

**Sports Nutrition**, an *individual or team event*, recognizes participants who use Family and Consumer Sciences skills to plan and develop an individualized nutritional plan to meet the needs of a competitive student athlete in a specific sport. In advance, participants will prepare a sample nutrition and hydration plan based upon nutritional and energy needs of the student athlete. The participants must prepare a **file folder**, **visuals**, an **oral presentation**, and demonstrate a method to be used by the athlete to assist with nutrition management.

### 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 must have completed a course or unit in nutrition or sports nutrition in a Family and Consumer Sciences program.

3. The nutritional plan and management tool do not have to be implemented by the student athlete. **The selected student athlete should be someone other than the participant(s).**
4. Participant(s) are encouraged to bring fully charged electronic devices such as laptops, tablets, etc., to use for visual presentation at competitions.
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	File folder, Oral Presentation, Management Tool, Visuals	Table – yes Electrical Access – no Wall Space – no Supplies - no	Official dress -or- Professional dress appropriate to event	5 minutes	5 minutes prior to presentation	1-min. warning at 14 min.; stopped at 15 min.	5 minutes	30 minutes

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

# SPORTS NUTRITION

## 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. Room consultants and evaluators will have 5 minutes to preview the <i>file folder</i> 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. The oral presentation is a time for the participant(s), <b>in the role of student nutritionist/dietitian</b> , to present to the evaluators, in the role of the student athlete, the nutritional plan and management tool. The presentation is intended to be two-way dialogue, as in a conversation or interview, rather than a one-way presentation. <b>Students take on the role of the student nutritionist/dietitian.</b> If audio or audiovisual recordings are used, they are limited to 3 minutes 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 and participants will step out of character as nutritionist/dietitian and student athletes 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 each participant. 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, and state.

1- 8 ½" x 11" page	<i>Project Identification Page</i>	Use <i>plain paper</i> , with no <i>graphics</i> or decorations; must include participant(s) name, chapter name, school, city, state, event name, and title of project.
1- 8 ½" x 11" page	FCCLA <i>Planning Process Summary Page</i>	Summarize how each step of the <i>Planning Process</i> was used to develop the Sports Nutrition project.
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> .
1 to 2- 8 ½" x 11" pages	Sport and Training Summary Pages	Summarize the specific physical demands, training schedule, frequency and length of competitions, and general nutritional and hydration needs of student athletes competing in this sport.
1- 8 ½" x 11" page	Student Athlete Demographic Page	Provide description of student athlete, including gender, first name, age, height, goal weight, and activity level. Include any specific health concerns (food preferences, food intolerances, dietary restrictions, physical disorders, cultural needs, etc.).
1- 8 ½" x 11" page	Student Athlete Daily Schedule Page	Outline the typical daily schedule of the student athlete, to include school schedule, training schedule, sleep, and other responsibilities (work, volunteering, tutoring, etc.). Should not reflect a competition day.
1- 8 ½" x 11" page	Works Cited/ <i>Bibliography</i>	Use MLA or APA citation style to cite all references. Resources should be <i>reliable</i> and <i>current</i> .

## Sports Nutrition Specifications (continued)

### Nutritional Plan and Management Tool

The participant will develop a nutrition plan with specific, measurable, attainable, realistic, and timely goals; provide a nutritional evaluation, and present a management tool to be used by the student athlete.

<i>SPECIFICATIONS</i>	<i>LEVEL 1</i>	<i>LEVEL 2</i>	<i>LEVEL 3 AND 4</i>
Nutrition Plan Goals	Identify at least three (3) goals to include nutritional needs, hydration, and performance goals. Identify if the plan is to maintain weight, encourage weight loss, or result in weight gain.		
Nutrition and Hydration Plan	Participants will develop a three-day nutritional plan to include two pre-competition days and one competition day. The plan should include hydration, specific food items and quantities for meals and snacks, timing, and calculation of energy intake (calories in) and estimated energy output (calories out). Nutrition plans should avoid substances that may have a negative impact on performance.		Participants will develop a five-day nutritional plan to include three pre-competition days, one competition day, and one recovery day. The plan should include hydration, specific food items and quantities for meals and snacks, timing, and calculation of energy intake (calories in) and estimated energy output (calories out). Nutrition plans should avoid substances that may have a negative impact on performance.
Nutritional Evaluation	Analyze each day of the nutritional plan using a nutrient analysis program of the participant's choice.	Analyze each day of the nutritional plan using a nutrient analysis program of the participant's choice. Compare the nutritional analysis and the DRIs and RDAs for the student athlete. Make sure that the analysis meets the needs of the student athlete. Provide a rationale for any discrepancies.	
Management Tool	Provide the student athlete with a suggested method to monitor and manage their nutritional plan and goals. This may involve technology (mobile applications, website tracking, etc.) or may be paper-pencil, stickers, etc. The management tool should meet the needs of the student athlete and be realistic given the student's daily schedule. The management tool can be commercially available or designed by the participant.		

## Sports Nutrition Specifications (continued)

### Presentation of Nutritional Plan and Management Tool to Student Athlete/Oral Presentation

The oral presentation may be up to 15 minutes in length and is a time for the participant(s), **in the role of student nutritionist/dietitian**, to present to the evaluators, in the role of the student athlete, the nutritional plan and management tool. The presentation is intended to be a two-way dialogue, as in a conversation or interview, rather than a one-way presentation. The nutrition plan will be explained and the suggested management tool will be demonstrated during the presentation. If audio or visual recordings are used, it is limited to a 3-minute playing time during the presentation. Following the presentation, evaluators and participants will step out of character as nutritionist/dietitian and student athletes for a 5-minute follow-up interview as evaluators and participant(s).

SPECIFICATIONS	LEVEL 1	LEVEL 2	LEVEL 3 AND 4
Organization/Delivery	Deliver oral presentation in an organized, sequential manner; concisely and thoroughly summarize research.		
Knowledge of Sports Nutrition	Demonstrate thorough knowledge of sports nutrition related to the participant's chosen project.		
Relationship of Family and Consumer Sciences Coursework/Standards	Describe the relationship of Family and Consumer Sciences coursework to project.	Describe the relationship of Family and Consumer Sciences coursework to project. Explain which national FCCLA program could be used during project implementation.	Describe the relationship of Family and Consumer Sciences coursework to project. Explain which national FCCLA program could be used during project implementation. Identify FCS career pathway connections.
Use of <i>Visuals</i> during Presentation	The <i>visuals</i> chosen present the nutritional plan in a way that is clear, concise, and visually appealing.		
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 <i>visuals</i> or notecards 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.		



## SPORTS NUTRITION 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			
<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> No file folder presented	<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>1-2 Sport and Training Summary page(s)</li> <li>1 Student Athlete Demographic page</li> <li>1 Student Athlete Daily Schedule page</li> <li>1 Works Cited/Bibliography</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
<b>EVALUATORS' SCORES</b>		<b>ROOM CONSULTANT TOTAL</b>	
Evaluator 1 _____	Initials _____	(10 points possible)	
Evaluator 2 _____	Initials _____	<b>AVERAGE EVALUATOR SCORE</b>	
Evaluator 3 _____	Initials _____	(90 points possible)	
Total Score _____	divided by number of evaluators		<b>FINAL SCORE</b>
_____	= <b>AVERAGE EVALUATOR SCORE</b>		(Average Evaluator Score plus Room Consultant Total)
		Rounded only to the nearest hundredth (i.e. 79.99 not 80.00)	

**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 \_\_\_\_\_



## SPORTS NUTRITION Rubric – Level 1

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>Sport and Training Summary Pages</b> 0-8 points	<b>0</b> Not provided	<b>1</b> Missing two or more components and is poorly written	<b>2</b> Missing one component or lacked detail	<b>3</b> Missing one component or lacked detail	<b>4</b> Missing one component or lacked detail	<b>5</b> Provided specific physical demands, training schedule, frequency and length of competitions, and general nutritional and hydration needs of student athletes competing in this sport	
<b>Student Athlete Demographic Page</b> 0-3 points	<b>0</b> Not provided	<b>1</b> Missing two or more components and is poorly written	<b>2</b> Missing one component and lacks details	<b>3</b> Missing one component and lacks details	<b>4</b> Missing one component and lacks details	<b>5</b> Thorough description of student athlete, including gender, first name, age, height, goal weight, and activity level, as well as any specific health concerns	
<b>Student Athlete Daily Schedule Page</b> 0-3 points	<b>0</b> Not provided	<b>1</b> Missing two or more components and is poorly written	<b>2</b> Missing one component and lacks details	<b>3</b> Missing one component and lacks details	<b>4</b> Missing one component and lacks details	<b>5</b> Provide typical daily schedule to include school schedule, training schedule, sleep, and other responsibilities	
<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> Resources are incomplete, not current, or not reliable for project	<b>3</b> Reliable resources but incorrect style ( <i>see style sheet</i> )	<b>4</b> Reliable resources but incorrect style ( <i>see style sheet</i> )	<b>5</b> Complete list of current and reliable resources, in MLA or APA style ( <i>see style sheet</i> )	
NUTRITION AND HYDRATION PLAN							
<b>Nutrition Plan Goals</b> 0-5 points	<b>0</b> Not provided	<b>1</b> 1-2 goals are stated or do not address all required components	<b>2</b> 3 goals are stated, but do not address all required components	<b>3</b> 3 goals are stated, addressing all required components	<b>4</b> 3 appropriate goals are stated, addressing all required components	<b>5</b> Addresses 3 goals, including nutritional needs, hydration, and performance. Weight goal is identified. Goals are specific, measurable, attainable, realistic and timely	
<b>Nutrition and Hydration Plan</b> 0-15 points	<b>0</b> Not provided	<b>1</b> Limited plan provided	<b>2</b> Plan provided but not well explained	<b>3</b> Plan provided and explained	<b>4</b> Plan provided and explained	<b>5</b> 3-day, Adequate plan provided with appropriate and realistic recommendations	<b>6</b> 3-day, extensive plan provided appropriate and realistic recommendations. Documentation is clear and easy to understand
<b>Nutritional Evaluation</b> 0-10 points	<b>0</b> Not provided	<b>1</b> Analysis is not provided for each day	<b>2</b> Analysis is missing information for each day	<b>3</b> Analysis is complete but is not presented in an easy-to-understand format	<b>4</b> Analysis is complete but is not presented in an easy-to-understand format	<b>5</b> Analysis is complete for each day and generally easy to understand	<b>6</b> Analysis is complete for each day and presented in an easy-to-understand format
<b>Management Tool</b> 0-3 points	<b>0</b> Not provided	<b>1</b> Difficult to use or understand, does not meet the needs of the athlete	<b>2</b> Easy to understand and use, generally meets the needs of the athlete	<b>3</b> Easy to understand and use, generally meets the needs of the athlete	<b>4</b> Easy to understand and use, generally meets the needs of the athlete	<b>5</b> Excellent, easy to understand and use, fully meets the athlete's needs and schedule	

# Sports Nutrition Rubric Level 1 (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, or did not present in required roles of student nutritionist/dietitian and student athlete	<b>1 2</b> Presentation covers some topic elements	<b>3 4</b> Presentation covers all topic elements but with minimal information	<b>5 6</b> Presentation gives complete information but does not explain the project well	<b>7 8</b> Presentation covers information completely but does not flow well	<b>9 10</b> Presentation covers all relevant information with a seamless and logical delivery	
<b>Knowledge of Sports Nutrition</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 sports nutrition is evident but not effectively used in presentation	<b>4</b> Knowledge of sports nutrition is evident and shared at times in the presentation	<b>5</b> Knowledge of sports nutrition is evident and incorporated throughout the presentation	
<b>Relationship of Family and Consumer Sciences Coursework and Standards</b> 0-3 points	<b>0</b> No evidence of relationship between project and FCS	<b>1</b> Minimal evidence of knowledge and FCS coursework relationship	<b>2</b> Knowledge and relationship to FCS is good		<b>3</b> Knowledge and FCS relationship is evident		
<b>Use of Visuals during Presentation</b> 0-3 points	<b>0</b> Visuals are not used during presentation	<b>1</b> Limited use during presentation		<b>2</b> Used effectively throughout presentation		<b>3</b> Significantly enhances the presentation	
<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 # \_\_\_\_\_

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

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



## SPORTS NUTRITION Rubric – Level 2

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>Sport and Training Summary Pages</b> 0-8 points	<b>0</b> Not provided	<b>1</b> Missing two or more components and is poorly written	<b>2</b> Missing one component or lacked detail	<b>3</b> Missing one component or lacked detail	<b>4</b> Missing one component or lacked detail	<b>5</b> Provided specific physical demands, training schedule, frequency and length of competitions, and general nutritional and hydration needs of student athletes competing in this sport	
<b>Student Athlete Demographic Page</b> 0-3 points	<b>0</b> Not provided	<b>1</b> Missing two or more components and is poorly written	<b>2</b> Missing one component and lacks details	<b>3</b> Thorough description of student athlete, including gender, first name, age, height, goal weight, and activity level, as well as any specific health concerns			
<b>Student Athlete Daily Schedule Page</b> 0-3 points	<b>0</b> Not provided	<b>1</b> Missing two or more components and is poorly written	<b>2</b> Missing one component and lacks details	<b>3</b> Provide typical daily schedule to include school schedule, training schedule, sleep, and other responsibilities			
<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> )			
NUTRITION AND HYDRATION PLAN							
<b>Nutrition Plan Goals</b> 0-5 points	<b>0</b> Not provided	<b>1</b> 1-2 goals are stated or do not address all required components	<b>2</b> 3 goals are stated, but do not address all required components	<b>3</b> 3 goals are stated, addressing all required components	<b>4</b> 3 appropriate goals are stated, addressing all required components	<b>5</b> Addresses 3 goals, including nutritional needs, hydration, and performance. Weight goal is identified. Goals are specific, measurable, attainable, realistic and timely	
<b>Nutrition and Hydration Plan</b> 0-15 points	<b>0</b> Not provided	<b>1</b> Limited plan provided	<b>2</b> Plan provided but not well explained	<b>3</b> Plan provided and explained	<b>4</b> 3-day adequate plan provided with appropriate and realistic recommendations	<b>5</b> 3-day, extensive plan provided appropriate and realistic recommendations. Documentation is clear and easy to understand	
<b>Nutritional Evaluation</b> 0-10 points	<b>0</b> Not provided	<b>1</b> Analysis is not provided for each day	<b>2</b> Analysis is missing information for each day	<b>3</b> Analysis is complete but is not presented in an easy-to-understand format	<b>4</b> Analysis is complete for each day and generally easy to understand and includes DRI and RDS information	<b>5</b> Analysis is complete for each day and presented in an easy-to-understand format, and includes DRI and RDA information	
<b>Management Tool</b> 0-3 points	<b>0</b> Not provided	<b>1</b> Difficult to use or understand, does not meet the needs of the athlete	<b>2</b> Easy to understand and use, generally meets the needs of the athlete	<b>3</b> Excellent, easy to understand and use, fully meets the athlete's needs and schedule			

# Sports Nutrition Rubric Level 2 (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, or did not present in required roles of student nutritionist/dietitian and student athlete	<b>1 2</b> Presentation covers some topic elements	<b>3 4</b> Presentation covers all topic elements but with minimal information	<b>5 6</b> Presentation gives complete information but does not explain the project well	<b>7 8</b> Presentation covers information completely but does not flow well	<b>9 10</b> Presentation covers all relevant information with a seamless and logical delivery	
<b>Knowledge of Sports Nutrition</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 sports nutrition is evident but not effectively used in presentation	<b>4</b> Knowledge of sports nutrition is evident and shared at times in the presentation	<b>5</b> Knowledge of sports nutrition is evident and incorporated throughout the presentation	
<b>Relationship of Family and Consumer Sciences Coursework and Standards</b> 0-3 points	<b>0</b> No evidence of relationship between project and FCS	<b>1</b> Minimal evidence of knowledge and FCS coursework relationship	<b>2</b> Knowledge and relationship to FCS is good, national program identified		<b>3</b> Knowledge and FCS relationship is evident, national program identified		
<b>Use of Visuals during Presentation</b> 0-3 points	<b>0</b> Visuals are not used during presentation	<b>1</b> Limited use during presentation		<b>2</b> Used effectively throughout presentation	<b>3</b> Significantly enhances the presentation		
<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 # \_\_\_\_\_

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

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



## SPORTS NUTRITION Rubric – Level 3 and 4

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>Sport and Training Summary Pages</b> 0-8 points	<b>0</b> Not provided	<b>1</b> Missing two or more components and is poorly written	<b>2</b> Missing one component or lacked detail	<b>3</b> Missing one component or lacked detail	<b>4</b> Missing one component or lacked detail	<b>5</b> Provided specific physical demands, training schedule, frequency and length of competitions, and general nutritional and hydration needs of student athletes competing in this sport	
<b>Student Athlete Demographic Page</b> 0-3 points	<b>0</b> Not provided	<b>1</b> Missing two or more components and is poorly written	<b>2</b> Missing one component and lacks details	<b>3</b> Missing one component and lacks details	<b>4</b> Missing one component and lacks details	<b>5</b> Thorough description of student athlete, including gender, first name, age, height, goal weight, and activity level, as well as any specific health concerns	
<b>Student Athlete Daily Schedule Page</b> 0-3 points	<b>0</b> Not provided	<b>1</b> Missing two or more components and is poorly written	<b>2</b> Missing one component and lacks details	<b>3</b> Missing one component and lacks details	<b>4</b> Missing one component and lacks details	<b>5</b> Provide typical daily schedule to include school schedule, training schedule, sleep, and other responsibilities	
<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> Resources are incomplete, not current, or not reliable for project	<b>3</b> Reliable resources but incorrect style ( <i>see style sheet</i> )	<b>4</b> Reliable resources but incorrect style ( <i>see style sheet</i> )	<b>5</b> Complete list of current and reliable resources, in MLA or APA style ( <i>see style sheet</i> )	
NUTRITION AND HYDRATION PLAN							
<b>Nutrition Plan Goals</b> 0-5 points	<b>0</b> Not provided	<b>1</b> 1-2 goals are stated or do not address all required components	<b>2</b> 2 goals are stated, but do not address all required components	<b>3</b> 2 goals are stated, addressing all required components	<b>4</b> 2 appropriate goals are stated, addressing all required components	<b>5</b> Addresses 2 goals, including nutritional needs, hydration, and performance. Weight goal is identified. Goals are specific, measurable, attainable, realistic and timely	
<b>Nutrition and Hydration Plan</b> 0-15 points	<b>0</b> Not provided	<b>1</b> Limited plan provided	<b>2</b> Plan provided but not well explained	<b>3</b> Plan provided and explained	<b>4</b> Plan provided and explained	<b>5</b> 5-day adequate plan provided with appropriate and realistic recommendations. Documentation is clear and easy to understand	
<b>Nutritional Evaluation</b> 0-10 points	<b>0</b> Not provided	<b>1</b> Analysis is not provided for each day	<b>2</b> Analysis is missing information for each day	<b>3</b> Analysis is missing information for each day	<b>4</b> Analysis is complete but is not presented in an easy-to-understand format	<b>5</b> Analysis is complete for each day and generally easy to understand and includes DRI and RDA information	
<b>Management Tool</b> 0-3 points	<b>0</b> Not provided	<b>1</b> Difficult to use or understand, does not meet the needs of the athlete	<b>2</b> Difficult to use or understand, does not meet the needs of the athlete	<b>3</b> Easy to understand and use, generally meets the needs of the athlete	<b>4</b> Easy to understand and use, generally meets the needs of the athlete	<b>5</b> Excellent, easy to understand and use, fully meets the athlete's needs and schedule	

# Sports Nutrition Rubric Level 3 and 4 (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, or did not present in required roles of student nutritionist/dietitian and student athlete	<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 gives complete information but does not explain the project well	<b>5</b> Presentation gives complete information but does not explain the project well	<b>6</b> Presentation gives complete information but does not explain the project well	<b>7</b> Presentation covers information completely but does not flow well	<b>8</b> Presentation covers information completely but does not flow well	<b>9</b> Presentation covers all relevant information with a seamless and logical delivery	<b>10</b> Presentation covers all relevant information with a seamless and logical delivery
<b>Knowledge of Sports Nutrition</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 sports nutrition is evident but not effectively used in presentation	<b>4</b> Knowledge of sports nutrition is evident and shared at times in the presentation	<b>5</b> Knowledge of sports nutrition is evident and incorporated throughout the presentation					
<b>Relationship of Family and Consumer Sciences Coursework and Standards</b> 0-3 points	<b>0</b> No evidence of relationship between project and FCS	<b>1</b> Minimal evidence of knowledge and FCS coursework relationship	<b>2</b> Knowledge and relationship to FCS is good, national program identified. FCS career pathway identified	<b>3</b> Knowledge and FCS relationship is evident, national program identified, and both explained well. FCS career pathways identified							
<b>Use of Visuals during Presentation</b> 0-3 points	<b>0</b> Visuals are not used during presentation	<b>1</b> Limited use during presentation	<b>2</b> Used effectively throughout presentation	<b>3</b> Significantly enhances the presentation							
<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 # \_\_\_\_\_

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

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