Chapter in Review Display, a *team event,* recognizes chapters that develop and implement a well-balanced program of work and promote FCCLA and Family and Consumer Sciences and/ or related occupations and skills to the *community.* Participants must prepare a *display* 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 chart on page 2 in the introduction section of the state manual for more information on competition levels. Virginia chapters may have **up to 3 entries in each level**, as eligible.

ELIGIBILITY & GENERAL INFORMATION

1. Review all "General Policies" in the introduction section of the state manual beginning on page 8 prior to event planning and preparation.

2. ~~Participants are encouraged to bring fully charged devices such as laptops, tablets, etc., to use for audiovisual presentation at in-person competitions~~.

3. Items within the *display* may be used as in- hand *visuals* during the oral presentation, but must be returned within *display dimensions* when done.

4. 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.

5. ~~National Leadership Conference (in-person competition) 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. If~~ events are held virtually, these points will be automatically awarded to all participants.

GENERAL INFORMATION								
Number of Participants per Entry	**Prepare Ahead of Time**	**Equipment Provided for In-Person Competition**	**Competition Dress Code**	~~**In-Person Competition Participant Set Up / Prep Time**~~	~~**In-Person Competition Room Consultant & Evaluator Review Time**~~	**Maximum Oral Presentation Time**	~~**In-Person Competition Evaluation Interview Time**~~	~~**In-Person Competition Total Event Time**~~
1-3	Display, Oral Presentation	~~Table or Freestanding space - yes Electrical Access — no Wall Space – no Supplies - no~~	Official dress -or- Professional dress – or costume appropriate to event	~~5 minutes~~	~~5 minutes after presentation~~	~~In-person: 1 min. warning at 14 min.; stopped at 15 min.~~ **Virtual:** 16 min. to include additional questions	~~5 minutes~~	~~35 minutes~~

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

CHAPTER IN REVIEW DISPLAY

Procedures and Time Requirements for In-Person Competition

5 minutes	At the designated participation time, participants will have 5 minutes to set up a display. Other persons may not assist.
15 minutes	The oral presentation may be up to 15 minutes in length. A one-minute warning will be given at 14 minutes. Participants will be stopped at 15 minutes. If audio and/or visual recordings are used, they are limited to a 3-minute playing time during the presentation.
5 minutes	Following the presentation, evaluators will have 5 minutes to interview participants.
5 minutes	Following the interview, evaluators will have 5 minutes to review the display.
5 minutes	Evaluators will have up to 5 minutes to use the rubric to score and write comments for participants.

Procedures and Time Requirements for Virtual Competition

Each entry will post the required documents (as specified below) following instructions from the state or national organization prior to the competition.	
Display File	Upload one (1) PDF file, designed so that viewers are able to scroll through the digital document. This must be an online file and not require the viewer to download it. Include two (2) photos of the entire display (one front, one back) and up to 15 photos of the contents of the display to show detail for evaluation.
Oral Presentation Video (to include Question Responses)	The oral presentation may be up to 16 minutes in length, including the responses to the two questions listed in the specifications. If audio and/or visual recordings are used, they are limited to a 3-minute playing time during the presentation. Each participant must introduce themselves by name, chapter, and level. Video recordings are to be made of participants as they present their STAR Event project, as if they were presenting at an in-person competition. A voiceover of the video recording or presentation is not allowed. The video file can MUST be an embedded video, video link to YouTube, Vimeo, or Google Drive, but must not require the viewer to download it. The display will be used in the oral presentation recording.
Automatic Scoring	Participants will automatically receive full points on the Point Summary Form and the Rubric for the following items: Registration Packet, Event Online Orientation Documentation, Display Set Up, Display Dimensions and Punctuality.

Specifications

Display

The *display* may be either freestanding or tabletop. Freestanding *display*s should not exceed a space 48" deep by 60" wide by 72" high, including *audiovisual equipment*. Tabletop *displays* should not exceed a space 30" deep by 48" wide by 48" high, including any *audiovisual equipment*. Information or *props* outside the *display* will be considered part of the *display* and subject to penalty (tablecloths, storage items, boxes below the table, etc.). Scrapbooks, *flip charts*, *portfolios,* and *photo albums* are not allowed. Each *display* must include a *project identification page* and a *Planning Process* summary page.

Project Identification Page	One 8 ½" x 11" page on *plain paper*, with no *graphics* or decorations; must include participants' name(s), chapter name, school, city, state, event name, and project title.
FCCLA *Planning Process* Summary Page	One 8 ½" x 11" summary page of how each step of the *Planning Process* was used to plan and implement the chapter's program of work; use of the *Planning Process* may also be described in the oral presentation.
Evidence of Online Project Summary Submission	Complete the online project summary form located on the "Surveys" tab of the FCCLA Student Portal, and include signed proof of submission in the display.

Membership *Campaigns*	Actively recruit new members and maintain *current* ones through creative and innovative *campaigns*.
Meetings	Schedule and indicate attendance at chapter, district/regional, state, and/or national meetings.
Recognition Activities	Conduct and participate in ceremonies; and recognize chapter members for their efforts.
Leadership, Competitive, Cooperative, and Individualized Projects/Activities	Engage chapter members in leadership activities, competitive events, cooperative projects, and individualized activities.
Community Service Activities	Plan and conduct service projects benefiting the school and/or *community*.
Chapter Resource Development	Maintain adequate chapter finances through fundraising *campaigns* or other efforts.
Chapter Budget	Document the flow of money in and out of the chapter budget for the *current* year. Budget template available in the FCCLA Student Portal and at www.fcclainc.org.
State and *National Programs*	Complete project activities related to state and *national programs*.
Public Relations Efforts	Use a variety of public relations techniques to increase public awareness of FCCLA and Family and Consumer Sciences and/or related occupations.
Appearance	*Display* should be neat, legible, *professional*, and creative and use correct grammar and spelling.

Oral Presentation

The oral presentation may be up to ~~15 minutes in length~~ (16 minutes for virtual competition) and is delivered to evaluators. The presentation should describe the chapter's year-long program of work and how it was implemented. Participants presenting a *display* may use audio and/or visual recordings, but they are limited to a 3-minute playing time. Participants may not carry in additional *visuals* or *props* for the oral presentation. The *display* may be used as a *visual* during the oral presentation.

Organization/Delivery	Deliver oral presentation in an organized, sequential manner; concisely and thoroughly summarize program of work.
Program of Work	Discuss how program of work allows and reflects the Purposes of FCCLA and Family and Consumer Sciences and members to develop leadership, management, communication, and personal skills by planning, conducting, and evaluating a well-balanced program of work.
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 *display* and notes or notecards 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.~~ For virtual competitions, include responses to the following questions at the end of the oral presentation: 1. What is one skill that you learned or improved upon during your project that you will use in school next year or in your future career? 2. What obstacles caused challenges in your work, and how did you address them?

STAR Events Point Summary Form
CHAPTER IN REVIEW DISPLAY

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 one of the Lead Consultants if there are any questions regarding the evaluation process.

ROOM CONSULTANT CHECK			Points
Registration Packet 0 *or* 3 points	Picked up by adviser or designated adult during scheduled time No **0**	Yes **3**	**3**
Online Event Orientation Documentation 0 *or* 2 points	**0** Official documentation not provided at presentation time or signed by adviser	**2** Official documentation provided at presentation time and signed by adviser	**2**
Display Set-Up 0-1 point	**0** Participants did not set up their display within allotted time period	**1** Participants set up display during allotted time period	**1**
Display Dimensions 0–1 point	**0** Does not fit with the appropriate dimensions/objects not returned within display after presentation	**1** The display fits/objects returned within display after presentation	**1**
Project Identification Page 0–1 point	**0** Project ID page is missing or incomplete	**1** Project ID page is present and completed correctly	
Project Summary Submission Proof 0–1 point	**0** Project Summary Submission missing	**1** Project Summary Submission present	
Punctuality 0–1 point	**0** Participant was late for presentation	**1** Participant was on time for presentation	**1**

EVALUATORS' SCORES

Evaluator 1_____ Initials_____

Evaluator 2_____ Initials_____

Evaluator 3_____ Initials_____

Total Score_____ divided by number of evaluators

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

ROOM CONSULTANT TOTAL
(10 points possible)

AVERAGE EVALUATOR SCORE
(90 points possible) _ _ . _ _

FINAL SCORE
(Average Evaluator Score plus Room Consultant Total) _ _ . _ _

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

VERIFICATION OF FINAL SCORE AND RATING (please initial)

Evaluator 1_____ Evaluator 2_____ Evaluator 3_____ Adult Room Consultant_____ Event Lead Consultant_____

CHAPTER IN REVIEW DISPLAY
Rubric

Name of Participant _____

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

DISPLAY							Points
FCCLA Planning Process Summary Page 0–5 points	**0** Planning Process summary not provided	**1** Inadequate steps in the Planning Process are presented	**2** All Planning Process steps are presented but not summarized	**3** All Planning Process steps are summarized	**4** Evidence that the Planning Process was utilized to plan project	**5** The Planning Process is used to plan the project. Each step is fully explained; no more than 1 page	
Membership Campaigns 0–5 points	**0** Not evident	**1** 1 or no campaign shown	**2 3** Campaigns described		**4 5** Campaigns are creative, thorough and successful		
Meetings 0-3 points	**0** No evidence shown	**1** Meetings held/attended	**2** Meetings scheduled but attendance not indicated		**3** Meetings appropriately scheduled with attendance noted at chapter, district/regional, state and/or national levels		
Recognition Activities 0–3 points	**0** Not evident	**1** Limited or no activities shown	**2** Recognition activities are held appropriately		**3** Recognition activities are creative and built into each event, multiple strategies		
Leadership, Competitive, Cooperative, and Individualized Projects and Activities 0-10 points	**0** No activities listed	**1 2** Members participate in 1 of the 4 areas identified	**3 4** Members participate in 2 of the 4 areas identified	**5 6** Members participate in 3 of the 4 areas identified	**7 8** Members participate in each of the 4 areas identified	**9 10** Members are engaged in each of the 4 areas identified. Strategies result in activities which support and strengthen the program of work	
Community Service Activities 0–5 points	**0** Not evident	**1** 1 or no activities shown	**2** Limited service activities shown	**3** Service activities are evident and effective	**4** 2 or more creative and effective service activities with multiple partnerships	**5** Extensive service activities and effective results	
Chapter Resource Development 0–5 points	**0** No evidence shown	**1** Limited evidence of resource development	**2** 1/more fundraisers or events to generate resources	**3** Multiple fund development activities with varied results	**4** Fundraisers and resources sought effectively	**5** A developed system of seeking resources, fundraisers, donations	
Chapter Budget 0–5 points	**0** No evidence shown	**1** Budget is evident but lacks information details	**2** Budget is evident and may be incomplete	**3** Budget is adequate but not extensive	**4** Budget is detailed	**5** Budget is detailed and follows generally accepted accounting procedures	
State and National Programs 0–5 points	**0** Not evident	**1** 1 program with limited scope	**2** 2 or less activities	**3** 2 or more activities	**4** 3 or 4 activities shown with effective results	**5** 5 or more activities shows with effective results	
Public Relations Efforts 0–5 points	**0** No evidence	**1** 1 activity shown	**2 3** 2 or more activities shown		**4 5** 3 or more creative and effective activities with a variety of methods including technology		
Display 0-5 points	**0** Display not used during presentation	**1** Display has many errors and is not aesthetically pleasing	**2** Display has minimal appeal	**3** Display has good word, color, and design choices	**4** Display is creative, has good word, color, and design choice	**5** Display is creative, appropriate and of high quality	

Points

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	
Program of Work 0-5 points	**0** Not evident	**1** Missing or lacks variety		**2 3** Focuses on a few areas		**4 5** Shows variety/creativity with comprehensive member involvement. Reflects Purposes of FCCLA	
Use of Display during Presentation 0-5 points	**0** Display not used during presentation	**1** Display used to limit amount of speaking time	**2** Display used minimally during presentation	**3** Display incorporated throughout presentation	**4** Display used effectively throughout presentation	**5** Presentation moves seamlessly between oral presentation and display	
Voice – pitch, tempo, volume 0-3 points	**0** Voice qualities not used effectively	**1** Voice quality is adequate		**2** Voice quality is good, but could improve		**3** Voice quality is outstanding and pleasing	
Body Language/ Clothing Choice 0-3 points	**0** Uses inappropriate gestures, posture or mannerisms, avoids eye contact/inappropriate clothing	**1** Gestures, posture, mannerisms and eye contact is inconsistent/ clothing is appropriate		**2** Gestures, posture, mannerisms, eye contact, and clothing are appropriate		**3** Gestures, posture, mannerisms, eye contact, and clothing enhance presentation	
Grammar/Word Usage/ Pronunciation 0-3 points	**0** Extensive (more than 5) grammatical and pronunciation errors	**1** Some (3-5) grammatical and pronunciation errors		**2** Few (1-2) grammatical and pronunciation errors		**3** Presentation has no grammatical or pronunciation errors	
Responses to Evaluators' Questions 0-5 points	**0** Did not answer evaluators' questions	**1** Unable to answer some questions	**2** Responded to all questions but without ease or accuracy	**3** Responded adequately to all questions	**4** Gave appropriate responses to evaluators' questions	**5** Responses to questions were appropriate and given without hesitation	

Evaluator's Comments – include two things done well and two opportunities for improvement:

TOTAL [ ]
(90 points possible)

Evaluator # _____

Evaluator Initial _____

Room Consultant Initial _____