

**Sustainability Challenge**, an *individual or team event*, recognizes participants who address environmental issues that adversely impact human health and well-being and who actively empower others to get involved. Participants will research one of the five 2021-2022 topics, investigate areas where they can make a difference, develop and carry out a *project* for their home, school, or *community*, and educate others in their school or *community*. Participants must prepare a **portfolio** and an **oral presentation**.

### EVENT LEVELS

**Level 1:** through grade 8

**Level 2:** grades 9–10

**Level 3:** grades 11–12

**Level 4:** Postsecondary

See page 10 for more information on event levels.



### ELIGIBILITY & GENERAL INFORMATION

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

GENERAL INFORMATION								
Number of Participants per Entry	Prepare Ahead of Time	Equipment Provided for Competition	Competition Dress Code	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	Portfolio, Oral Presentation	Table – yes Electrical Access – no Wall Space-no Supplies - no	Official dress - or- Professional dress – or costume appropriate to event	5 minutes	10 minutes prior to presentation	1-min. warning at 9 min.; stopped at 10 min.	5 minutes	30 minutes

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

# SUSTAINABILITY CHALLENGE

## 2021–2022 COMPETITION TOPICS



All Sustainability Challenge projects must be based on one of the following topics. Participants are encouraged to conduct projects to improve children’s health in school settings. Resources for each of these topics are available through the Environmental Protection Agency’s Office of Children’s Health Protection -

<https://www.epa.gov/children>

1. INDOOR AIR QUALITY - <https://www.epa.gov/indoor-air-quality-iaq>
2. EMERGENCY PREPAREDNESS - <https://www.epa.gov/natural-disasters>
3. GREENER TRANSPORTATION - <https://www.epa.gov/transportation-air-pollution-and-climate-change>
4. OZONE DEPLETION - <https://www.epa.gov/ozone-layer-protection>
5. SUSTAINABLE COMMUNITIES - <https://www.epa.gov/sustainability>

## Procedures and Time Requirements for Competition

Each entry will submit a <i>portfolio</i> ( <i>hardcopy</i> or <i>electronic</i> ) 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>portfolio</i> during participant set up time. The participant must make the <i>electronic portfolio</i> accessible to evaluators.
10 minutes	The oral presentation may be up to 10 minutes in length. A one-minute warning will be given at 9 minutes. Participant(s) will be stopped at 10 minutes. 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 will have 5 minutes to interview participant(s).
5 minutes	Evaluators will have up to 5 minutes to use the rubric to score and write comments for participants.

## Specifications


### Hardcopy Portfolio

The *portfolio* is a collection of materials used to document and illustrate the work of the project. Materials must be contained in the official FCCLA STAR Events binder obtained from the FCCLA national emblematic supplier. A decorative and/or informative cover may be included. All materials, including the *content divider pages*, must fit within the cover, be one-sided, and may not exceed 48 pages, as described below. Divider page tabs may extend up to 1” outside the cover. Once a *hardcopy portfolio* has been turned in to evaluators, participants may not switch to an *electronic portfolio*.

### Electronic Portfolio

An *electronic portfolio* may be either in PowerPoint, Prezi, or other electronic format that can be viewed by the evaluators and room consultants prior to the oral presentation. The *electronic portfolio* and the hardware (method) to view it (i.e., *equipment, files, projectors, screens, laptops*) will be turned in to the room consultant at the designated participation time. Participants assume the responsibility of providing the *technology* used to show the evaluators the project. Once an *electronic portfolio* is turned in to the evaluators, participants may not switch to a *hardcopy portfolio*. *Portfolio* may not exceed 59 slides, as described below.

## Sustainability Challenge Specifications (continued)

SPECIFICATIONS		LEVEL 1	LEVEL 2	LEVEL 3 AND 4
1-8 ½" x 11" page or 1 slide	<i>Project Identification Page</i>	<i>Plain paper</i> or slide, with no <i>graphics</i> or decorations; must include participant's name(s), chapter name, school, city, state, event name, and project title.		
1-8 ½" x 11" page or 1 slide	Table of Contents	List the parts of the <i>portfolio</i> in the order in which the parts appear.		
1-8 ½" x 11" page or 2 slides	FCCLA <i>Planning Process</i> Summary Page	Summarize how each step of the <i>Planning Process</i> was used to plan and implement the project; use of the <i>Planning Process</i> may also be described in the oral presentation.		
1	Evidence of Online <i>Project Summary</i> Submission 	Participants should complete the online <i>project</i> summary form located on the "Surveys" tab of the FCCLA Student Portal, and include signed proof of submission in the <i>portfolio</i> .		
0–10	<i>Content Divider Pages</i> or Sections	Use 0 to 10 <i>content divider</i> /section pages or slides. <i>Content divider</i> /section pages may be tabbed, may contain a title, a section name, <i>graphic</i> elements, thematic decorations, and/or page numbers. They must not include any other <i>content</i> .		
Up to 34 8 ½" x 11" pages or 44 slides	Evidence of Research	Document use of 3 sources of background research and current data supporting project concern.	Document use of 4 sources of background research and current data supporting project concern.	Document use of 5 sources of background research and current data supporting project concern.
	Knowledge of the Relationship of Environmental Concern to Participants' Home, School, and/or Community	Identify the competition topic project chosen. Document the <i>current</i> and potential effects the environmental problem has on participants' homes, schools, and/or communities and ways individuals and groups of people can work stop, counteract, or reverse said problems.		
	Creativity and Duplication of <i>Project</i>	Design project to creatively combat the environmental concern and engage people at school.	Design project to creatively combat the environmental concern and engage groups of people in the community and school.	Design project to creatively combat the environmental concern and engage groups of people in the community and school and is able to be duplicated by other schools or communities.
	Overall Environmental Responsibility of <i>Project</i>	The <i>project</i> should address the chosen environmental concern without causing additional harm to the environment. (i.e. if your project focus is on energy consumption it should specifically address energy consumption, but it should also not waste or misuse other <i>resources</i> .)		
	Evaluation of <i>Project</i>	Participants evaluated project for effectiveness and ability to reach others.	Participants evaluated project for effectiveness and ability to reach others. Participants created a list of adjustments for future projects to impact a larger audience.	

## Sustainability Challenge Specifications (continued)

Up to 34 8 ½" x 11" pages or 44 slides, continued	Evidence of Educational Presentations	Document one educational presentations which have taken place prior to competition; including date, location, and proof of presentation, such as photos, news clippings, and/or thank-you notes.	Document two educational presentations which have taken place prior to competition; including date, location, and proof of presentation, such as photos, news clippings, and/or thank-you notes.	Document three educational presentations which have taken place prior to competition; including date, location, and proof of presentation, such as photos, news clippings, and/or thank-you notes.
	Scope of Educational Presentations	Describe the school <i>audience(s)</i> reached through educational presentation, including the reason for targeting specific <i>audiences</i> and the benefits of educating them on the environmental concern.	Describe the school and community <i>audience(s)</i> reached through educational presentations, including the reason for targeting specific <i>audiences</i> and the benefits of educating them on the environmental concern.	
	Effectiveness of Educational Presentations	Document an evaluation of effective educational presentations.	Document an evaluation of effective educational presentations, which may include <i>audience</i> members' change in activity, opinions, knowledge level, or other methods.	Document an evaluation of effective educational presentations, which may include <i>audience</i> members' change in activity, opinions, knowledge level, or other methods, and how adjustments made to subsequent presentations based on the data collected were made.
	Works Cited/ <i>Bibliography</i>	Use MLA or APA citation style to cite all references. <i>Resources</i> should be <i>reliable</i> and <i>current</i> .		
	Appearance	<i>Portfolio</i> must be neat, legible, and <i>professional</i> and use correct grammar and spelling.		

## Sustainability Challenge Specifications (continued)

### 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 minutes 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.

<b>SPECIFICATIONS</b>	<b>LEVEL 1</b>	<b>LEVEL 2</b>	<b>LEVEL 3 AND 4</b>
Organization/Delivery	Deliver oral presentation in an organized, sequential manner; concisely and thoroughly summarize project.		
Knowledge of Environmental Concern	Show evidence of <i>current</i> data and knowledge of trends in the environmental concern topic area.		
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>Portfolio</i> and <i>Visuals</i>	Use <i>portfolio</i> to describe all phases of the project. Use original, creative, and appealing <i>visuals</i> to enhance 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, 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.		



## SUSTAINABILITY CHALLENGE STAR Events 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' *display* 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>Hardcopy Portfolio</b> 0-1 point or <b>Electronic Portfolio</b> 0-1 point	<b>0</b> Binder is not the official FCCLA binder  <b>0</b> Electronic Portfolio not in viewable format to the evaluators	<b>1</b> Binder is the official FCCLA binder  <b>1</b> Electronic Portfolio in viewable format to the evaluators							
<b>Portfolio Pages</b> 0-3 points	<b>0</b> Portfolio exceeds the page limit	<table style="width: 100%; border: none;"> <tr> <td style="text-align: center;"><b>1</b></td> <td style="text-align: center;"><b>2</b></td> <td style="text-align: center;"><b>3</b></td> </tr> <tr> <td style="text-align: center;"><b>2 or more errors</b></td> <td style="text-align: center;"><b>1 error</b></td> <td style="text-align: center;"><b>no errors</b></td> </tr> </table> Portfolio contains no more than 48 single-sided pages or 59 slides completed correctly, including: <ul style="list-style-type: none"> <li>1 project ID page or slide</li> <li>1 table of contents page or slide</li> <li>1 Planning Process summary page or 2 slides</li> <li>Project Summary Submission Proof</li> <li>Up to 10 content divider pages or slides</li> <li>Up to 34 content pages or 44 content slides</li> </ul>	<b>1</b>	<b>2</b>	<b>3</b>	<b>2 or more errors</b>	<b>1 error</b>	<b>no errors</b>	
<b>1</b>	<b>2</b>	<b>3</b>							
<b>2 or more errors</b>	<b>1 error</b>	<b>no errors</b>							
<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> Evaluator 1 _____ Initials _____ Evaluator 2 _____ Initials _____ Evaluator 3 _____ Initials _____ Total Score _____ _____ _____ _____	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: right;"><b>ROOM CONSULTANT TOTAL</b></td> <td style="width: 20px;">(10 points possible)</td> <td style="border: 1px solid black; width: 40px; height: 25px;"></td> </tr> <tr> <td style="text-align: right;"><b>AVERAGE EVALUATOR SCORE</b></td> <td>(90 points possible)</td> <td style="border: 1px solid black; width: 40px; height: 25px; text-align: center;">_ . _ _</td> </tr> <tr> <td style="text-align: right;"><b>FINAL SCORE</b></td> <td>(Average Evaluator Score plus Room Consultant Total)</td> <td style="border: 1px solid black; width: 40px; height: 25px; text-align: center;">_ . _ _</td> </tr> </table>	<b>ROOM CONSULTANT TOTAL</b>	(10 points possible)		<b>AVERAGE EVALUATOR SCORE</b>	(90 points possible)	_ . _ _	<b>FINAL SCORE</b>	(Average Evaluator Score plus Room Consultant Total)	_ . _ _
<b>ROOM CONSULTANT TOTAL</b>	(10 points possible)									
<b>AVERAGE EVALUATOR SCORE</b>	(90 points possible)	_ . _ _								
<b>FINAL SCORE</b>	(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 \_\_\_\_\_



## SUSTAINABILITY CHALLENGE Rubric – Level 1

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

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

PORTFOLIO								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>Evidence of Research</b> 0-5 points	<b>0</b> Not explained	<b>1</b> Some research done but incomplete information	<b>2</b> Research is current but from unreliable sources and does not adequately cover the topic	<b>3</b> Research is current, appropriate for topic, from 3 reliable sources but does not adequately cover the topic	<b>4</b> Research is current, appropriate for topic, from 3 reliable sources, and adequately covers the topic	<b>5</b> Research is from 3 current, reliable sources, documented correctly, and extensively covers the topic		
<b>Knowledge of the Relationship of Environmental Concern to Participants' Home, School, and/or Community</b> 0-8 points	<b>0</b> No relationship described	<b>1</b> Explanation of how the participants' environment(s) is affected is inadequate and/or potential solution(s) for the problem are not provided	<b>2</b> <b>3</b>	<b>4</b> Explanation of how the participants' environment(s) is affected is adequate, potential solution(s) for the problem provided	<b>5</b> <b>6</b>	<b>7</b> <b>8</b> Explanation of how the participants' environment(s) is affected is extensive, multiple potential solutions for the problem provided and are both thorough and practical		
<b>Creativity and Duplication of Project</b> 0-10 points	<b>0</b> Project not completed	<b>1</b> Project did not address concern	<b>2</b> <b>3</b> <b>4</b> Project addressed the concern	<b>5</b> <b>6</b> Project effectively addressed concern	<b>7</b> <b>8</b> Project creatively and effectively addressed the concern, some engagement with people at school	<b>9</b> <b>10</b> Project creatively and effectively addressed the concern, good engagement with people at school		
<b>Overall Environmental Responsibility of Project</b> 0-4 points	<b>0</b> No regard for environmental responsibility in project execution	<b>1</b> Materials, resources, and activities used for the project were somewhat wasteful	<b>2</b> <b>3</b> <b>4</b> Most materials, resources, and activities used for the project were chosen with respect to their environmental impact	<b>5</b> <b>6</b> <b>7</b> <b>8</b> Materials, resources and activities used for the project were thought out, chosen, and showed a thorough knowledge of environmental responsibility				
<b>Evaluation of Project</b> 0-3 points	<b>0</b> No evaluation conducted	<b>1</b> Evaluation method was unsuccessful	<b>2</b> Evaluation was appropriate	<b>3</b> Evaluation was thorough and appropriate.				
<b>Evidence of Educational Presentations</b> 0-2 points	<b>0</b> Evidence of 1 educational presentation is not included	<b>1</b> Evidence of 1 educational presentation is included	<b>2</b> Evidence of 1 educational presentation is included with the date, location, and one proof of presentation					
<b>Scope of Educational Presentations</b> 0-5 points	<b>0</b> No descriptions provided	<b>1</b> Description of only one presentation provided	<b>2</b> Description of only two presentations provided	<b>3</b> Limited descriptions of all three educational presentations are included	<b>4</b> Adequate descriptions of each educational presentation are included with information on the audience, why they were targeted, and what benefit(s) this particular group took from the presentation	<b>5</b> Extensive descriptions of each educational presentation are included with information on the audience, why they were targeted, and what benefit(s) this particular group took from the presentation		
<b>Effectiveness of Educational Presentations</b> 0-5 points	<b>0</b> No evidence of presentation effectiveness provided	<b>1</b> Limited evidence of presentation effectiveness provided	<b>2</b> <b>3</b> Evidence of presentation effectiveness provided.	<b>4</b> <b>5</b> Detailed evidence of presentation effectiveness provided.				

# Sustainability Challenge Rubric Level 1 (continued)

											Points	
<b>Works Cited/ Bibliography</b> 0-3 points	<b>0</b> No resources listed	<b>1</b> Resources are incomplete, not current, or not reliable for project	<b>2</b> Reliable resources but incorrect style <i>(see style sheet)</i>				<b>3</b> Complete list of current and reliable resources, in MLA or APA style <i>(see style sheet)</i>					
<b>Appearance</b> 0-3 points	<b>0</b> Portfolio is illegible and unorganized	<b>1</b> Portfolio is neat, but may contain grammatical or spelling errors and is organized poorly	<b>2</b> Portfolio is neat, legible, and professional, with correct grammar and spelling				<b>3</b> Neat, legible, professional, correct grammar and spelling used with effective organization of information					
<b>ORAL PRESENTATION</b>												
<b>Organization/ Delivery</b> 0 – 10 points	<b>0</b> Presentation is not done or presented briefly and does not cover components of the project	<b>1</b> Presentation covers some topic elements	<b>2</b> Presentation covers all topic elements but with minimal information	<b>3</b> Presentation gives complete information but does not explain the project well	<b>4</b> Presentation covers information completely but does not flow well	<b>5</b> Presentation covers all relevant information with a seamless and logical delivery	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	
<b>Knowledge of Environmental Concern</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>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 Portfolio and Visuals during Presentation</b> 0-5 points	<b>0</b> Portfolio and visuals not used during presentation	<b>1</b> Portfolio and visuals used to limit amount of speaking time	<b>2</b> Portfolio and visuals used minimally during presentation	<b>3</b> Portfolio and visuals incorporated throughout presentation	<b>4</b> Portfolio and visuals used effectively throughout presentation	<b>5</b> Presentation moves seamlessly between oral presentation, portfolio and visuals						
<b>Voice – pitch, tempo, volume</b> 0-3 points	<b>0</b> Voice qualities not used effectively	<b>1</b> Voice quality is adequate		<b>2</b> Voice quality is good, but could improve		<b>3</b> Voice quality is outstanding and pleasing						
<b>Body Language/ Clothing Choice</b> 0-3 points	<b>0</b> Uses inappropriate gestures, posture or mannerisms, avoids eye contact/inappropriate clothing	<b>1</b> Gestures, posture, mannerisms and eye contact is inconsistent/clothing is appropriate			<b>2</b> Gestures, posture, mannerisms, eye contact, and clothing are appropriate		<b>3</b> Gestures, posture, mannerisms, eye contact, and clothing enhance presentation					
<b>Grammar/Word Usage/ Pronunciation</b> 0-3 points	<b>0</b> Extensive (more than 5) grammatical and pronunciation errors	<b>1</b> Some (3-5) grammatical and pronunciation errors			<b>2</b> Few (1-2) grammatical and pronunciation errors		<b>3</b> Presentation has no grammatical or pronunciation errors					
<b>Responses to Evaluators' Questions</b> 0-5 points	<b>0</b> Did not answer evaluators' questions	<b>1</b> Unable to answer some questions	<b>2</b> Responded to all questions but without ease or accuracy	<b>3</b> Responded adequately to all questions	<b>4</b> Gave appropriate responses to evaluators' questions	<b>5</b> Responses to questions were appropriate and given without hesitation						

Evaluator's Comments – include two things done well

and two opportunities for improvement:

TOTAL  
(90 points possible)

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





## SUSTAINABILITY CHALLENGE Rubric – Level 2

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

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

PORTFOLIO							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>Evidence of Research</b> 0-5 points	<b>0</b> Not explained	<b>1</b> Some research done but incomplete information	<b>2</b> Research is current but from unreliable sources and does not adequately cover the topic	<b>3</b> Research is current, appropriate for topic, from 4 reliable sources but does not adequately cover the topic	<b>4</b> Research is current, appropriate for topic, from 4 reliable sources, and adequately covers the topic	<b>5</b> Research is from 4 current, reliable sources, documented correctly, and extensively covers the topic	
<b>Knowledge of the Relationship of Environmental Concern to Participants' Home, School, and/or Community</b> 0-8 points	<b>0</b> No relationship described	<b>1 2 3</b> Explanation of how the participants' environment(s) is affected is inadequate and/or potential solution(s) for the problem are not provided		<b>4 5 6</b> Explanation of how the participants' environment(s) is affected is adequate, potential solution(s) for the problem provided		<b>7 8</b> Explanation of how the participants' environment(s) is affected is extensive, multiple potential solutions for the problem provided and are both thorough and practical	
<b>Creativity and Duplication of Project</b> 0-10 points	<b>0</b> Project not completed	<b>1 2</b> Project did not address concern	<b>3 4</b> Project addressed the concern	<b>5 6</b> Project effectively addressed concern	<b>7 8</b> Project creatively and effectively addressed the concern, some engagement with people at school and community	<b>9 10</b> Project creatively and effectively addressed the concern, good engagement with people at school and community	
<b>Overall Environmental Responsibility of Project</b> 0-4 points	<b>0</b> No regard for environmental responsibility in project execution	<b>1</b> Materials, resources, and activities used for the project were somewhat wasteful		<b>2</b> Most materials, resources, and activities used for the project were chosen with respect to their environmental impact		<b>3 4</b> Materials, resources and activities used for the project were thought out, chosen, and showed a thorough knowledge of environmental responsibility	
<b>Evaluation of Project</b> 0-3 points	<b>0</b> No evaluation conducted	<b>1</b> Evaluation method was unsuccessful		<b>2</b> Evaluation was appropriate		<b>3</b> Evaluation was thorough and appropriate, includes future adjustment list	
<b>Evidence of Educational Presentations</b> 0-2 points	<b>0</b> Evidence of 2 educational presentations is not included		<b>1</b> Evidence of 2 educational presentations is included		<b>2</b> Evidence of 2 educational presentations is included with the date, location, and one proof of presentation		
<b>Scope of Educational Presentations</b> 0-5 points	<b>0</b> No descriptions provided	<b>1</b> Description of only one presentation provided	<b>2</b> Description of only two presentations provided	<b>3</b> Limited descriptions of all three educational presentations are included	<b>4</b> Adequate descriptions of each educational presentation are included with information on the audience, why they were targeted, and what benefit(s) this particular group took from the presentation	<b>5</b> Extensive descriptions of each educational presentation are included with information on the audience, why they were targeted, and what benefit(s) this particular group took from the presentation	
<b>Effectiveness of Educational Presentations</b> 0-5 points	<b>0</b> No evidence of presentation effectiveness provided	<b>1 2</b> Limited evidence of presentation effectiveness provided		<b>3</b> Evidence of presentation effectiveness provided.		<b>4 5</b> Detailed evidence of presentation effectiveness provided.	

## Sustainability Challenge Rubric Level 2 (continued)

											Points	
<b>Works Cited/ Bibliography</b> 0-3 points	<b>0</b> No resources listed	<b>1</b> Resources are incomplete, not current, or not reliable for project	<b>2</b> Reliable resources but incorrect style <i>(see style sheet)</i>				<b>3</b> Complete list of current and reliable resources, in MLA or APA style <i>(see style sheet)</i>					
<b>Appearance</b> 0-3 points	<b>0</b> Portfolio is illegible and unorganized	<b>1</b> Portfolio is neat, but may contain grammatical or spelling errors and is organized poorly	<b>2</b> Portfolio is neat, legible, and professional, with correct grammar and spelling				<b>3</b> Neat, legible, professional, correct grammar and spelling used with effective organization of information					
<b>ORAL PRESENTATION</b>												
<b>Organization/ Delivery</b> 0 – 10 points	<b>0</b> Presentation is not done or presented briefly and does not cover components of the project	<b>1</b> Presentation covers some topic elements	<b>2</b> Presentation covers all topic elements but with minimal information	<b>3</b> Presentation gives complete information but does not explain the project well	<b>4</b> Presentation covers information completely but does not flow well	<b>5</b> Presentation covers all relevant information with a seamless and logical delivery						
<b>Knowledge of Environmental Concern</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>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, and both explained well						
<b>Use of Portfolio and Visuals during Presentation</b> 0-5 points	<b>0</b> Portfolio and visuals not used during presentation	<b>1</b> Portfolio and visuals used to limit amount of speaking time	<b>2</b> Portfolio and visuals used minimally during presentation	<b>3</b> Portfolio and visuals incorporated throughout presentation	<b>4</b> Portfolio and visuals used effectively throughout presentation	<b>5</b> Presentation moves seamlessly between oral presentation, portfolio and visuals						
<b>Voice – pitch, tempo, volume</b> 0-3 points	<b>0</b> Voice qualities not used effectively	<b>1</b> Voice quality is adequate		<b>2</b> Voice quality is good, but could improve		<b>3</b> Voice quality is outstanding and pleasing						
<b>Body Language/ Clothing Choice</b> 0-3 points	<b>0</b> Uses inappropriate gestures, posture or mannerisms, avoids eye contact/inappropriate clothing	<b>1</b> Gestures, posture, mannerisms and eye contact is inconsistent/clothing is appropriate		<b>2</b> Gestures, posture, mannerisms, eye contact, and clothing are appropriate		<b>3</b> Gestures, posture, mannerisms, eye contact, and clothing enhance presentation						
<b>Grammar/Word Usage/ Pronunciation</b> 0-3 points	<b>0</b> Extensive (more than 5) grammatical and pronunciation errors	<b>1</b> Some (3-5) grammatical and pronunciation errors		<b>2</b> Few (1-2) grammatical and pronunciation errors		<b>3</b> Presentation has no grammatical or pronunciation errors						
<b>Responses to Evaluators' Questions</b> 0-5 points	<b>0</b> Did not answer evaluators' questions	<b>1</b> Unable to answer some questions	<b>2</b> Responded to all questions but without ease or accuracy	<b>3</b> Responded adequately to all questions	<b>4</b> Gave appropriate responses to evaluators' questions	<b>5</b> Responses to questions were appropriate and given without hesitation						

**Evaluator's Comments – include two things done well**

**and two opportunities for improvement:**

TOTAL  
(90 points possible)

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



## SUSTAINABILITY CHALLENGE Rubric – Level 3 and 4

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

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

PORTFOLIO							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>Evidence of Research</b> 0-5 points	<b>0</b> Not explained	<b>1</b> Some research done but incomplete information	<b>2</b> Research is current but from unreliable sources and does not adequately cover the topic	<b>3</b> Research is current, appropriate for topic, from 4 reliable sources but does not adequately cover the topic	<b>4</b> Research is current, appropriate for topic, from 4 reliable sources, and adequately covers the topic	<b>5</b> Research is from 4 current, reliable sources, documented correctly, and extensively covers the topic	
<b>Knowledge of the Relationship of Environmental Concern to Participants' Home, School, and/or Community</b> 0-8 points	<b>0</b> No relationship described	<b>1 2 3</b> Explanation of how the participants' environment(s) is affected is inadequate and/or potential solution(s) for the problem are not provided		<b>4 5 6</b> Explanation of how the participants' environment(s) is affected is adequate, potential solution(s) for the problem provided		<b>7 8</b> Explanation of how the participants' environment(s) is affected is extensive, multiple potential solutions for the problem provided and are both thorough and practical	
<b>Creativity and Duplication of Project</b> 0-10 points	<b>0</b> Project not completed	<b>1 2</b> Project did not address concern	<b>3 4</b> Project addressed the concern	<b>5 6</b> Project effectively addressed concern	<b>7 8</b> Project creatively and effectively addressed the concern, some engagement with people at school and community, project able to be duplicated	<b>9 10</b> Project creatively and effectively addressed the concern, good engagement with people at school and community, project easy to duplicate	
<b>Overall Environmental Responsibility of Project</b> 0-4 points	<b>0</b> No regard for environmental responsibility in project execution	<b>1</b> Materials, resources, and activities used for the project were somewhat wasteful		<b>2</b> Most materials, resources, and activities used for the project were chosen with respect to their environmental impact		<b>3 4</b> Materials, resources and activities used for the project were thought out, chosen, and showed a thorough knowledge of environmental responsibility	
<b>Evaluation of Project</b> 0-3 points	<b>0</b> No evaluation conducted	<b>1</b> Evaluation method was unsuccessful		<b>2</b> Evaluation was appropriate		<b>3</b> Evaluation was thorough and appropriate, includes future adjustment list	
<b>Evidence of Educational Presentations</b> 0-2 points	<b>0</b> Evidence of 3 educational presentations is not included		<b>1</b> Evidence of 3 educational presentations is included		<b>2</b> Evidence of 3 educational presentations is included with the date, location, and one proof of presentation		
<b>Scope of Educational Presentations</b> 0-5 points	<b>0</b> No descriptions provided	<b>1</b> Description of only one presentation provided	<b>2</b> Description of only two presentations provided	<b>3</b> Limited descriptions of all three educational presentations are included	<b>4</b> Adequate descriptions of each educational presentation are included with information on the audience, why they were targeted, and what benefit(s) this particular group took from the presentation	<b>5</b> Extensive descriptions of each educational presentation are included with information on the audience, why they were targeted, and what benefit(s) this particular group took from the presentation	
<b>Effectiveness of Educational Presentations</b> 0-5 points	<b>0</b> No evidence of presentation effectiveness provided	<b>1 2</b> Limited evidence of presentation effectiveness provided		<b>3</b> Evidence of presentation effectiveness provided.		<b>4 5</b> Detailed evidence of presentation effectiveness provided.	

## Sustainability Challenge Rubric Level 3 and 4 (continued)

											Points	
<b>Works Cited/ Bibliography</b> 0-3 points	<b>0</b> No resources listed	<b>1</b> Resources are incomplete, not current, or not reliable for project	<b>2</b> Reliable resources but incorrect style <i>(see style sheet)</i>				<b>3</b> Complete list of current and reliable resources, in MLA or APA style <i>(see style sheet)</i>					
<b>Appearance</b> 0-3 points	<b>0</b> Portfolio is illegible and unorganized	<b>1</b> Portfolio is neat, but may contain grammatical or spelling errors and is organized poorly	<b>2</b> Portfolio is neat, legible, and professional, with correct grammar and spelling				<b>3</b> Neat, legible, professional, correct grammar and spelling used with effective organization of information					
<b>ORAL PRESENTATION</b>												
<b>Organization/ Delivery</b> 0 – 10 points	<b>0</b> Presentation is not done or presented briefly and does not cover components of the project	<b>1</b> Presentation covers some topic elements	<b>2</b> Presentation covers all topic elements but with minimal information	<b>3</b> Presentation gives complete information but does not explain the project well	<b>4</b> Presentation covers information completely but does not flow well	<b>5</b> Presentation covers all relevant information with a seamless and logical delivery						
<b>Knowledge of Environmental Concern</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>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 Portfolio and Visuals during Presentation</b> 0-5 points	<b>0</b> Portfolio and visuals not used during presentation	<b>1</b> Portfolio and visuals used to limit amount of speaking time	<b>2</b> Portfolio and visuals used minimally during presentation	<b>3</b> Portfolio and visuals incorporated throughout presentation	<b>4</b> Portfolio and visuals used effectively throughout presentation	<b>5</b> Presentation moves seamlessly between oral presentation, portfolio and visuals						
<b>Voice – pitch, tempo, volume</b> 0-3 points	<b>0</b> Voice qualities not used effectively	<b>1</b> Voice quality is adequate		<b>2</b> Voice quality is good, but could improve		<b>3</b> Voice quality is outstanding and pleasing						
<b>Body Language/ Clothing Choice</b> 0-3 points	<b>0</b> Uses inappropriate gestures, posture or mannerisms, avoids eye contact/inappropriate clothing	<b>1</b> Gestures, posture, mannerisms and eye contact is inconsistent/clothing is appropriate			<b>2</b> Gestures, posture, mannerisms, eye contact, and clothing are appropriate		<b>3</b> Gestures, posture, mannerisms, eye contact, and clothing enhance presentation					
<b>Grammar/Word Usage/ Pronunciation</b> 0-3 points	<b>0</b> Extensive (more than 5) grammatical and pronunciation errors	<b>1</b> Some (3-5) grammatical and pronunciation errors			<b>2</b> Few (1-2) grammatical and pronunciation errors		<b>3</b> Presentation has no grammatical or pronunciation errors					
<b>Responses to Evaluators' Questions</b> 0-5 points	<b>0</b> Did not answer evaluators' questions	<b>1</b> Unable to answer some questions	<b>2</b> Responded to all questions but without ease or accuracy	<b>3</b> Responded adequately to all questions	<b>4</b> Gave appropriate responses to evaluators' questions	<b>5</b> Responses to questions were appropriate and given without hesitation						

**Evaluator's Comments – include two things done well**

**and two opportunities for improvement:**

TOTAL  
(90 points possible)

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