

**Interior Design**, an *individual* or *team event*, recognizes participants who apply interior design skills learned in Family and Consumer Sciences courses to design spaces to meet client needs. In advance, participants will create design deliverables addressing the specifics of the design scenario. Participants must prepare a **file folder**, an **oral presentation**, and **visuals**.

### EVENT LEVELS

**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. Eligible participants are members who are currently or have been enrolled in a Family and Consumer Sciences course preparing them for careers or employment in the Visual Arts and Design career pathway.
3. The design scenario that all participants must base their design will be available in the FCCLA Adviser Portal and Student Portal by October 1.
4. To purchase the NBKA Kitchen and Bathroom Planning Guidelines with Access Standards, 2<sup>nd</sup> Edition eBook, visit [www.nkba.org](http://www.nkba.org).



5. A 3-D model can be added to the floor plan board if there is room on the board in addition to the floor plans. The model would supplement the event requirements. Additions should only be considered if the student designer has extra time and the requirements are fulfilled - **no additional points will be earned**. Under "Presentation to Clients" no other visuals or audiovisual equipment will be permitted. Participants should only be presenting the boards as described in the event specifications.
6. 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.
7. 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	File Folder, Visuals, 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 14 min.; stopped at 15 min.	5 minutes	40 minutes

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

\* Visuals are design and sample boards only.

# INTERIOR DESIGN



## Procedures and Time Requirements for Competition

Each entry will submit a <i>file folder</i> with required documents to the event room consultant at the designated participation time.	
5 minutes	Participant(s) will have 5 minutes to set up for the event. Other persons may not assist.
10 minutes	Room consultants and evaluators will have 10 minutes to preview the <i>file folder</i> and <i>display</i> boards before each presentation begins.
15 minutes	The oral presentation may be up to 15 minutes in length. A one-minute warning will be given at 14 minutes. Participants will be stopped at 15 minutes. If audio or audiovisual recordings are used, they are limited to a 3-minute playing time during the presentation. The oral presentation is a time for the participant(s), in the role of student designer(s), to present to the evaluators, in the role of clients, the interior design. The presentation is intended to be two-way dialogue, as in a conversation or interview, rather than a one-way presentation.
5 minutes	Following the presentation, evaluators and participants will step out of character as designer(s) and clients for a 5-minute follow-up interview as evaluators and participant(s).
5 minutes	Evaluators will have up to 5 minutes to use the rubric to score and write comments for participants. File folders will be returned to participants at the end of scoring.

## Specifications

### File Folder

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

<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 title of project.
FCCLA <i>Planning Process</i> the Summary Page	One 8 ½" x 11" page summarizing how each step of the <i>Planning Process</i> was used to develop Interior Design project.
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>file folder</i> .
Client Invoice 	Create a client invoice, using the online template, to include costs for billable hours, five (5) furnishings/fixture samples as specified in the design scenario, and floor treatment. Additional information may be included on the invoice, but is not required. The client invoice must be on a single, one-sided sheet of 8 ½" x 11" paper.

### Board Specifications

Each *individual* or *team* will prepare two to three single-sided presentation boards—one to display the design overview (Design Board) and one to two to display the interior design elements intended to meet the needs of the clients as stipulated in the Interior Design Scenario on the FCCLA national website (Samples Board). *Easels* may be used to present boards, but will not be provided.

Type of Board	Boards may be foam board, mat board, or mat board mounted on foam core.
Color	Board background must be either solid black or white.
Size	Boards may not exceed 22" x 30".
Business Card	Each board must have attached a standard size business card for the individual or team—to include participant's name(s), chapter name, school, city, and state.
Illustrations	Use appropriate and effective illustrations to display design choices.
Overall Effectiveness	Boards should be visually appealing and effectively convey the intended design to those who view them.

## Interior Design Specifications (continued)

### Design

Each individual or team will design spaces as indicated by the Interior Design Scenario, found in the STAR Events resources section of the FCCLA national website.



Floor Plan	Develop a floor plan that is correctly drawn to a consistent $\frac{1}{4}$ "=1' scale, all architectural features indicated appropriately, and furniture arrangement displayed. Floor plans may be hand drawn or computer generated. Display on the Design Board.
Furniture Arrangement	Design a furniture arrangement that is good for form and function. Show appropriately on floor plan.
<i>NKBA Planning Guidelines</i>	Follow <i>NKBA Planning Guidelines</i> as indicated in the Design Scenario.
Specified Elevation	Create a 2-D, full color, elevation or 3-D perspective for the space specified in the Interior Design Scenario with a $\frac{1}{2}$ "=1' scale. May be either hand drawn or computer generated. Display on the Design Board.
Samples	Coordinate design choices for flooring, wall treatment, needed furniture, window coverings, accessories, and other as needed. Display samples of all design choices on the Samples Boards.
Principles of Design	Demonstrate a thorough knowledge of interior design principles and correctly apply knowledge.
Originality of Design	Develop an original design for the Interior Design Scenario.
Thoughtfulness of Design	Design a space that meets the needs of clients and their design style.
Responsible Design	Design a space that is appropriate for the well-being of both the clients' situation and health and the state of the environment.
Overall Effectiveness	Ensure the overall design is visually appealing and elements are functional and effective.

### Presentation to Clients

The presentation to clients may be up to 15 minutes in length and is delivered to evaluators. The presentation is a time for participant(s), in the role of student designer, to present to the evaluators, in the role of clients. The presentation is intended to be a two-way dialogue, as in a conversation or interview, rather than a one-way presentation. No other *visuals* or *audiovisual equipment* will be permitted.

Organization/Delivery	Deliver oral presentation in an organized, sequential manner; concisely and thoroughly summarize research.
Knowledge of Interior Design	Demonstrate thorough research and knowledge of interior design.
Rationale of Design Explained	Demonstrate a thorough understanding of the clients' living space needs and style and industry standards including knowledge of the <i>NKBA Planning Guidelines</i> where appropriate.
Use of <i>Display Boards</i>	Use the design boards effectively during the 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 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.



# INTERIOR DESIGN

## Point Summary Form

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

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

1. Make sure all information at top is correct. If a student named is not participating, cross their name(s) off. If a team does not show, write "No Show" across the top and return with other forms. Do **NOT** change team or station numbers.
2. Before student presentation, the room consultants must check participants' file folder using the criteria and standards listed below and fill in the boxes.
3. At the conclusion of presentation, verify evaluator scores and fill in information below. Calculate the final score and ask for evaluators' verification. Place this form in front of the completed rubrics and staple all items related to the presentation together.
4. At the end of competition in the room, double check all scores, names, and team numbers to ensure accuracy. Sort results by team order and turn in to the Lead Consultant.
5. Check with the Lead Consultant if there are any questions regarding the evaluation process.

ROOM CONSULTANT CHECK			Points	
<b>Registration Packet</b> 0 or 3 points	Picked up by adviser or designated adult during scheduled time No <b>0</b> Yes <b>3</b>			
<b>Event Online Orientation Documentation</b> 0 or 2 points	<b>0</b> Official documentation not provided at presentation time or signed by adviser	<b>2</b> Official documentation provided at presentation time and signed by adviser		
<b>File Folder</b> 0-4 points	<b>0</b> Portfolio exceeds the page limit	<b>1 2 3</b> File Folder presented with incorrect labeling/insufficient materials for evaluators (less than 3 copies of contents) or incomplete content	<b>4</b> File Folder is presented with correct labeling and sufficient evaluators material <ul style="list-style-type: none"> <li>• Project ID page</li> <li>• Planning Process summary</li> <li>• Project Summary Submission Proof</li> <li>• Client Invoice</li> </ul>	
<b>Punctuality</b> 0-1 point	<b>0</b> Participant was late for presentation	<b>1</b> Participant was on time for presentation		

**EVALUATORS' SCORES**

Evaluator 1 \_\_\_\_\_ Initials \_\_\_\_\_  
 Evaluator 2 \_\_\_\_\_ Initials \_\_\_\_\_  
 Evaluator 3 \_\_\_\_\_ Initials \_\_\_\_\_  
 Total Score \_\_\_\_\_ divided by number of evaluators

**= AVERAGE EVALUATOR SCORE**  
*Rounded only to the nearest hundredth (i.e. 79.99 not 80.00)*

**ROOM CONSULTANT TOTAL**

(10 points possible)

**AVERAGE EVALUATOR SCORE**

(90 points possible)

**FINAL SCORE**

(Average Evaluator Score plus Room Consultant Total)

_____
_____
____.____
____.____

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

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

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



# INTERIOR DESIGN Rubric

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

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

FILE FOLDER CONTENTS							Points
<b>FCCLA Planning Process Summary Page</b> 0-5 points	<b>0</b> Planning Process summary not provided	<b>1</b> Inadequate steps in the Planning Process are presented	<b>2</b> All Planning Process steps are presented but not summarized	<b>3</b> All Planning Process steps are summarized	<b>4</b> Evidence that the Planning Process was utilized to plan project	<b>5</b> The Planning Process is used to plan the project. Each step is fully explained	
<b>Client Invoice</b> 0-3 points	<b>0</b> No client invoice provided	<b>1</b> Does not include all required information, or contains errors; or exceeds one single-sided page		<b>2-3</b> Clear and complete invoice in correct order with no errors, professional appearance			
BOARD SPECIFICATIONS							Points
<b>Type of Board</b> 0-1 point	<b>0</b> Another type of board used			<b>1</b> Foam, mat, or mat on foam used			
<b>Color</b> 0-1 point	<b>0</b> Another color board used			<b>1</b> Solid white or black board used			
<b>Size</b> 0-1 point	<b>0</b> Board larger than 22" x 30"			<b>1</b> Board did not exceed 22" x 30"			
<b>Business Card</b> 0-1 point	<b>0</b> Does not fully meet specifications			<b>1</b> Fully meets size/contents specification			
<b>Illustrations</b> 0-3 points	<b>0</b> No illustrations used	<b>1</b> Illustrations are limited in quality or quantity is below or above an appropriate amount	<b>2</b> Illustrations are appropriate but not overly effective	<b>3</b> Highly appropriate and effective illustrations			
<b>Overall Effectiveness</b> 0-3 points	<b>0</b> Lacking in visual appeal	<b>1</b> Minimal visual appeal	<b>2</b> Some visual appeal		<b>3</b> Great visual appeal, very effective		
DESIGN							Points
<b>Scaled Room Floor Plan</b> 0-10 points	<b>0</b> Did not appear to use any scale and no architectural features shown	<b>1</b> $\frac{1}{4}$ " scale used, but not consistently. Some architectural features shown and drawn	<b>2</b> $\frac{1}{4}$ " scale used consistently. All architectural features shown and drawn correctly	<b>3</b> $\frac{1}{4}$ " scale used consistently. All architectural features shown and drawn correctly	<b>4</b> $\frac{1}{4}$ " scale used consistently. All architectural features shown and drawn correctly	<b>5</b> $\frac{1}{4}$ " scale used consistently. All architectural features shown and drawn correctly	
<b>Furniture Arrangement</b> 0-3 points	<b>0</b> No furniture arrangement shown	<b>1</b> Poorly arranged, both form and function	<b>2</b> Good form OR function, not both	<b>3</b> Well-arranged for form and function			
<b>NKBA Planning Guidelines</b> 0-1 point	<b>0</b> Did not adhere to NKBA Planning Guidelines			<b>1</b> Correctly followed NKBA Planning Guidelines where appropriate in design			
<b>Specified Elevation</b> 0-4 points	<b>0</b> No elevation done	<b>1</b> Incorrect scale used	<b>2-3</b> Somewhat well-done/effective using $\frac{1}{2}$ " scale	<b>4</b> Well-done, very effective using $\frac{1}{2}$ " scale			
<b>Samples</b> 0-3 points	<b>0</b> No samples provided	<b>1</b> Some samples, not all, provided	<b>2</b> Some well-chosen, but not well coordinated	<b>3</b> Well-chosen and coordinated			
<b>Principles of Design</b> 0-3 points	<b>0</b> Principles of design not applied	<b>1</b> Principles applied only minimally	<b>2</b> Most principles of design applied	<b>3</b> Principles of design applied consistently			
<b>Originality of Design</b> 0-3 points	<b>0</b> Little evidence of originality	<b>1</b> Some evidence of originality	<b>2</b> Contains both creative elements and "copies"	<b>3</b> Highly original design			
<b>Thoughtfulness of Design</b> 0-3 points	<b>0</b> Design shows no consideration of clients' space needs	<b>1</b> Some evidence of consideration of clients' needs or design style	<b>2</b> Design meets clients' space needs but does not reflect design style	<b>3</b> Design meets clients' space needs and design style			
<b>Responsible Design</b> 0-3 points	<b>0</b> Design shows no consideration for the safety, healthy or welfare of the client or environment	<b>1</b> Design shows evidence that the clients' safety and health were considered and environmentally responsible products were researched	<b>2</b> Design incorporates some environmentally responsible materials and services and addresses safety and health concerns of the client	<b>3</b> Design is highly responsible for both the clients' well-being and the environment			
<b>Overall Effectiveness</b> 0-3 points	<b>0</b> Lacking in visual appeal	<b>1</b> Some visual appeal	<b>2</b> Minimal visual appeal		<b>3</b> Great visual appeal, very effective		

# Interior Design Rubric (continued)

Points

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>	<b>7</b>	<b>8</b>	<b>9 10</b>
<b>Knowledge of Subject Matter</b> 0-5 points	<b>0</b> Little or no evidence of knowledge	<b>1</b> Minimal evidence of knowledge	<b>2</b> Some evidence of knowledge	<b>3</b> Knowledge of subject matter is evident but not effectively used in presentation	<b>4</b> Knowledge of subject matter is evident and shared at times in the presentation	<b>5</b> Knowledge of subject matter is evident and incorporated throughout the presentation				
<b>Rationale of Design Decisions Explained</b> 0-5 points	<b>0</b> No rationale of design decisions explained	<b>1</b> Design decisions are somewhat explained but show little understanding of clients' needs and style	<b>2</b>	<b>3</b> Design decisions are explained thoroughly and show complete understanding of clients' needs and style	<b>4</b>	<b>5</b> Design decisions are explained fully and reflect thorough understanding of clients' needs and style as well as industry standards				
<b>Use of Display Boards during Presentation</b> 0-3 points	<b>0</b> Display boards are not used during presentation	<b>1</b> Display boards used minimally during presentation; incorrect number of boards presented	<b>2</b>	<b>3</b> 2-3 display boards, as required were incorporated throughout presentation	<b>4</b>	<b>5</b> Presentation moves seamlessly between oral presentation and 2-3 display boards as required				
<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>	<b>3</b> Voice quality is good, but could improve	<b>4</b>	<b>5</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>	<b>3</b> Gestures, posture, mannerisms, eye contact, and clothing are appropriate	<b>4</b>	<b>5</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>	<b>3</b> Few (1-2) grammatical and pronunciation errors	<b>4</b>	<b>5</b> Presentation has no grammatical or pronunciation errors				
<b>Responses to Evaluators' Questions</b> 0-4 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> 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 # \_\_\_\_\_

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

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