



Food Innovations



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

2021–2022 COMPETITION TOPICS - All Food Innovations projects must be based on the correct topic as indicated on page 168.



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. Participants are encouraged to bring fully charged devices such as laptops, tablets, etc., to use for audiovisual presentation at competitions.
3. Items within the *display* may be used as in- hand *visuals* during the oral presentation, but must be returned within *display dimensions* when finished.
4. Participants are not allowed to provide food product samples to the evaluators.
5. 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.
6. 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	Competition Participant Set Up / Prep Time	Competition Room Consultant & Evaluator Review Time	Maximum Oral Presentation Time	Competition Evaluation Interview Time	Competition Total Event Time
1-3	Display, Product Packaging, Oral Presentation	Table/ Freestanding Space – yes Electrical Access – no Wall Space – no Supplies - no	Official dress -or- Professional dress – or costume appropriate to event	5 minutes	5 minutes following interview	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
■	■	■				■		■	■

FOOD INNOVATIONS

Procedures and Time Requirements for Competition


5 minutes	At the designated participation time, participant(s) will have 5 minutes to set up their <i>display</i> . Other persons may not assist.
10 minutes	The oral presentation may be up to 10 minutes in length. A one-minute warning will be given at 9 minutes. Participants will be stopped at 10 minutes. If audio or audiovisual recordings are used, they are limited to a 3-minute playing time during the presentation. <i>Presentation equipment</i> , with no audio, may be used during the entire presentation.
5 minutes	Following the presentation, evaluators will have 5 minutes to interview participants.
5 minutes	Following the interview, evaluators will have 5 minutes to review the <i>display</i> .
5 minutes	Evaluators will have up to 5 minutes to use the rubric to score and write comments for participants.

Specifications

Display

A *display* should be used to document and illustrate the work of one project, using clearly defined presentation surfaces.

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

SPECIFICATIONS	LEVEL 1	LEVEL 2	LEVEL 3 and 4
<i>Project Identification Page</i>	One 8 ½" x 11" page on <i>plain paper</i> , with no <i>graphics</i> or decorations; must include participant's name(s), chapter name, school, city, state, event name, and project title.		
FCCLA <i>Planning Process</i> Summary Page	One 8 ½" x 11" summary page of how each step of the <i>Planning Process</i> was used to plan and implement the project; use of the <i>Planning Process</i> may also be described in the oral presentation.		
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 display.		
Original <i>Prototype Formula(s)</i>	Present an original <i>prototype formula(s)</i> and the modified version(s) after each test and alteration, including the final formula(s). Changes from the previous version should be highlighted in each modified formula. The original <i>prototype formula(s)</i> must fit within the participants' level of the national food product topic. The final formula(s) may be from any stage of development, sufficient evidence is given to support the choice of the final formula(s) as the best option for manufacturing.		

Food Innovations Specifications (continued)

SPECIFICATIONS	LEVEL 1	LEVEL 2	LEVEL 3 and 4
Product Testing Method	<p>Participants will test their formula in <i>focus groups</i> and modify it two times. <i>Focus groups</i> should follow the following guidelines:</p> <p>Test #1—minimum five (5) individuals Test #2—minimum ten (10) individuals, who are part of the intended consumer <i>audience(s)</i> of the product.</p> <p>Display the method of evaluation for each stage of testing and include a sample of both negative and positive results from each stage. Selection of final product may occur at any stage of product testing.</p>	<p>Participants will test their formula in <i>focus groups</i> and modify it two times. <i>Focus groups</i> should follow the following guidelines:</p> <p>Test #1—minimum ten (10) individuals Test #2—minimum fifteen (15) individuals, who are part of the intended consumer <i>audience(s)</i> of the product.</p> <p>Display the method of evaluation for each stage of testing and include a sample of both negative and positive results from each stage. Selection of final product may occur at any stage of product testing.</p>	<p>Participants will test their formula in <i>focus groups</i> and modify it three times. <i>Focus groups</i> should follow the following guidelines:</p> <p>Test #1—minimum ten (10) individuals Test #2—minimum fifteen (15) individuals, who are part of the intended consumer <i>audience(s)</i> of the product. Test #3 – test the same individuals from Test #2 (minimum fifteen (15) individuals, who are part of the intended consumer <i>audience(s)</i> of the product.)</p> <p>Display the method of evaluation for each stage of testing and include a sample of both negative and positive results from each stage. Selection of final product may occur at any stage of product testing.</p>
Process Storyboard	Provide a minimum of ten (10) pictures of the product at various stages of production and testing.	Provide a minimum of fifteen (15) pictures of the product at various stages of production and testing.	Provide a minimum of twenty (20) pictures of the product at various stages of production and testing.
Nutrition Information	Create a nutrition fact label for the product, following FDA guidelines, which includes the following items: serving size; amount per serving and % Daily Value of: total calories, fat calories, total fat, total carbohydrates, protein, sodium, and cholesterol; ingredients; allergy warnings; and consumption instructions.		
Equipment, Safety, and Sanitation	Develop a list of equipment used and safety precautions taken to ensure a safe test kitchen and sanitary product.	Develop a list of equipment used (include pictures) and safety precautions taken to ensure a safe test kitchen and sanitary product. Describe how ServSafe procedures were used.	
Product Summary	Include product name, target market, and appeal of product to target <i>audience</i> .	Include product name, target market, and appeal of product to target <i>audience</i> . Describe how sensory evaluation methods were used to appeal to target <i>audience</i> .	
Actual and Suggested Pricing	Determine the actual cost of producing one serving and one package of the product. Develop a suggested price for retailing the product.	Determine the actual cost of producing one serving and one package of the product. Develop a suggested price for retailing the product. Show process of determining actual cost and retail price.	
Appearance	The <i>display</i> must be neat, legible, <i>professional</i> and use correct grammar and spelling.		

Food Innovations Specifications (continued)

Suggested Product Packaging

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

SPECIFICATIONS	LEVEL 1	LEVEL 2	LEVEL 3 and 4
Design Effectiveness	The <i>model</i> should exhibit creativity and innovation and the design should be effective in containing, shipping, and storing the product. Include a description of actual materials to be used in the suggested product packaging.	The <i>model</i> should exhibit creativity and innovation and the design should be effective in containing, shipping, and storing the product. Include a description of actual materials to be used in the suggested product packaging. Include a list of potential shipping and storing issues that may occur due to packaging choices.	The <i>model</i> should exhibit creativity and innovation and the design should be effective in containing, shipping, and storing the product. Include a description of actual materials to be used in the suggested product packaging. Include a list of potential shipping and storing issues that may occur due to packaging choices.
Marketability	The packaging should be appealing to the target <i>audience</i> and contain all of the appropriate information to be ready for sale. Minimum information required: <ul style="list-style-type: none"> – Product Name – Nutrition Facts Label – Ingredient List – Allergy Warning – Consumption Instructions – Net Weight 		
Appearance	The drawing or <i>model</i> must be neat, legible, <i>professional</i> , and visually appealing.		

Oral Presentation

The oral presentation may be up to 10 minutes in length and is delivered to evaluators. The presentation should explain the specifics of the project. The presentation may not be prerecorded. If audio or *audiovisual equipment* is used, it is limited to 3-minute playing time during the presentation. *Presentation equipment*, with no audio, may be used throughout the oral presentation. Participants may use any combination of *props*, materials, supplies, and/or equipment to demonstrate how to carry out the project.

SPECIFICATIONS	LEVEL 1	LEVEL 2	LEVEL 3 and 4
Organization/Delivery	Deliver oral presentation in an organized, sequential manner; concisely and thoroughly summarize project.		
Explanation of Product Choice	Explain why the particular food was chosen and its appeal to both the participant and potential consumers.		
Knowledge of Food Science, Dietetics, and Nutrition	Demonstrate thorough knowledge of food science, dietetics, and nutrition. Discuss the area of Food Science which was most directly relevant in creating and testing the <i>prototype formula</i> .		
Relationship of Family and Consumer Sciences Coursework/Standards	Describe the relationship of Family and Consumer Sciences coursework to the food innovations project.	Describe the relationship of Family and Consumer Sciences coursework to the food innovations project. Explain which national FCCLA program could be used during project implementation.	Describe the relationship of Family and Consumer Sciences coursework to the food innovations project. Explain which national FCCLA program could be used during project implementation. Identify FCS career pathway connections.

Food Innovations Specifications (continued)

SPECIFICATIONS	LEVEL 1	LEVEL 2	LEVEL 3 and 4
Use of <i>Display</i> and <i>Visuals</i> During Presentation	Use <i>display</i> and <i>visuals</i> to support, illustrate, or complement presentation.		
Voice	Speak clearly with appropriate pitch, tempo, and volume.		
Body Language/Clothing Choice	Use appropriate body language including gestures, posture, mannerisms, eye contact, and appropriate handling of notes or note cards if used. Wear FCCLA official dress, professional dress, or costume 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.		

2021-2022 Competition Topics



Meal Kit Components

One of the most innovative trends in home meal preparation has been the development of the meal-kit industry. Customers are looking for high quality, convenient and time-saving options to prepare at-home meals while still meeting their nutritional needs and budgets. While some meal kits are provided to consumers through delivery services, single meal kits may be made available to consumers through retail locations.

All participants will create a meal kit that could be sold in a retail location. All items in the meal kit must include preparation instructions and may not be consumed “as-is” or by simply peeling. The product is intended to be prepared in the home of the consumer and eaten after preparation (cooking).

Level 1 - Participants will create a dry seasoning mix to be used with a dinner entrée. The single meal should not exceed 720 mg of sodium and must include food items to create the entrée and one side. The meal kit should focus a meal ready in 30 minute or less and be marketed to students.

Level 2 - Participants will create a sauce or marinade included in the kit. The single meal should not exceed 720 mg of sodium and must include the entrée and one side. The meal kit should provide the option for oven or slow-cooker preparation and be marketed to young families.

Level 3 and 4 - Participants will create a sauce or marinade to include in the kit. The meal should not exceed 720 mg of sodium and must include the entrée and two sides. The meal kit may include advanced preparation skills and be marketed to those with advanced culinary skill or adventurous palates.



FOOD INNOVATIONS

Rubric – Level 1

Name of Participant _____

Chapter _____ State _____ Team # _____ Station # _____ Level _____

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

Food Innovations Rubric Level 1 (continued)

Points

SUGGESTED PRODUCT PACKAGING						
Design Effectiveness 0-3 points	0 Suggested product packaging not provided	1 Packaging design does not exhibit creativity and innovation, and/or would not be effective in containing, shipping, and storing the product	2 Packaging design exhibits creativity and innovation, and would be effective in containing, shipping, and storing the product	3 Packaging design exhibits creativity and innovation, and would be effective in containing, shipping, and storing the product. Description of actual materials to be used is included		
Marketability 0-3 points	0 Suggested product packaging not provided	1 Packaging is missing required information (see specifications) and/or lacks visual appeal for the intended audience	2 Packaging contains all of the required information (see specifications) and has some visual appeal for the intended audience	3 Packaging contains all of the required information (see specifications) and has high visual appeal for the intended audience		
Appearance 0-2 points	0 Suggested product packaging not provided	1 Packaging is unprofessional, not of high quality and/or contains grammatical or spelling errors	2 Packaging is professional, of high quality, legible, and correct grammar and spelling used			
ORAL PRESENTATION						
Organization/Delivery 0 – 10 points	0 Presentation is not done or presented briefly and does not cover components of the project	1 2 Presentation covers some topic elements	3 4 Presentation covers all topic elements but with minimal information	5 6 Presentation gives complete information but does not explain the project well	7 8 Presentation covers information completely but does not flow well	9 10 Presentation covers all relevant information with a seamless and logical delivery
Explanation of Product Choice 0-5 points	0 No product choice explanation	1 Product choice explanation was brief and product choice is not thought out or appropriate for topic and audience	2 Product choice explanation was brief but the product choice is appropriate for topic and audience	3 Product choice explanation was clear and thorough. Product choice is appropriate for topic and audience	4 Product choice explanation was clear and thorough. Some evidence that the product choice was thought out and appropriate for topic and target audience	5 Product choice explanation was clear and thorough. It is evident that the product choice was thought out and highly appropriate for topic and target audience
Knowledge of Food Science, Dietetics, and Nutrition 0-5 points	0 Little or no evidence of knowledge	1 Minimal evidence of knowledge	2 Some evidence of knowledge	3 Knowledge is evident but not effectively used in presentation, Food Science prototype area not mentioned	4 Knowledge is evident and shared at times in the presentation, Food Science prototype area mentioned	5 Knowledge is evident and incorporated throughout the presentation and included Food Science prototype area
Relationship of Family and Consumer Sciences Coursework and Standards 0-3 points	0 No evidence of relationship between project and FCS	1 Minimal evidence FCS coursework relationship	2 Knowledge of relationship to FCS is good, national program identified. FCS career pathway identified	3 Knowledge of FCS relationship is evident, national program identified, and both explained well. FCS career pathways identified		
Use of Display and Visuals during Presentation 0-3 points	0 Display and visuals not used during presentation	1 Display and visuals used minimally during presentation	2 Display and visuals incorporated throughout presentation	3 Presentation moves seamlessly between oral presentation and display		
Voice – pitch, tempo, volume 0-3 points	0 Voice qualities not used effectively	1 Voice quality is adequate	2 Voice quality is good, but could improve	3 Voice quality is outstanding and pleasing		
Body Language/Clothing Choice 0-3 points	0 Uses inappropriate gestures, posture or mannerisms, avoids eye contact/inappropriate clothing	1 Gestures, posture, mannerisms and eye contact is inconsistent/clothing is appropriate	2 Gestures, posture, mannerisms, eye contact, and clothing are appropriate	3 Gestures, posture, mannerisms, eye contact, and clothing enhance presentation		
Grammar/Word Usage/Pronunciation 0-3 points	0 Extensive (more than 5) grammatical and pronunciation errors	1 Some (3-5) grammatical and pronunciation errors	2 Few (1-2) grammatical and pronunciation errors	3 Presentation has no grammatical or pronunciation errors		
Responses to Evaluators' Questions 0-5 points	0 Did not answer evaluators' questions	1 Unable to answer some questions	2 Responded to all questions but without ease or accuracy	3 Responded adequately to all questions	4 Gave appropriate responses to evaluators' questions	5 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 Initial _____
Room Consultant Initial _____
Evaluator # _____



FOOD INNOVATIONS

Rubric – Level 2

Name of Participant _____

Chapter _____ State _____ Team # _____ Station # _____ Level _____

DISPLAY											Points		
FCCLA Planning Process Summary Page 0-5 points	0 Planning Process summary not provided	1 Inadequate steps in the Planning Process are presented	2 All Planning Process steps are presented but not summarized	3 All Planning Process steps are summarized	4 Evidence that the Planning Process was utilized to plan project,	5 The Planning Process is used to plan the project. Each step is fully explained; no more than 1 page							
Original Prototype Formula(s) 0-10 points	0 No prototype formula(s) provided/formula (s) do not fit within the current food product topic	1 One or more versions of the prototype and final prototype presented and fit within the current food product topic	2 Original, each modified version, and final prototype formula(s) are presented and fit within the current food product topic, but are written poorly	3 Original, each modified version with the current formula(s) are well-written, fit the current food product topic, and track changes from previous versions	4 Original, each modified version with the current formula(s) are well-written, fit the current food product topic, and track changes from previous versions	5 Prototype formula(s) are well-written, fits within the current food product topic, and tracks changes. The final formula(s) meet product goals and represents an adequate understanding of scientific and culinary principles	6 Prototype formula(s) are well-written, fits within the current food product topic, and tracks changes. The final formula(s) meet product goals and represents an extensive understanding of scientific and culinary principles	7 Prototype formula(s) are well-written, fits within the current food product topic, and tracks changes. The final formula(s) meet product goals and represents an extensive understanding of scientific and culinary principles	8 Prototype formula(s) are well-written, fits within the current food product topic, and tracks changes. The final formula(s) meet product goals and represents an extensive understanding of scientific and culinary principles	9 Prototype formula(s) are well-written, fits within the current food product topic, and tracks changes. The final formula(s) meet product goals and represents an extensive understanding of scientific and culinary principles	10 Prototype formula(s) are well-written, fits within the current food product topic, and tracks changes. The final formula(s) meet product goals and represents an extensive understanding of scientific and culinary principles		
Product Testing Method 0-10 points	0 No evidence of product testing provided	1 Product testing does not follow the specifications	2 Product testing followed specifications but the chosen method was not appropriate for the focus group audience	3 Product testing followed specifications but the chosen method was not appropriate for the focus group audience	4 Product testing followed specifications but the chosen method was not appropriate for the focus group audience	5 Product was tested twice according to specifications with an appropriate evaluation method for the focus group. Samples of the method and results are presented	6 Product was tested twice according to specifications with an appropriate evaluation method for the focus group. Samples of the method and results are presented. Most feedback from testing is implemented	7 Product was tested twice according to specifications with an appropriate evaluation method for the focus group. Samples of the method and results are presented. Most feedback from testing is implemented	8 Product was tested twice according to specifications with an appropriate evaluation method for the focus group. Samples of the method and results are presented. Most feedback from testing is implemented	9 Product was tested twice according to specifications with an appropriate evaluation method for the focus group. Samples of the method and results are presented in a professional manner. Most feedback from testing is well-implemented	10 Product was tested twice according to specifications with an appropriate evaluation method for the focus group. Samples of the method and results are presented in a professional manner. Most feedback from testing is well-implemented		
Process Storyboard 0-2 points	0 No process storyboard presented	1 Limited photographs, confusing arrangements				2 Appropriate number (minimum 15) of photographs, arranged well to tell a story							
Nutrition Information 0-5 points	0 No nutrition information provided	1 Nutrition information does not meet specification requirements	2 Nutrition information is complete (see specifications for requirements) but most of the information is incorrect	3 Nutrition information is complete (see specifications for requirements) and the majority of the information is correct	4 Nutrition information is complete (see specifications for requirements) correct. Demonstrates an appropriate level of knowledge for participant level	5 Nutrition information is complete (see specifications for requirements) and correct. Demonstrates an advanced level of knowledge for participant level							
Equipment, Safety and Sanitation 0-3 points	0 No equipment list or safety and sanitation precautions	1 Both the equipment list is incomplete AND safety and sanitation precautions are inappropriate		2 The equipment list is incomplete OR safety and sanitation precautions are inappropriate		3 The equipment list is complete and safety and sanitation precautions are appropriate. ServSafe procedures are described. Photos are included							
Product Summary 0-2 points	0 No product summary provided		1 Product summary is lacking information and/or is poorly written			2 Product summary includes name, target market, and product appeal and is well written. Sensory evaluation methods are described							
Actual and Suggested Pricing 0-2 points	0 No pricing information provided		1 Actual cost of one serving and one package is missing or inaccurate OR suggested pricing is missing or inappropriate				2 Actual cost of one serving and one package is accurate; suggested pricing is appropriate, and process is explained						
Appearance 0-3 points	0 Display is illegible and unorganized		1 Display is neat, but contains grammatical or spelling errors and is organized poorly			2 Display is neat, legible, and professional, with correct grammar and spelling			3 Neat and professional, correct grammar and spelling used, effective organization				

Food Innovations Rubric Level 2 (continued)

Points

SUGGESTED PRODUCT PACKAGING										
Design Effectiveness 0-3 points	0 Suggested product packaging not provided	1 Packaging design does not exhibit creativity and innovation, and/or would not be effective in containing, shipping, and storing the product	2 Packaging design exhibits creativity and innovation, and would be effective in containing, shipping, and storing the product	3 Packaging design exhibits creativity and innovation, and would be effective in containing, shipping, and storing the product. Description of actual materials to be used is included						
Marketability 0-3 points	0 Suggested product packaging not provided	1 Packaging is missing required information (see specifications) and/or lacks visual appeal for the intended audience	2 Packaging contains all of the required information (see specifications) and has some visual appeal for the intended audience	3 Packaging contains all of the required information (see specifications) and has high visual appeal for the intended audience						
Appearance 0-2 points	0 Suggested product packaging not provided	1 Packaging is unprofessional, not of high quality and/or contains grammatical or spelling errors	2 Packaging is professional, of high quality, legible, and correct grammar and spelling used							
ORAL PRESENTATION										
Organization/Delivery 0 – 10 points	0 Presentation is not done or presented briefly and does not cover components of the project	1 2 Presentation covers some topic elements	3 4 Presentation covers all topic elements but with minimal information	5 6 Presentation gives complete information but does not explain the project well	7 8 Presentation covers information completely but does not flow well	9 10 Presentation covers all relevant information with a seamless and logical delivery				
Explanation of Product Choice 0-5 points	0 No product choice explanation	1 Product choice explanation was brief and product choice is not thought out or appropriate for topic and audience	2 Product choice explanation was brief but the product choice is appropriate for topic and audience	3 Product choice explanation was clear and thorough. Product choice is appropriate for topic and audience	4 Product choice explanation was clear and thorough. Some evidence that the product choice was thought out and appropriate for topic and audience	5 Product choice explanation was clear and thorough. It is evident that the product choice was thought out and highly appropriate for topic and target audience				
Knowledge of Food Science, Dietetics, and Nutrition 0-5 points	0 Little or no evidence of knowledge	1 Minimal evidence of knowledge	2 Some evidence of knowledge	3 Knowledge is evident but not effectively used in presentation, Food Science prototype area not mentioned	4 Knowledge is evident and shared at times in the presentation, Food Science prototype area mentioned	5 Knowledge is evident and incorporated throughout the presentation and included Food Science prototype area				
Relationship of Family and Consumer Sciences Coursework and Standards 0-3 points	0 No evidence of relationship between project and FCS	1 Minimal evidence of FCS coursework relationship	2 Knowledge of relationship to FCS is good, national program identified. FCS career pathway identified	3 Knowledge of FCS relationship is evident, national program identified, and both explained well. FCS career pathways identified						
Use of Display and Visuals during Presentation 0-3 points	0 Display and visuals not used during presentation	1 Display and visuals used minimally during presentation	2 Display and visuals incorporated throughout presentation	3 Presentation moves seamlessly between oral presentation and display						
Voice – pitch, tempo, volume 0-3 points	0 Voice qualities not used effectively	1 Voice quality is adequate	2 Voice quality is good, but could improve	3 Voice quality is outstanding and pleasing						
Body Language/ Clothing Choice 0-3 points	0 Uses inappropriate gestures, posture or mannerisms, avoids eye contact/inappropriate clothing	1 Gestures, posture, mannerisms and eye contact is inconsistent/ clothing is appropriate	2 Gestures, posture, mannerisms, eye contact, and clothing are appropriate	3 Gestures, posture, mannerisms, eye contact, and clothing enhance presentation						
Grammar/Word Usage/ Pronunciation 0-3 points	0 Extensive (more than 5) grammatical and pronunciation errors	1 Some (3-5) grammatical and pronunciation errors	2 Few (1-2) grammatical and pronunciation errors	3 Presentation has no grammatical or pronunciation errors						
Responses to Evaluators' Questions 0-5 points	0 Did not answer evaluators' questions	1 Unable to answer some questions	2 Responded to all questions but without ease or accuracy	3 Responded adequately to all questions	4 Gave appropriate responses to evaluators' questions	5 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 Initial _____
Room Consultant Initial _____
Evaluator # _____



FOOD INNOVATIONS Rubric – Levels 3 and 4

Name of Participant _____

Chapter _____ State _____ Team # _____ Station # _____ Level _____

DISPLAY											Points	
FCCLA Planning Process Summary Page 0-5 points	0 Planning Process summary not provided	1 Inadequate steps in the Planning Process are presented	2 All Planning Process steps are presented but not summarized	3 All Planning Process steps are summarized	4 Evidence that the Planning Process was utilized to plan project,	5 The Planning Process is used to plan the project. Each step is fully explained; no more than 1 page						
Original Prototype Formula(s) 0-10 points	0 No prototype formula(s) provided/formula(s) do not fit within the current food product topic	1 One or more versions of the prototype and final prototype presented and fit within the current food product topic	2 Original, each modified version, and final prototype formula(s) are presented and fit within the current food product topic, but are written poorly	3 Original, each modified version with the current formula(s) are well-written, fit the current food product topic, and track changes from previous versions	4 Original, each modified version with the current formula(s) are well-written, fit the current food product topic, and track changes from previous versions	5 Prototype formula(s) are well-written, fits within the current food product topic, and tracks changes. The final formula(s) meet product goals and represents an adequate understanding of scientific and culinary principles	6 Prototype formula(s) are well-written, fits within the current food product topic, and tracks changes. The final formula(s) meet product goals and represents an extensive understanding of scientific and culinary principles	7 Prototype formula(s) are well-written, fits within the current food product topic, and tracks changes. The final formula(s) meet product goals and represents an extensive understanding of scientific and culinary principles	8 Prototype formula(s) are well-written, fits within the current food product topic, and tracks changes. The final formula(s) meet product goals and represents an extensive understanding of scientific and culinary principles	9 Prototype formula(s) are well-written, fits within the current food product topic, and tracks changes. The final formula(s) meet product goals and represents an extensive understanding of scientific and culinary principles	10 Prototype formula(s) are well-written, fits within the current food product topic, and tracks changes. The final formula(s) meet product goals and represents an extensive understanding of scientific and culinary principles	
Product Testing Method 0-10 points	0 No evidence of product testing provided	1 Product testing does not follow the specifications	2 Product testing followed specifications but the chosen method was not appropriate for the focus group audience	3 Product testing followed specifications but the chosen method was not appropriate for the focus group audience	4 Product testing followed specifications but the chosen method was not appropriate for the focus group audience	5 Product was tested three times according to specifications with an appropriate evaluation method for the focus group. Samples of the method and results are presented	6 Product was tested three times according to specifications with an appropriate evaluation method for the focus group. Samples of the method and results are presented. Most feedback from testing is implemented	7 Product was tested three times according to specifications with an appropriate evaluation method for the focus group. Samples of the method and results are presented. Most feedback from testing is implemented	8 Product was tested three times according to specifications with an appropriate evaluation method for the focus group. Samples of the method and results are presented. Most feedback from testing is implemented	9 Product was tested three times according to specifications with an appropriate evaluation method for the focus group. Samples of the method and results are presented in a professional manner. Most feedback from testing is well-implemented	10 Product was tested three times according to specifications with an appropriate evaluation method for the focus group. Samples of the method and results are presented in a professional manner. Most feedback from testing is well-implemented	
Process Storyboard 0-2 points	0 No process storyboard presented	1 Limited photographs, confusing arrangements			2 Appropriate number (minimum 20) of photographs, arranged well to tell a story							
Nutrition Information 0-5 points	0 No nutrition information provided	1 Nutrition information does not meet specification requirements	2 Nutrition information is complete (see specifications for requirements) but most of the information is incorrect	3 Nutrition information is complete (see specifications for requirements) and the majority of the information is correct	4 Nutrition information is complete (see specifications for requirements) correct. Demonstrates an appropriate level of knowledge for participant level	5 Nutrition information is complete (see specifications for requirements) and correct. Demonstrates an advanced level of knowledge for participant level						
Equipment, Safety and Sanitation 0-3 points	0 No equipment list or safety and sanitation precautions	1 Both the equipment list is incomplete AND safety and sanitation precautions are inappropriate	2 The equipment list is incomplete OR safety and sanitation precautions are inappropriate		3 The equipment list is complete and safety and sanitation precautions are appropriate. ServSafe procedures are described. Photos are included							
Product Summary 0-2 points	0 No product summary provided	1 Product summary is lacking information and/or is poorly written		2 Product summary includes name, target market, and product appeal and is well written. Sensory evaluation methods are described								
Actual and Suggested Pricing 0-2 points	0 No pricing information provided	1 Actual cost of one serving and one package is missing or inaccurate OR suggested pricing is missing or inappropriate				2 Actual cost of one serving and one package is accurate; suggested pricing is appropriate						
Appearance 0-3 points	0 Display is illegible and unorganized	1 Display is neat, but contains grammatical or spelling errors and is organized poorly		2 Display is neat, legible, and professional, with correct grammar and spelling		3 Neat and professional, correct grammar and spelling used, effective organization						

Food Innovations Rubric Level 3 and 4 (continued)

Points

SUGGESTED PRODUCT PACKAGING						
Design Effectiveness 0-3 points	0 Suggested product packaging not provided	1 Packaging design does not exhibit creativity and innovation, and/or would not be effective in containing, shipping, and storing the product	2 Packaging design exhibits creativity and innovation, and would be effective in containing, shipping, and storing the product	3 Packaging design exhibits creativity and innovation, and would be effective in containing, shipping, and storing the product. Description of actual materials to be used is included		
Marketability 0-3 points	0 Suggested product packaging not provided	1 Packaging is missing required information (see specifications) and/or lacks visual appeal for the intended audience	2 Packaging contains all of the required information (see specifications) and has some visual appeal for the intended audience	3 Packaging contains all of the required information (see specifications) and has high visual appeal for the intended audience		
Appearance 0-2 points	0 Suggested product packaging not provided	1 Packaging is unprofessional, not of high quality and/or contains grammatical or spelling errors	2 Packaging is professional, of high quality, legible, and correct grammar and spelling used			
ORAL PRESENTATION						
Organization/Delivery 0 – 10 points	0 Presentation is not done or presented briefly and does not cover components of the project	1 2 Presentation covers some topic elements	3 4 Presentation covers all topic elements but with minimal information	5 6 Presentation gives complete information but does not explain the project well	7 8 Presentation covers information completely but does not flow well	9 10 Presentation covers all relevant information with a seamless and logical delivery
Explanation of Product Choice 0-5 points	0 No product choice explanation	1 Product choice explanation was brief and product choice is not thought out or appropriate for topic and audience	2 Product choice explanation was brief but the product choice is appropriate for topic and audience	3 Product choice explanation was clear and thorough. Product choice is appropriate for topic and audience	4 Product choice explanation was clear and thorough. Some evidence that the product choice was thought out and appropriate for topic and target audience	5 Product choice explanation was clear and thorough. It is evident that the product choice was thought out and highly appropriate for topic and target audience
Knowledge of Food Science, Dietetics, and Nutrition 0-5 points	0 Little or no evidence of knowledge	1 Minimal evidence of knowledge	2 Some evidence of knowledge	3 Knowledge is evident but not effectively used in presentation, Food Science prototype area not mentioned	4 Knowledge is evident and shared at times in the presentation, Food Science prototype area mentioned	5 Knowledge is evident and incorporated throughout the presentation and included Food Science prototype area
Relationship of Family and Consumer Sciences Coursework and Standards 0-3 points	0 No evidence of relationship between project and FCS	1 Minimal evidence FCS coursework relationship	2 Knowledge of relationship to FCS is good, national program identified. FCS career pathway identified	3 Knowledge of FCS relationship is evident, national program identified, and both explained well. FCS career pathways identified		
Use of Display and Visuals during Presentation 0-3 points	0 Display and visuals not used during presentation	1 Display and visuals used minimally during presentation	2 Display and visuals incorporated throughout presentation	3 Presentation moves seamlessly between oral presentation and display		
Voice – pitch, tempo, volume 0-3 points	0 Voice qualities not used effectively	1 Voice quality is adequate	2 Voice quality is good, but could improve	3 Voice quality is outstanding and pleasing		
Body Language/Clothing Choice 0-3 points	0 Uses inappropriate gestures, posture or mannerisms, avoids eye contact/inappropriate clothing	1 Gestures, posture, mannerisms and eye contact is inconsistent/clothing is appropriate	2 Gestures, posture, mannerisms, eye contact, and clothing are appropriate	3 Gestures, posture, mannerisms, eye contact, and clothing enhance presentation		
Grammar/Word Usage/Pronunciation 0-3 points	0 Extensive (more than 5) grammatical and pronunciation errors	1 Some (3-5) grammatical and pronunciation errors	2 Few (1-2) grammatical and pronunciation errors	3 Presentation has no grammatical or pronunciation errors		
Responses to Evaluators' Questions 0-5 points	0 Did not answer evaluators' questions	1 Unable to answer some questions	2 Responded to all questions but without ease or accuracy	3 Responded adequately to all questions	4 Gave appropriate responses to evaluators' questions	5 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 Initial _____
Room Consultant Initial _____
Evaluator # _____