



# Career Investigation



**Career Investigation**, an *individual event*, recognizes participants for their ability to perform self-assessments, research and explore a career, set career goals, create a plan for achieving goals, and describe the relationship of Family and Consumer Sciences coursework to the selected career. Participants must prepare a **portfolio** and an **oral presentation**.

### EVENT LEVELS

**Level 1:** through grade 8

**Level 2:** grades 9-10

**Level 3:** grades 11–12

**Level 4:** Postsecondary

See page 10 for more information on event levels.

### ELIGIBILITY & GENERAL INFORMATION

1. Review “Eligibility and General Rules for All Levels of Competition” on page 11 prior to event planning and preparation.
2. Participant(s) are encouraged to bring fully charged electronic devices such as laptops, tablets, etc., to use for *electronic portfolio* presentation at competitions.
3. Chapters with multiple entries in this event must submit different projects for each entry. All projects must be developed and completed during a one-year span beginning July 1 and ending June 30 of the school year before the National Leadership Conference, and must be the work of the participant(s) only.
4. National Leadership Conference participants will view the online orientation video found on the official FCCLA YouTube channel, available in early June. Each entry must complete and submit the required form to the event room consultant at the time of competition. Only one form per entry is required. Contact State Advisers for orientation procedures for competitions held prior to National Leadership Conference.

GENERAL INFORMATION								
Number of Participants per Entry	Prepare Ahead of Time	Equipment Provided for Competition	Competition Dress Code	Participant Set Up / Prep Time	Room Consultant & Evaluator Review Time	Maximum Oral Presentation Time	Evaluation Interview Time	Total Event Time
1	Portfolio, Oral Presentation	Table – yes Electrical Access – no Wall Space – no Supplies - no	Official dress -or- Professional dress appropriate to event	5 minutes	10 minutes prior to presentation	1-min. warning at 9 min.; stopped at 10 min.	5 minutes	30 minutes

PRESENTATION ELEMENTS ALLOWED									
Audio	Costumes	Easel(s)	File Folder	Flip Chart(s)	Portfolio	Props/ Pointers	Skits	Presentation Equipment	Visuals
		■			■			*	

\* Presentation Equipment is allowed only for presentation of electronic portfolio.

# CAREER INVESTIGATION

## Procedures and Time Requirements for Competition

Each participant will submit a portfolio (hardcopy or electronic) to the event room consultant at the designated participation time.	
10 minutes	The participant will have 5 minutes to set up any additional items for the event. Other persons may not assist. Room consultants and evaluators will have 10 minutes to preview the portfolio (hardcopy or electronic) during participant set up time. The participant must make the electronic portfolio accessible to evaluators.
10 minutes	The oral presentation may be up to 10 minutes in length. A one-minute warning will be given at 9 minutes. The participant will be stopped at 10 minutes.
5 minutes	Following the presentation, evaluators will have 5 minutes to interview the participant.
5 minutes	Evaluators will have up to 5 minutes to use the rubric to score and write comments for each participant.


## Specifications

### Hardcopy Portfolio

The *portfolio* is a collection of materials used to document and illustrate the work of the project. Materials must be contained in the official FCCLA STAR Events binder obtained from the FCCLA national emblematic supplier. A decorative and/or informative cover may be included. All materials, including the *content divider pages*, must fit within the cover, be one-sided, and may not contain more than 36 pages. Divider page tabs may extend up to 1" outside the cover. Once a *hardcopy portfolio* has been turned in to evaluators, participants may not switch to an *electronic portfolio*.

### Electronic Portfolio

An *electronic portfolio* may be either in PowerPoint, Prezi, or other electronic format that can be viewed by the evaluators and room consultants prior to the oral presentation. The *electronic portfolio* and the hardware (method) to view it (i.e. equipment, files, projectors, screens, and laptops) will be turned in to the room consultant at the designated participation time. Participants assume the responsibility of providing the technology used to show the evaluators the project. Once an *electronic portfolio* is turned in to the evaluators, participants may not switch to a *hardcopy portfolio*. *Portfolio* may not exceed 47 slides, as described below.

SPECIFICATIONS		LEVEL 1	LEVEL 2	LEVEL 3
1-8 ½" x 11" page or 1 slide	<i>Project Identification Page</i>	<i>Plain paper</i> or slide, with no <i>graphics</i> or decorations; must include participant's name(s), chapter name, school, city, state, event name, and career investigated.		
1-8 ½" x 11" page or 1 slide	Table of Contents	List the parts of the <i>portfolio</i> in the order in which the parts appear.		
1-8 ½" x 11" page or 2 slides	FCCLA Planning Process Summary Page	Summarize how each step of the <i>Planning Process</i> was used to plan and implement the project; use of the <i>Planning Process</i> may also be described in the oral presentation.		
1	 Evidence of Online Project Summary Submission	Complete the online project summary form located on the "Surveys" tab of the FCCLA Student Portal, and include signed proof of submission in the <i>portfolio</i> .		
0-7	<i>Content Divider Pages</i> or Sections	Use 0 to 7 <i>content divider/section</i> pages or slides. <i>Content divider/section</i> pages may be tabbed, may contain a title, a section name, <i>graphic</i> elements, thematic decorations, and/or page numbers. They must not include any other <i>content</i> .		

## Career Investigation Specifications (continued)

SPECIFICATIONS	LEVEL 1	LEVEL 2	LEVEL 3	
Up to 25 8 ½" x 11" pages or 35 slides	Self-Assessment	Document evidence of self-assessment. Examples include examining personal interests and skills.	Document evidence of self-assessment. Examples include examining personal interests and skills, aptitudes and personality traits.	
	Evidence of Career Research	Provide detailed research including job description; duties and responsibilities; qualifications; entry-level position opportunities; job outlook; and salary.	Provide detailed research including job description; duties and responsibilities; qualifications; entry-level position and advancement opportunities; job outlook; and salary.	
	Experiences with Business, Industry, Agencies, and Organizations	Document research of a specific business, industry, agency, organization <u>or</u> experiences in selected career field. Examples of documentation may include but are not limited to written summaries of interviews from business, industry, agency, and organization personnel.	Document experiences in selected career field. Examples of documentation may include but are not limited to written summaries of interviews from business, industry, agency, organization personnel; written narrative of job shadowing or cooperative work experiences; and photographs.	
	Samples of Related School Work	Include two examples or samples (essays, assignments or other coursework) that relate to skills needed in selected career.		
	Career Planning	State career goals and create a plan for achieving goals. Include plans for high school and further education and training as well as extra-curricular and intra-curricular activities that will enhance possibilities for achieving goals.		
	Works Cited/ Bibliography	Use MLA or APA citation style to cite all references. Resources should be <i>reliable</i> and <i>current</i> .		
	Appearance	<i>Portfolio</i> must be neat, legible, and <i>professional</i> and use correct grammar and spelling.		

## Career Investigation Specifications (continued)

### Oral Presentation

The oral presentation may be up to 10 minutes in length and is delivered to evaluators. The presentation is to describe research and career exploration efforts in detail. The *portfolio* will be used by the participant during the oral presentation. No other *visuals* or *audiovisual equipment* will be permitted.

<b>SPECIFICATIONS</b>	<b>LEVEL 1</b>	<b>LEVEL 2</b>	<b>LEVEL 3</b>
Organization/Delivery	Deliver oral presentation in an organized, sequential manner; concisely and thoroughly summarize research.		
Knowledge of Selected Career	Present <i>current</i> data and show evidence of knowledge of selected career.		
Relationship of Family and Consumer Sciences Coursework/Standards	Describe the relationship of Family and Consumer Sciences coursework to selected career.	Describe the relationship of Family and Consumer Sciences coursework to selected career. Explain which national FCCLA program could be used during project implementation.	Describe the relationship of Family and Consumer Sciences coursework and/or standards to selected career. Explain which national FCCLA program could be used during project implementation. Identify FCS career pathway connections.
Use of <i>Portfolio</i>	Use <i>portfolio</i> to describe all phases of the project.		
Voice	Speak clearly with appropriate pitch, tempo, and volume.		
Body Language/Clothing Choice	Use appropriate body language including gestures, posture, mannerisms, eye contact, and appropriate handling of notes or note cards if used. Wear FCCLA official dress or professional dress appropriate for the nature of the presentation.		
Grammar/Word Usage/Pronunciation	Use proper grammar, word usage, and pronunciation.		
Responses to Evaluators' Questions	Provide clear and concise answers to evaluators' questions regarding project. Questions are asked after the presentation.		





# CAREER INVESTIGATION

## Rubric Level 1

Name of Participant \_\_\_\_\_

Chapter \_\_\_\_\_ State \_\_\_\_\_ Team # \_\_\_\_\_ Station # \_\_\_\_\_ Level \_\_\_\_\_

PORTFOLIO							
<b>FCCLA Planning Process Summary Page</b> 0–5 points	<b>0</b> Planning Process summary not provided	<b>1</b> Inadequate steps in the Planning Process are presented	<b>2</b> All Planning Process steps are presented but not summarized	<b>3</b> All Planning Process steps are summarized	<b>4</b> Evidence that the Planning Process was utilized to plan project	<b>5</b> The Planning Process is used to plan the project. Each step is fully explained	
<b>Self-Assessment</b> 0–10 points	<b>0</b> Not included	<b>1 2</b> Vaguely referred to but incomplete evidence	<b>3 4</b> Some evidence of self-assessment	<b>5 6 7</b> Explained somewhat, but not documented sources of self-assessment	<b>8 9 10</b> Documented resources used for self-assessment		
<b>Evidence of Career Research</b> 0–10 points	<b>0</b> Not explained	<b>1 2</b> Some research done but incomplete information	<b>3 4</b> Research is current but from unreliable sources	<b>5 6 7</b> Research is current but only partially addresses required components	<b>8 9 10</b> Research is current, appropriate for topic; from reliable sources, and includes all required components		
<b>Experiences with Business, Industry, Agencies, and Organizations</b> 0–5 points	<b>0</b> No samples provided	<b>1</b> Limited samples are provided	<b>2</b> Limited research or experiences were undertaken	<b>3</b> Few experiences explained or limited research listed	<b>4</b> Good variety of research or experiences and of value to the career choice selected	<b>5</b> Wide variety of research or valuable experiences and documentation is clear and easy to understand	
<b>Samples of Related School Work</b> 0–10 points	<b>0</b> No samples provided	<b>1 2</b> Limited number of samples provided	<b>3 4</b> Limited samples of FCS or academic coursework	<b>5 6</b> Samples of FCS and academic coursework are provided	<b>7 8</b> Explanation and documented evidence of how school work will be used be in selected career	<b>9 10</b> School work is explained thoroughly as to how it will be used in selected career	
<b>Career Planning</b> 0–5 points	<b>0</b> No career goal stated	<b>1</b> Briefly explained career goal(s)	<b>2</b> States career goal(s) but no plan for achieving goal(s)	<b>3</b> Brief explanation of career goal(s) and how to achieve the goal(s)	<b>4</b> States career goal(s) that includes plan for education/ training and other activities for achieving goal(s)	<b>5</b> Clearly states career goal(s) and includes thorough explanation of plan and activities for achievement of goal(s)	
<b>Works Cited/ Bibliography</b> 0–3 points	<b>0</b> No resources listed	<b>1</b> Resources are incomplete, not current, or not reliable for project	<b>2</b> Reliable resources but incorrect style ( <i>see style sheet</i> )	<b>3</b> Complete list of current and reliable resources, in MLA or APA style ( <i>see style sheet</i> )			
<b>Appearance</b> 0–3 points	<b>0</b> Portfolio is illegible and unorganized	<b>1</b> Portfolio is neat, but may contain grammatical or spelling errors and is organized poorly	<b>2</b> Portfolio is neat, legible, and professional, with correct grammar and spelling	<b>3</b> Neat, legible, professional, correct grammar and spelling used with effective organization of information			

## Career Investigation Rubric Level 1 (continued)

ORAL PRESENTATION							
<b>Organization/ Delivery</b> 0 – 10 points	<b>0</b> Presentation is not done or presented briefly and does not cover components of the project	<b>1</b> Presentation covers some topic elements	<b>2</b> Presentation covers all topic elements but with minimal information	<b>3</b> Presentation gives complete information but does not explain the project well	<b>4</b> Presentation covers information completely but does not flow well	<b>5</b> Presentation covers all relevant information with a seamless and logical delivery	<b>6</b> Presentation covers all relevant information with a seamless and logical delivery
<b>Knowledge of Selected Career</b> 0-5 points	<b>0</b> Little evidence of career knowledge	<b>1</b> Minimal evidence of career knowledge	<b>2</b> Some evidence of career knowledge	<b>3</b> Knowledge of career is evident but not effectively used in presentation	<b>4</b> Knowledge of career is evident and shared at times in the presentation	<b>5</b> Knowledge of career is evident and incorporated throughout the presentation	
<b>Relationship of Family and Consumer Sciences Coursework and Standards</b> 0-5 points	<b>0</b> No evidence of relationship between career and FCS	<b>1</b> Minimal evidence of career knowledge and FCS coursework relationship	<b>2</b> Some knowledge of relationship of career and FCS coursework	<b>3</b> Knowledge of career and FCS coursework but not shared	<b>4</b> Knowledge of career and relationship to FCS is evident and shared	<b>5</b> Knowledge of career and FCS relationship is evident and explained well	
<b>Use of Portfolio during Presentation</b> 0-5 points	<b>0</b> Portfolio not used during presentation	<b>1</b> Portfolio used to limit amount of speaking time	<b>2</b> Portfolio used minimally during presentation	<b>3</b> Portfolio incorporated throughout presentation	<b>4</b> Portfolio used effectively throughout presentation	<b>5</b> Presentation moves seamlessly between oral presentation and portfolio	
<b>Voice – pitch, tempo, volume</b> 0-3 points	<b>0</b> Voice qualities not used effectively	<b>1</b> Voice quality is adequate	<b>2</b> Voice quality is good, but could improve	<b>3</b> Voice quality is outstanding and pleasing			
<b>Body Language/ Clothing Choice</b> 0-3 points	<b>0</b> Uses inappropriate gestures, posture or mannerisms, avoids eye contact/inappropriate clothing	<b>1</b> Gestures, posture, mannerisms and eye contact is inconsistent/ clothing is appropriate	<b>2</b> Gestures, posture, mannerisms, eye contact, and clothing are appropriate	<b>3</b> Gestures, posture, mannerisms, eye contact, and clothing enhance presentation			
<b>Grammar/Word Usage/ Pronunciation</b> 0-3 points	<b>0</b> Extensive (more than 5) grammatical and pronunciation errors	<b>1</b> Some (3-5) grammatical and pronunciation errors	<b>2</b> Few (1-2) grammatical and pronunciation errors	<b>3</b> Presentation has no grammatical or pronunciation errors			
<b>Responses to Evaluators' Questions</b> 0-5 points	<b>0</b> Did not answer evaluators' questions	<b>1</b> Unable to answer some questions	<b>2</b> Responded to all questions but without ease or accuracy	<b>3</b> Responded adequately to all questions	<b>4</b> Gave appropriate responses to evaluators' questions	<b>5</b> Responses to questions were appropriate and given without hesitation	

**Evaluator's Comments – include two things done well and two opportunities for improvement:**

TOTAL  
(90 points possible)

Evaluator # \_\_\_\_\_  
Evaluation Initial \_\_\_\_\_  
Room Consultant Initial \_\_\_\_\_



## CAREER INVESTIGATION Rubric Level 2

Name of Participant \_\_\_\_\_

Chapter \_\_\_\_\_ State \_\_\_\_\_ Team # \_\_\_\_\_ Station # \_\_\_\_\_ Level \_\_\_\_\_

PORTFOLIO							
<b>FCCLA Planning Process Summary Page</b> 0–5 points	<b>0</b> Planning Process summary not provided	<b>1</b> Inadequate steps in the Planning Process are presented	<b>2</b> All Planning Process steps are presented but not summarized	<b>3</b> All Planning Process steps are summarized	<b>4</b> Evidence that the Planning Process was utilized to plan project	<b>5</b> The Planning Process is used to plan the project. Each step is fully explained	
<b>Self-Assessment</b> 0–10 points	<b>0</b> Not included	<b>1 2</b> Vaguely referred to but incomplete evidence	<b>3 4</b> Some evidence of self-assessment	<b>5 6 7</b> Explained somewhat, but not documented sources of self-assessment, includes most required components	<b>8 9 10</b> Documented resources used for self-assessment and includes all required components		
<b>Evidence of Career Research</b> 0–10 points	<b>0</b> Not explained	<b>1 2</b> Some research done but incomplete information	<b>3 4</b> Research is current but from unreliable sources	<b>5 6 7</b> Research is current but only partially addresses required components	<b>8 9 10</b> Research is current, appropriate for topic; from reliable sources, and includes all required components		
<b>Experiences with Business, Industry, Agencies, and Organizations</b> 0–5 points	<b>0</b> No samples provided	<b>1</b> Limited samples are provided	<b>2</b> Limited experiences were undertaken	<b>3</b> Few experiences explained; little variety of experiences	<b>4</b> Good variety of experiences and of value to the career choice selected	<b>5</b> Wide variety of valuable experiences and documentation is clear and easy to understand	
<b>Samples of Related School Work</b> 0–10 points	<b>0</b> No samples provided	<b>1 2</b> Limited number of samples provided	<b>3 4</b> Limited samples of FCS or academic coursework	<b>5 6</b> Samples of FCS and academic coursework are provided	<b>7 8</b> Explanation and documented evidence of how school work will be used be in selected career	<b>9 10</b> School work is explained thoroughly as to how it will be used in selected career	
<b>Career Planning</b> 0–5 points	<b>0</b> No career goal stated	<b>1</b> Briefly explained career goal(s)	<b>2</b> States career goal(s) but no plan for achieving goal(s)	<b>3</b> Brief explanation of career goal(s) and how to achieve the goal(s)	<b>4</b> States career goal(s) that includes plan for education/ training and other activities for achieving goal(s)	<b>5</b> Clearly states career goal(s) and includes thorough explanation of plan and activities for achievement of goal(s)	
<b>Works Cited/ Bibliography</b> 0–3 points	<b>0</b> No resources listed	<b>1</b> Resources are incomplete, not current, or not reliable for project	<b>2</b> Reliable resources but incorrect style ( <i>see style sheet</i> )	<b>3</b> Complete list of current and reliable resources, in MLA or APA style ( <i>see style sheet</i> )			
<b>Appearance</b> 0–3 points	<b>0</b> Portfolio is illegible and unorganized	<b>1</b> Portfolio is neat, but may contain grammatical or spelling errors and is organized poorly	<b>2</b> Portfolio is neat, legible, and professional, with correct grammar and spelling	<b>3</b> Neat, legible, professional, correct grammar and spelling used with effective organization of information			



## Career Investigation Rubric Level 2 (continued)

ORAL PRESENTATION							
<b>Organization/ Delivery</b> 0 – 10 points	<b>0</b> Presentation is not done or presented briefly and does not cover components of the project	<b>1</b> Presentation covers some topic elements	<b>2</b> Presentation covers all topic elements but with minimal information	<b>3</b> Presentation gives complete information but does not explain the project well	<b>4</b> Presentation covers information completely but does not flow well	<b>5</b> Presentation covers all relevant information with a seamless and logical delivery	<b>6</b> Presentation covers all relevant information with a seamless and logical delivery
<b>Knowledge of Selected Career</b> 0-5 points	<b>0</b> Little evidence of career knowledge	<b>1</b> Minimal evidence of career knowledge	<b>2</b> Some evidence of career knowledge	<b>3</b> Knowledge of career is evident but not effectively used in presentation	<b>4</b> Knowledge of career is evident and shared at times in the presentation	<b>5</b> Knowledge of career is evident and incorporated throughout the presentation	
<b>Relationship of Family and Consumer Sciences Coursework and Standards</b> 0-5 points	<b>0</b> No evidence of relationship between career and FCS	<b>1</b> Minimal evidence of career knowledge and FCS coursework relationship	<b>2</b> Some knowledge of relationship of career and FCS coursework	<b>3</b> Knowledge of career and FCS coursework but not shared	<b>4</b> Knowledge of career and relationship to FCS is evident, shared and national program identified	<b>5</b> Knowledge of career and FCS relationship is evident, national program identified, and both explained well	
<b>Use of Portfolio during Presentation</b> 0-5 points	<b>0</b> Portfolio not used during presentation	<b>1</b> Portfolio used to limit amount of speaking time	<b>2</b> Portfolio used minimally during presentation	<b>3</b> Portfolio incorporated throughout presentation	<b>4</b> Portfolio used effectively throughout presentation	<b>5</b> Presentation moves seamlessly between oral presentation and portfolio	
<b>Voice – pitch, tempo, volume</b> 0-3 points	<b>0</b> Voice qualities not used effectively	<b>1</b> Voice quality is adequate	<b>2</b> Voice quality is good, but could improve	<b>3</b> Voice quality is outstanding and pleasing			
<b>Body Language/ Clothing Choice</b> 0-3 points	<b>0</b> Uses inappropriate gestures, posture or mannerisms, avoids eye contact/inappropriate clothing	<b>1</b> Gestures, posture, mannerisms and eye contact is inconsistent/clothing is appropriate	<b>2</b> Gestures, posture, mannerisms, eye contact, and clothing are appropriate	<b>3</b> Gestures, posture, mannerisms, eye contact, and clothing enhance presentation			
<b>Grammar/Word Usage/ Pronunciation</b> 0-3 points	<b>0</b> Extensive (more than 5) grammatical and pronunciation errors	<b>1</b> Some (3-5) grammatical and pronunciation errors	<b>2</b> Few (1-2) grammatical and pronunciation errors	<b>3</b> Presentation has no grammatical or pronunciation errors			
<b>Responses to Evaluators' Questions</b> 0-5 points	<b>0</b> Did not answer evaluators' questions	<b>1</b> Unable to answer some questions	<b>2</b> Responded to all questions but without ease or accuracy	<b>3</b> Responded adequately to all questions	<b>4</b> Gave appropriate responses to evaluators' questions	<b>5</b> Responses to questions were appropriate and given without hesitation	

**Evaluator's Comments – include two things done well and two opportunities for improvement:**

TOTAL  
(90 points possible)  
Evaluator # \_\_\_\_\_  
Evaluation Initial \_\_\_\_\_  
Room Consultant Initial \_\_\_\_\_



## CAREER INVESTIGATION Rubric Level 3 and 4

Name of Participant \_\_\_\_\_

Chapter \_\_\_\_\_ State \_\_\_\_\_ Team # \_\_\_\_\_ Station # \_\_\_\_\_ Level \_\_\_\_\_

PORTFOLIO							
<b>FCCLA Planning Process Summary Page</b> 0–5 points	<b>0</b> Planning Process summary not provided	<b>1</b> Inadequate steps in the Planning Process are presented	<b>2</b> All Planning Process steps are presented but not summarized	<b>3</b> All Planning Process steps are summarized	<b>4</b> Evidence that the Planning Process was utilized to plan project	<b>5</b> The Planning Process is used to plan the project. Each step is fully explained	
<b>Self-Assessment</b> 0–10 points	<b>0</b> Not included	<b>1</b> Vaguely referred to but incomplete evidence	<b>2</b> Some evidence of self-assessment	<b>3</b> Documented resources used for self-assessment and includes all required components	<b>4</b> Documented resources used for self-assessment and includes all required components. Describes role of assessment in career choice	<b>5</b> <b>6</b> <b>7</b> <b>8</b> <b>9</b> <b>10</b>	
<b>Evidence of Career Research</b> 0–10 points	<b>0</b> Not explained	<b>1</b> Some research done but incomplete information	<b>2</b> Research is current but from unreliable sources	<b>3</b> Research is current but only partially addresses required components	<b>4</b> Research is current, appropriate for topic; from reliable sources, and includes all required components	<b>5</b> <b>6</b> <b>7</b> <b>8</b> <b>9</b> <b>10</b>	
<b>Experiences with Business, Industry, Agencies, and Organizations</b> 0–5 points	<b>0</b> No samples provided	<b>1</b> Limited samples are provided	<b>2</b> Limited experiences were undertaken	<b>3</b> Few experiences explained; little variety of experiences	<b>4</b> Good variety of experiences and of value to the career choice selected	<b>5</b> Wide variety of valuable experiences and documentation is clear and easy to understand	
<b>Samples of Related School Work</b> 0–10 points	<b>0</b> No samples provided	<b>1</b> Limited number of samples provided	<b>2</b> Limited samples of FCS or academic coursework	<b>3</b> Samples of FCS and academic coursework are provided	<b>4</b> Explanation and documented evidence of how school work will be used be in selected career	<b>5</b> <b>6</b> <b>7</b> <b>8</b> <b>9</b> <b>10</b>	
<b>Career Planning</b> 0–5 points	<b>0</b> No career goal stated	<b>1</b> Briefly explained career goal(s)	<b>2</b> States career goal(s) but no plan for achieving goal(s)	<b>3</b> Brief explanation of career goal(s) and how to achieve the goal(s)	<b>4</b> States career goal(s) that includes plan for education/ training and other activities for achieving goal(s)	<b>5</b> Clearly states career goal(s) and includes thorough explanation of plan and activities for achievement of goal(s)	
<b>Works Cited/ Bibliography</b> 0–3 points	<b>0</b> No resources listed	<b>1</b> Resources are incomplete, not current, or not reliable for project	<b>2</b> Reliable resources but incorrect style ( <i>see style sheet</i> )	<b>3</b> Complete list of current and reliable resources, in MLA or APA style ( <i>see style sheet</i> )			
<b>Appearance</b> 0–3 points	<b>0</b> Portfolio is illegible and unorganized	<b>1</b> Portfolio is neat, but may contain grammatical or spelling errors and is organized poorly	<b>2</b> Portfolio is neat, legible, and professional, with correct grammar and spelling	<b>3</b> Neat, legible, professional, correct grammar and spelling used with effective organization of information			

## Career Investigation Rubric Level 3 and 4 (continued)

<b>ORAL PRESENTATION</b>													
<b>Organization/ Delivery</b> 0 – 10 points	<b>0</b>	Presentation is not done or presented briefly and does not cover components of the project	<b>1</b>	Presentation covers some topic elements	<b>2</b>	Presentation covers all topic elements but with minimal information	<b>3</b>	Presentation gives complete information but does not explain the project well	<b>4</b>	Presentation covers information completely but does not flow well	<b>5</b>	Presentation covers all relevant information with a seamless and logical delivery	
<b>Knowledge of Selected Career</b> 0-5 points	<b>0</b>	Little evidence of career knowledge	<b>1</b>	Minimal evidence of career knowledge	<b>2</b>	Some evidence of career knowledge	<b>3</b>	Knowledge of career is evident but not effectively used in presentation	<b>4</b>	Knowledge of career is evident and shared at times in the presentation	<b>5</b>	Knowledge of career is evident and incorporated throughout the presentation	
<b>Relationship of Family and Consumer Sciences Coursework and Standards</b> 0-5 points	<b>0</b>	No evidence of relationship between career and FCS	<b>1</b>	Minimal evidence of career knowledge and FCS coursework relationship	<b>2</b>	Some knowledge of relationship of career and FCS coursework	<b>3</b>	Knowledge of career and FCS coursework but not shared	<b>4</b>	Knowledge of career and relationship to FCS is evident, shared and national program identified. FCS career pathway identified	<b>5</b>	Knowledge of career and FCS relationship is evident, national program identified, and both explained well. FCS career pathways identified	
<b>Use of Portfolio during Presentation</b> 0-5 points	<b>0</b>	Portfolio not used during presentation	<b>1</b>	Portfolio used to limit amount of speaking time	<b>2</b>	Portfolio used minimally during presentation	<b>3</b>	Portfolio incorporated throughout presentation	<b>4</b>	Portfolio used effectively throughout presentation	<b>5</b>	Presentation moves seamlessly between oral presentation and portfolio	
<b>Voice – pitch, tempo, volume</b> 0-3 points	<b>0</b>	Voice qualities not used effectively	<b>1</b>	Voice quality is adequate	<b>2</b>	Voice quality is good, but could improve	<b>3</b>	Voice quality is outstanding and pleasing					
<b>Body Language/ Clothing Choice</b> 0-3 points	<b>0</b>	Uses inappropriate gestures, posture or mannerisms, avoids eye contact/inappropriate clothing	<b>1</b>	Gestures, posture, mannerisms and eye contact is inconsistent/clothing is appropriate	<b>2</b>	Gestures, posture, mannerisms, eye contact, and clothing are appropriate	<b>3</b>	Gestures, posture, mannerisms, eye contact, and clothing enhance presentation					
<b>Grammar/Word Usage/ Pronunciation</b> 0-3 points	<b>0</b>	Extensive (more than 5) grammatical and pronunciation errors	<b>1</b>	Some (3-5) grammatical and pronunciation errors	<b>2</b>	Few (1-2) grammatical and pronunciation errors	<b>3</b>	Presentation has no grammatical or pronunciation errors					
<b>Responses to Evaluators' Questions</b> 0-5 points	<b>0</b>	Did not answer evaluators' questions	<b>1</b>	Unable to answer some questions	<b>2</b>	Responded to all questions but without ease or accuracy	<b>3</b>	Responded adequately to all questions	<b>4</b>	Gave appropriate responses to evaluators' questions	<b>5</b>	Responses to questions were appropriate and given without hesitation	

**Evaluator's Comments – include two things done well and two opportunities for improvement:**

TOTAL  
(90 points possible)

Evaluator # \_\_\_\_\_  
Evaluation Initial \_\_\_\_\_  
Room Consultant Initial \_\_\_\_\_