May 2007–Oct. 2007

Engaged customers and promoted ice cream; answered customer questions, and provided additional information as needed; processed cash, check and credit card transactions; cleaned store on a daily basis, and opened and closed store as needed

Jupiter Marketing Office, Jupiter, Florida, January 2013–June 2013

(internship)

Analyzed marketing objectives and developed a training manual for new employees; generated over 300 new customer leads; wrote, designed, and created annual fundraising brochures; collaborated with office staff and produced quality work; and completed 400+ internship hours

REFERENCES

Available Upon Request

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Appendix B: Organizational Chart 35

***Note:***

Page numbers should be right aligned with leader lines.

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