



Career Investigation

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

EVENT CATEGORIES

Junior: through grade 9

Senior: grades 10–12

Occupational: grades 10–12

See page 9, item #2 in the introduction section of the state manual for more information on event categories.

STANDARDS ALIGNMENTS

See STAR Events Resources Page for detailed event alignment information to national educational initiatives and standards.

CAREER CLUSTERS

- Agriculture, Food & Natural Resources
- Architecture & Construction
- Arts, A/V Technology & Communications
- Business Management & Administration
- Education & Training
- Finance
- Government & Public Administration
- Health Science
- Hospitality & Tourism
- Human Services
- Information Technology
- Law, Public Safety, Corrections & Security
- Manufacturing
- Marketing
- Science, Technology, Engineering & Mathematics
- Transportation, Distribution & Logistics

PROCEDURES & TIME REQUIREMENTS

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

ELIGIBILITY & GENERAL INFORMATION

1. Review "General Policies" in the introduction section of the state manual on pages 8-18 prior to event planning and preparation.
2. A table will be provided. Participants must bring all other necessary supplies and/or equipment. Wall space will not be available.
3. **Access to an electrical outlet will not be provided.** Participant(s) are encouraged to bring fully charged electronic devices such as laptops, tablets, etc., to use for *electronic portfolio* presentation. At state competition, however, if an electrical outlet is available in the competition room or station, participants are free to use it. Tables may not be moved in order to be closer to the outlet and extension cords will not be provided.

| GENERAL INFORMATION | | | | | | | | |
|--------------------------|------------------------------|--------------------|-------------------|--------------------------------|---|--|---------------------------|------------------|
| Individual or Team Event | Prepare Ahead of Time | Equipment Provided | Electrical Access | Participant Set Up / Prep Time | Room Consultant & Evaluator Review Time | Maximum Oral Presentation Time | Evaluation Interview Time | Total Event Time |
| Individual | Portfolio, Oral Presentation | Table | Not provided | 5 minutes | 10 minutes prior to presentation | 1-minute warning at 9 minutes; stopped at 10 minutes | 5 minutes | 35 minutes |

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

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




CAREER INVESTIGATION 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* and tabs, must fit within the cover, be one-sided, and may not contain more than 36 pages. Once a *hardcopy portfolio* has been turned in to evaluators, participants may not switch to an *electronic portfolio*.

Electronic Portfolio

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

| | | |
|---|---|---|
| 1-8 ½" x 11" page or 1 slide | <i>Project Identification Page</i> | <i>Plain paper</i> or slide, with no <i>graphics</i> or decorations; must include participant's name(s), chapter name, school, city, state, event name, and career investigated. |
| 1-8 ½" x 11" page or 1 slide | Table of Contents | List the parts of the <i>portfolio</i> in the order in which the parts appear. |
| 1-8 ½" x 11" page or 2 slides | FCCLA Planning Process Summary Page | Summarize how each step of the <i>Planning Process</i> was used to plan and implement the project; use of the <i>Planning Process</i> may also be described in the oral presentation. |
| 1  | Evidence of Online Project Summary Submission | Complete the online project summary form located on the "Surveys" tab of the FCCLA Portal, and include proof of submission in the <i>portfolio</i> . |
| 0-7 | <i>Content Divider Pages</i> or Sections | Use 0 to 7 <i>content divider/section</i> pages or slides. <i>Content divider/section</i> pages may be tabbed, may contain a title, a section name, <i>graphic</i> elements, thematic decorations, and/or page numbers. They must not include any other <i>content</i> . |
| Up to 25 8 ½" x 11" pages or 35 slides | Self-Assessment | Document evidence of self-assessment. Examples include examining personal interests, values, aptitudes, skills, personality traits, and learning styles. Describe the role of self-assessment in the selection of the specific career. |
| | Evidence of Career Research | Provide detailed research including job description; duties and responsibilities; qualifications; entry-level position and advancement opportunities; job outlook; and salary. |
| | Experiences with Business, Industry, Agencies, and Organizations | Document experiences in selected career field. Examples of documentation may include but are not limited to written summaries of interviews from business, industry, agency, organization personnel; written narrative of job shadowing or cooperative work experiences; and photographs. |
| | Samples of School Work | Include examples or samples of Family and Consumer Sciences and academic coursework. |
| | Use of Family and Consumer Sciences Coursework/Standards | Describe ways Family and Consumer Sciences coursework and/or standards will be used in selected career. |
| | Career Planning | State career goals and create a plan for achieving goals. Include plans for high school and further education and training as well as extra-curricular and intra-curricular activities that will enhance possibilities for achieving goals. |
| | Works Cited/ <i>Bibliography</i> | Use MLA or APA citation style to cite all references. Resources should be <i>reliable</i> and <i>current</i> . |
| Appearance | <i>Portfolio</i> must be neat, legible, and <i>professional</i> and use correct grammar and spelling. | |

Career Investigation Specifications (continued)

Oral Presentation

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

| | |
|---|--|
| Organization/Delivery | Deliver oral presentation in an organized, sequential manner; concisely and thoroughly summarize research. |
| Knowledge of Selected Career | Present <i>current</i> data and show evidence of knowledge of selected career. |
| Relationship of Family and Consumer Sciences Coursework/Standards | Describe the relationship of Family and Consumer Sciences coursework and/or standards to selected career. |
| Use of <i>Portfolio</i> | Use <i>portfolio</i> to describe all phases of the project. |
| Voice | Speak clearly with appropriate pitch, tempo, and volume. |
| Body Language/Clothing Choice | Use appropriate body language including gestures, posture, mannerisms, eye contact, and appropriate handling of notes or note cards if used. Wear appropriate clothing 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. |



STAR Events Point Summary Form CAREER INVESTIGATION

DIRECTIONS:

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, please 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' portfolio 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 or Assistant Lead Consultant.
5. Please check with the Lead Consultant if there are any questions regarding the evaluation process.

| ROOM CONSULTANT CHECK | | | Points | | | | | | |
|---|---|--|--|----------|----------|-------------------------|----------------|------------------|--|
| Check-in 0 or 5 points | 0 Did not attend participant check-in | 5 Attended participant check-in | | | | | | | |
| Hardcopy Portfolio 0-1 point or Electronic Portfolio 0-1 point | 0 Binder is not the official FCCLA binder | 1 Binder is the official FCCLA binder | | | | | | | |
| | 0 Electronic Portfolio not in viewable format to the evaluators | 1 Electronic Portfolio in viewable format to the evaluators | | | | | | | |
| Portfolio Pages 0-3 points | 0 Portfolio exceeds the page limit | <table style="width: 100%; border: none;"> <tr> <td style="text-align: center; padding: 5px;">1</td> <td style="text-align: center; padding: 5px;">2</td> <td style="text-align: center; padding: 5px;">3</td> </tr> <tr> <td style="text-align: center; padding: 5px;">2 or more errors</td> <td style="text-align: center; padding: 5px;">1 error</td> <td style="text-align: center; padding: 5px;">no errors</td> </tr> </table> Portfolio contains no more than 36 single-sided pages or 47 slides completed correctly, including: <ul style="list-style-type: none"> 1 project ID page or slide 1 table of contents page or slide 1 Planning Process summary page or 2 slides Project Summary Submission Proof Up to 7 content divider pages or slides Up to 25 content pages or 35 content slides | 1 | 2 | 3 | 2 or more errors | 1 error | no errors | |
| 1 | 2 | 3 | | | | | | | |
| 2 or more errors | 1 error | no errors | | | | | | | |
| Punctuality 0-1 point | 0 Participant was late for presentation | 1 Participant was on time for presentation | | | | | | | |
| EVALUATORS' SCORES | | | ROOM CONSULTANT TOTAL | | | | | | |
| Evaluator 1 _____ | Initials _____ | | (10 points possible) | | | | | | |
| Evaluator 2 _____ | Initials _____ | | AVERAGE EVALUATOR SCORE | | | | | | |
| Evaluator 3 _____ | Initials _____ | | (90 points possible) | | | | | | |
| Total Score _____ | divided by number of evaluators | | FINAL SCORE | | | | | | |
| _____ | = AVERAGE EVALUATOR SCORE | | (Average Evaluator Score plus Room Consultant Total) | | | | | | |
| | <i>Rounded only to the nearest hundredth (i.e. 79.99 not 80.00)</i> | | _____ . _____ | | | | | | |

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 _____



CAREER INVESTIGATION Rubric

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

Career Investigation Rubric (continued)

| ORAL PRESENTATION | | | | | | | |
|--|---|---|---|---|--|--|--|
| Organization/ Delivery 0 – 10 points | 0 Presentation is not done or presented briefly and does not cover components of the project | 1-2 Presentation covers some topic elements | 3-4 Presentation covers all topic elements but with minimal information | 5-6 Presentation gives complete information but does not explain the project well | 7-8 Presentation covers information completely but does not flow well | 9-10 Presentation covers all relevant information with a seamless and logical delivery | |
| Knowledge of Selected Career 0-5 points | 0 Little evidence of career knowledge | 1 Minimal evidence of career knowledge | 2 Some evidence of career knowledge | 3 Knowledge of career is evident but not effectively used in presentation | 4 Knowledge of career is evident and shared at times in the presentation | 5 Knowledge of career is evident and incorporated throughout the presentation | |
| Relationship of Family and Consumer Sciences Coursework and Standards 0-5 points | 0 No evidence of relationship between career and FACS | 1 Minimal evidence of career knowledge and FACS coursework relationship | 2 Some knowledge of relationship of career and FACS coursework | 3 Knowledge of career and FACS coursework but not shared | 4 Knowledge of career and relationship to FACS is evident and shared | 5 Knowledge of career and FACS relationship is evident and explained well | |
| Use of Portfolio during Presentation 0-5 points | 0 Portfolio not used during presentation | 1 Portfolio used to limit amount of speaking time | 2 Portfolio used minimally during presentation | 3 Portfolio incorporated throughout presentation | 4 Portfolio used effectively throughout presentation | 5 Presentation moves seamlessly between oral presentation and portfolio | |
| Voice – pitch, tempo, volume 0-3 points | 0 Voice qualities not used effectively | | 1 Voice quality is adequate | 2 Voice quality is good, but could improve | | 3 Voice quality is outstanding and pleasing | |
| Body Language/ Clothing Choice 0-3 points | 0 Uses inappropriate gestures, posture or mannerisms, avoids eye contact/inappropriate clothing | | 1 Gestures, posture, mannerisms and eye contact is inconsistent/clothing is appropriate | 2 Gestures, posture, mannerisms, eye contact, and clothing are appropriate | | 3 Gestures, posture, mannerisms, eye contact, and clothing enhance presentation | |
| Grammar/Word Usage/ Pronunciation 0-3 points | 0 Extensive (more than 5) grammatical and pronunciation errors | | 1 Some (3-5) grammatical and pronunciation errors | 2 Few (1-2) grammatical and pronunciation errors | | 3 Presentation has no grammatical or pronunciation errors | |
| Responses to Evaluators' Questions 0-5 points | 0 Did not answer evaluators' questions | 1 Unable to answer some questions | 2 Responded to all questions but without ease or accuracy | 3 Responded adequately to all questions | 4 Gave appropriate responses to evaluators' questions | 5 Responses to questions were appropriate and given without hesitation | |

Evaluator's Comments:

TOTAL
(90 points possible)

Evaluator # _____

Evaluator Initial _____

Room Consultant Initial _____