



Professional Presentation – Virginia 2021 *(all changes for state competition in red)*



Professional Presentation, an *individual or team event*, recognizes participants who make an oral presentation about issues concerning Family and Consumer Sciences and/or related occupations. Participants must prepare a **file folder**, an **oral presentation**, and **visuals**.

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. Participant(s) are encouraged to bring fully charged electronic devices such as laptops, tablets, etc., to use for audiovisual presentation at in-person 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 (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 | File Folder, Oral Presentation, 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 | In-person: 1-min. warning at 9 min.; stopped at 10 min. Virtual: 11 min. to include additional questions | 5 minutes | 25 minutes |

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

PROFESSIONAL PRESENTATION

Procedures and Time Requirements for In-Person Competition

| | |
|---|---|
| Each entry will submit a file folder 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 file folder before the presentation begins. |
| 10 minutes | The oral presentation may be up to 10 minutes in length. A one-minute warning will be given at 9 minutes. Participants will be stopped at 10 minutes. If audio or audiovisual recordings are used, they are limited to 1-minute playing time during the presentation. |
| 5 minutes | Following the presentation, evaluators will have 5 minutes to interview participants. |
| 5 minutes | Evaluators will have up to 5 minutes to use the rubric to score and write comments for participants. File folders will be returned to participants at the end of scoring. |

Procedures and Time Requirements for Virtual Competition

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| Each entry will post the required documents (as specified below) following instructions from the state or national organization prior to the competition. | |
| Folder Contents 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. The document should include one page for each of the file folder contents as described below. |
| Oral Presentation Video (to include Question Responses) | The oral presentation video may be up to 11 minutes in length, <u>including</u> the responses to the two questions listed in the specifications. Each participant must introduce themselves by name, chapter, and level. Video recordings are to be made of participants as they present their STAR Events projects, 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. |
| 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, and Punctuality. |

Specifications

File Folder

Participant(s) will ~~upload 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 documents as described above. 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.~~

| | |
|--|--|
| <i>Project Identification Page</i> | One 8½" x 11" page on <i>plain paper</i> , with no <i>graphics</i> or decorations; must include participant's name(s), chapter name, school, city, state, event name and title of presentation. |
| <i>FCCLA Planning Process Summary Page</i> | One 8½" x 11" summary page of how each step of the <i>Planning Process</i> was used to plan and present the 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 <i>file folder</i> . |
| Documentation of Three Prior Presentations to Different <i>Audiences</i> | Document the delivery of no more than three prior Professional Presentations, including date; location; and proof of prior presentation, such as photos, news clippings, and/or thank-you notes. |
| 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> . |

Professional Presentation Specifications (continued)

Oral Presentation

The oral presentation may be up to ~~10 minutes in length~~ (11 minutes for virtual competition) and is delivered to evaluators. The presentation should deal with issues related to Family and Consumer Sciences and how these issues can be addressed by FCCLA members. It is not a factual lecture or "how-to" presentation.

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|---|---|
| Introduction | Use creative methods to capture <i>audience</i> attention. |
| Relationship to Family and Consumer Sciences and/or Related Careers | Reflect views and knowledge on issues of concern related to areas of Family and Consumer Sciences and/or related careers. |
| Knowledge of Subject Matter | Present <i>current</i> data and information to support viewpoints and issues of concern. |
| Methods or Techniques to Address the Issues of Concern | Describe suggested methods or techniques FCCLA members can use to address the issues of concern. |
| Summary | Summarize major points and/or issues of concern. |
| Length of Presentation | The presentation should be an appropriate length within the 10-minute timeframe for the information presented. |
| Organization/Delivery | Deliver oral presentation in an organized, sequential manner as outlined. |
| 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> and notes or note cards if used. Wear FCCLA official dress or professional dress appropriate for the nature of the presentation. |
| Grammar/Word Usage/ Pronunciation | Use proper grammar, word usage, and pronunciation. |
| Responses to Evaluators' Questions | Provide clear and concise answers to evaluators' questions regarding the project. 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? |

Visuals/Props

Visuals/props may include posters, charts, slides, presentation software, puppets, etc. Audio and audiovisual recordings are limited to 1-minute playing time during the presentation.

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|---------------------------------------|---|
| Effectively Illustrate <i>Content</i> | Support, illustrate, and/or complement <i>content</i> of presentation. |
| Creativity of <i>Visuals</i> | Use creative methods to illustrate presentation. |
| Use of <i>Visuals</i> | Presentation aids must be visible to the <i>audience</i> ; neat, legible, and <i>professional</i> ; and use correct grammar and spelling. |



PROFESSIONAL PRESENTATION Rubric

Name of Participant _____

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

| FILE FOLDER | | | | | | | 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 | |
| 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>) | | | |
| ORAL PRESENTATION | | | | | | | |
| Introduction 0-5 points | 0 No obvious introduction | 1 Introduction not relevant or appropriate for presentation | 2 Introduction not effective in capturing attention | 3 Somewhat creative/attention getting | 4 Creative introductions | 5 Introduction captured attention immediately | |
| Relationship to Family and Consumer Sciences and/or Related Careers 0-10 points | 0 No evidence of relationship to FCS and/or related careers | 1 Minimal evidence relationship to FCS and/or related careers | 2 Some knowledge of relationship to FCS and/or related careers | 3 Knowledge of relationship to FCS and/or related careers, but not shared | 4 Knowledge of relationship to FCS and/or related careers is evident and shared | 5 Knowledge of relationship to FCS and/or related careers is evident and explained well | |
| Knowledge of Subject Matter 0-10 points | 0 Little or no evidence of knowledge | 1 Minimal evidence of knowledge | 2 Some evidence of knowledge | 3 Knowledge of subject matter is evident but not effectively used in presentation | 4 Knowledge of subject matter is evident and shared at times in the presentation | 5 Knowledge of subject matter is evident and incorporated throughout the presentation | |
| Methods or Techniques to Address the Issues of Concern 0-10 points | 0 Did not mention any methods of techniques | 1 Methods and techniques were given, but not explained | 2 Methods and techniques were given, but not clearly explained | 3 Issues were examined with some methods and techniques to solve concerns | 4 Methods and techniques were given and thoroughly explained in which one imagines consequences, conceptualizes alternatives, and empathizes | 5 Multiple strategies are examined. Critical thinking is used to focus on deciding what to believe or do | |
| Summary 0-5 points | 0 Not provided | 1 Poor summary with weak conclusion | 2 Provided a summary but concluding statement could be stronger | 3 Provided a summary but concluding statement could be stronger | 4 Excellent summary with strong concluding statement | 5 Excellent summary with strong concluding statement | |
| Length of Presentation 0-3 points | 0 Did not speak | 1 Spoke very briefly or was stopped | 2 Spoke an appropriate length but could have expanded more on presentation | 3 The presentation was within 10 minutes and all information was covered for an appropriate length of time | | | |
| Organization/ Delivery 0-10 points | 0 Presentation is not done or presented briefly and does not cover components of the project | 1 Presentation covers some topic elements | 2 Presentation covers all topic elements but with minimal information | 3 Presentation gives complete information but does not explain the project well | 4 Presentation gives complete information but does not explain the project well | 5 Presentation covers all relevant information with a seamless and logical delivery | |
| 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 | | | |

Professional Presentation Rubric (continued)

| | | | | | | | Points |
|--|---|---|--|---|---|--|--------|
| 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 | |
| VISUALS/PROPS | | | | | | | |
| Effectively Illustrate Content 0-5 points | 0 Visuals not provided | 1 Visuals are weak in supporting the presentation | 2 Visuals support the presentation but do not complement the content | 3 Visuals support the presentation but do not complement the content | 4 Somewhat creative, original and appealing | 5 Highly original, very appealing, and creative | |
| Creativity of Visuals to Enhance Presentation 0-5 points | 0 Visuals not used during presentation | 1 Visuals used to limit amount of speaking time | 2 Visuals not original, lacking appeal or creativity | 3 Visuals used minimally during presentation | 4 Visuals incorporated throughout presentation | 5 Visuals used effectively throughout presentation | |
| Use of Visuals during Presentation 0-5 points | 0 Visuals not used during presentation | 1 Visuals used to limit amount of speaking time | 2 Visuals used minimally during presentation | 3 Visuals incorporated throughout presentation | 4 Visuals used effectively throughout presentation | 5 Presentation moves seamlessly between oral presentation and visuals | |

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

TOTAL
(90 points possible)

Evaluator # _____
Evaluation Initial _____
Room Consultant Initial _____