

California



**FBLA**

**California Awards Program  
2022-2023**

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# SUMMARY OF CHANGES

CALIFORNIA AWARDS PROGRAM – 2022-2023 EDITION

UPDATED OCTOBER 2022

## NEW EVENTS from NATIONAL FBLA

- ❑ **Introduction to Marketing Concepts** is an objective test only event starting at the State Leadership Conference for grades 9-10 only. Limit three members per chapter, plus any members who do not qualify in their prejudged State event.

## MODIFIED EVENTS from NATIONAL FBLA

- ❑ 3-D Animation will be renamed **Digital Animation**. Competitors can submit their projects in a 2-D or 3-D format.
- ❑ **Introduction to Public Speaking** and **Public Speaking** competitors must develop a speech based on a topic released at the beginning of the membership year.

Because **Digital Animation**, **Introduction to Public Speaking** and **Public Speaking** have been modified, members who competed in these events at a previous NLC may compete again.

## PROCEDURAL CHANGES from NATIONAL FBLA

- ❑ Rating sheets will be modified to include **score ranges** for judges.
- ❑ **Time penalties will be eliminated from all events**, and timekeepers will stop students from continuing once their allotted time has elapsed. Penalties for not meeting a minimum time will also be eliminated.
- ❑ A competitor may compete in the same event if they have **not** placed in the top 10 at a previous NLC.
- ❑ The cover and table of contents do not count toward the 15-page limit for reports.

## CALIFORNIA FBLA-SPECIFIC CHANGES

- ❑ **Cyber Security** will now start at the State Leadership Conference.
- ❑ **Sales Presentation** will start with a **live** presentation onsite at the Section Leadership Conference.
- ❑ California FBLA will start offering **middle school objective test only events** and the **middle school performance event FBLA Mission & Pledge**. All will start at the State Leadership Conference. The top two in each middle school event will advance to the National Leadership Conference. Middle school members still cannot advance to NLC in any high school division events.
- ❑ For clarity, the “Starting at State Leadership Conference” and “Open Events Starting at State Leadership Conference” will be combined into one list.
- ❑ The prejudged event substitution rule has been eliminated.
- ❑ **Scholarship** guidelines have been updated to not allow national officers to apply.
- ❑ **Wild Card Entries:** Each chapter will now have the ability to have three (3) members compete as wild card entries at the state level. Wild cards may be used only for events on pages 12-14. Wild cards must be used in different events. Any one member may only enter in one event as a wild card. A wild card event counts as one of the two active events a member may enter.

## INTRODUCTION

This document covers competitive event guidelines for California FBLA. Please refer to [the competitive events guidelines on the national website](#) only if you are competing at the National Leadership Conference.

If you have questions or feedback on the competitive events program, please send an email to your Section Director ([check the California FBLA website for emails](#)) and/or Competitive Events Coordinator Manuel Rapada at [mrapada@cafbla.org](mailto:mrapada@cafbla.org).

## FBLA MISSION

FBLA's mission is to inspire and prepare students to become community-minded business leaders in a global society through relevant career preparation and leadership experiences.

## FBLA GOALS

- Develop competent, aggressive business leadership.
- Strengthen the confidence of students in themselves and their work.
- Create more interest in and understanding of American business enterprise.
- Encourage members in the development of individual projects that contribute to the improvement of home, business and community.
- Develop character, prepare for useful citizenship and foster patriotism.
- Encourage and practice efficient money management.
- Encourage scholarship and promote school loyalty.
- Assist students in the establishment of occupational goals.
- Facilitate the transition from school to work.

## PROGRAM DESIGN & PURPOSE

The California Awards Program at the section and state leadership conferences exemplifies the range of activities and focus of FBLA and is based on the guidelines from the national office. These events are based on projects developed from the goals of FBLA and the curricula of business education programs. Members participating in this program will:

- Demonstrate their career competencies, business knowledge and job skills
- Expand leadership skills
- Display competitive spirit
- Receive recognition for their achievements and scholarships for winners
- Travel
- Network

## ELIGIBILITY

- ❑ **Affiliation:** All participants who enter a competitive event must be part of an affiliated chapter **by 11:59 p.m. Eastern January 20, 2023 (for section competition) and 11:59 pm Eastern March 1, 2023 (for state and national competition).**
- ❑ **Section/State Conference Registration:** Participants must be registered for the section or state conference and pay the conference registration fee to participate in competitive events. Only members who are part of affiliated chapters are eligible for conference registration.
- ❑ **Prejudged and Production Event Deadlines:** Competitors in prejudged and/or production events must 1) be a member of an affiliated chapter and registered for the conference and 2) meet the deadline for the prejudged project and/or production event submission for their work to be sent to judges. Refer to the section and state conference guides for procedures on submitting prejudged work.
- ❑ **Award Eligibility:** Each competitor must compete in all parts of an event for award eligibility.
- ❑ **Team Makeup:** A team shall consist of one (1), two (2) or three (3) members. Exception: Parliamentary Procedure must be a team of four (4) or five (5) members.
- ❑ **Accounting I:** Participants must not have had more than two (2) semesters or one (1) semester equivalent to a full year in block scheduling in high school accounting instruction.
- ❑ **All “Introduction” Events:** Proof of grade is required from all competitors, including middle school members.
- ❑ **Transcripts:** In Accounting I, all “introduction” and all middle school events, competitors must submit a PDF copy of the transcript when registering for the section or state leadership conferences. The section and state conference guides will have instructions on how to submit transcripts.

## REPEAT COMPETITORS

A competitor may compete in the same event if they have **not** placed in the top 10 at a previous National Leadership Conference (NLC). Exceptions are as follows:

- ❑ **Modified Events:** An individual may compete in the same event when the event is modified. However, if the modification is only a name change, then the member cannot compete in the renamed event.
- ❑ **Chapter Events:** Competitors may compete in a chapter event more than once (American Enterprise Project, Community Service Project, Local Chapter Annual Business Report and Partnership with Business Project).
- ❑ **Pilot Events:** Participation in a pilot event at NLC does not disqualify a member from competing in the same event if it becomes an official competitive event.

**Creed:** A participant who has placed first at the State Leadership Conference may not compete again.

## GENERAL GUIDELINES

- ❑ **Number of Events:** At section and state conferences, a member may enter in only two (2) active (individual or team) events and one (1) chapter event. Creed does not count as an active event.
- ❑ **Photo ID:** Competitors must show an original, official photo ID: School-issued ID or government ID (valid driver's license, DMV ID card, passport, permanent resident card, etc.). A printed copy of a school schedule/transcript with the picture and name of the student will also be accepted. **NO OTHER EXCEPTIONS.**
- ❑ **Disqualification:** Competitors may be **DISQUALIFIED** if they 1) are late to their event, 2) do not submit prejudged work and/or production test by the deadline, 3) are not following the FBLA National Dress Code when competing, 4) do not provide photo ID prior to competing and 5) do not follow the competitive event guidelines. If a competitor is found out of compliance with the FBLA National Dress Code after starting an objective test or presentation, they will be allowed to finish the test or presentation but will be disqualified.
- ❑ **Name Badge:** The conference name badge is part of the FBLA National Dress Code. Competitors must wear their official conference name badge at the start of the event, or they will not be allowed to compete. **NO EXCEPTIONS.** Badges may be taken off while presenting. Lost badges can be replaced at Conference Headquarters with a photo ID. A fee will be charged as stated in the conference program.
- ❑ **Americans with Disabilities Act (ADA):** Members with disabilities add an important dimension to the organization. They serve as models within the profession and to the members, as well as provide guidance concerning program needs, sensitivity and accessibility. Advisers can specify special needs by attendee during conference registration.
- ❑ **Audiences for Performances:** Unauthorized audio, photo and video recording of performances is prohibited. All electronic devices, including cell phones, must be turned off and put away. Each audience member must follow the FBLA National Dress Code and have a name badge. Audience members are not permitted to interact with judges.
- ❑ **Additional Materials:** Textbooks, other resource materials and electronic devices may not be used during competitive events, unless allowed in the event guidelines. When event guidelines specify materials or equipment that may be used, **only those materials or that equipment may be used.** If an item is not listed, assume it is not allowed.
- ❑ **Awards:** The maximum number of winners for each competitive event is ten (10). Only one (1) award is given to schools competing in chapter events (America Enterprise Project, Community Service Project, Local Chapter Annual Business Report and Partnership with Business Project).

## BREAKING TIES

- ❑ **Objective Tests:** Ties are automatically broken using the online testing system. The system first compares the number of correct answers on the last 10 questions on the exam. If a tie remains, then the competitor who completed the test in a shorter amount of time will place higher. If this does not break the tie, then the system will review answers to the last 20 questions to determine the winner.
- ❑ **Production Tests:** The production test score will be used to break a tie.
- ❑ **Future Business Leader + All Case Study Events:** The objective test score will be used to break a tie.
- ❑ **Digital Animation, Business Financial Plan, Business Plan, Digital Video Production and All Chapter Projects:** The report/project score will be used to break a tie.
- ❑ **All Other Performances:** Judges must break ties, and the judges' decisions are final.

## SUBSTITUTIONS

Substitutions are only allowed for specific team and/or chapter events when advancing to the next round of competition (either section to state or state to nationals). Substitutions must be made before the conference registration deadline. If a member cannot compete in the next round of competition, then you may make a substitution for a team/chapter event under the following guidelines:

- ❑ **Individual/Team Events**. If competing as a team in an event, you may substitute one (1) member of a team originally composed of 2 or 3 members. If competing as an individual, no substitutions are allowed and their spot is forfeited to the next eligible competitor.
- ❑ **Individual Events**: Substitutions are not allowed for individual events. If an individual cannot participate in the next level of competition, their spot is forfeited to the next eligible competitor.
- ❑ **Parliamentary Procedure**: You may make substitutions as long as two (2) members of a team of four (4) or three (3) members from a team of five (5) remain on the team that advance to the next level of competition. Maximum number of substitutions allowed is two (2).
- ❑ **Chapter Events**: Substitutions are allowed for chapter events if the chapter participates in the next level of competition (state to national).

# OBJECTIVE TEST ONLY EVENTS (INDIVIDUAL)

## STARTING AT SECTION LEADERSHIP CONFERENCE

In each event, a one-hour objective test will be administered at the section, state and national leadership conferences based on the competencies listed.

- No materials may be brought to the testing site.
- No calculators may be brought into the testing site. Calculators will be provided.
- Electronic devices must be turned off and out of sight.
- Bring a writing instrument.

## SECTION

- Number of Competitors per Chapter:** The number of competitors from each chapter who can enter in each of these events will be based on local chapter membership on January 20, 2023. The maximum number of entries is as follows:
  - 0-49 members — 3 competitors
  - 50-74 members — 4 competitors
  - 75-100 members — 5 competitors
  - 101+ members — 6 competitors
- Number of Competitors Who Advance to State:** In each event, a minimum of the **top six (6) places** from each section will represent their section at the State Leadership Conference. The winners' list from each Section Leadership Conference will indicate the number of places that will advance. If the following number of competitors **complete (submit)** a test at the **section level**, more than six (6) winners from that section will be able to compete at state as shown below:
  - 44-51 competitors completing a test — 7 competitors advance to state level
  - 52-60 competitors completing a test — 8 competitors advance to state level
  - 61-67 competitors completing a test — 9 competitors advance to state level
  - 68+ competitors completing a test — 10 competitors advance to state level

For every event that meets this requirement, Section Directors will determine the number of eligible competitors and send the list to the Competitive Events Coordinator.

## STATE

- Wild Card Entries:** Each chapter may have three (3) members compete as wild card entries at the state level. Wild cards may be used only for events on pages 12-14. Wild cards must be used in different events. Any one member may only enter in one event as a wild card. A wild card event counts as one of the two active events a member may enter.

## NATIONAL

- The top four (4) places in state competition** in each event will represent California at the National Leadership Conference.
- Middle school members who place in the top four **cannot** compete at the National Leadership Conference, per national guidelines.

**LIST OF OBJECTIVE TEST ONLY EVENTS STARTING AT SECTION**

Event Name	Competencies	Link to Detailed Competencies and Task Lists
<b>Accounting I</b> <i>** see eligibility</i>	Journalizing • Account classification • Terminology • Concepts and practices • Types of ownership • Posting • Income statements • Balance sheets • Worksheets • Bank reconciliations • Payroll • Depreciation • Manual and computerized systems • Ethics	<a href="#">Accounting I</a>
<b>Advertising</b>	Personal selling & sales promotion • Traditional & alternative advertising media • Consumer behavior • Basic marketing functions • Branding & positioning • Economy • Advertising plan • Legal & ethical issues • Diversity & multicultural market • Public relations • Creation of advertisement • Consumer-oriented advertising • Financial planning • Communication • Consumer purchase classifications • Target market • Market segmentation • Product development • Product life cycle • Price planning • Channels of distribution • Marketing research • Effective advertising & promotional messages • Budget • Financing advertising campaigns • Demographics • History & influences • Advertising industry & careers • Supply chain management • Distribution logistics • Internet • Self-regulation • Careers • Advertising workplace • Leadership, career development, & team building • Risk management	<a href="#">Advertising</a>
<b>Agribusiness</b>	Economics • Finance and accounting • Health, safety and environmental management • Management analysis and decision making • Marketing • Terminology and trends	<a href="#">Agribusiness</a>
<b>Business Calculations</b>	Consumer credit • Mark-up and discounts • Data analysis and reporting • Payroll • Interest rates • Investments • Taxes • Bank records • Insurance • Ratios and proportions • Depreciation • Inventory	<a href="#">Business Calculations</a>
<b>Business Communication</b>	Nonverbal and verbal communication • Communication concepts • Report application • Grammar • Reading comprehension • Editing and proofreading • Word definition and usage • Capitalization and punctuation • Spelling • Digital communication	<a href="#">Business Communication</a>
<b>Business Law</b>	Legal systems • Contracts and sales • Business organization • Property laws • Agency and employment laws • Negotiable instruments, insurance secured transactions, bankruptcy • Consumer protection and product/personal liability • Computer law • Domestic and private law	<a href="#">Business Law</a>
<b>Computer Problem Solving</b>	Operating systems • Networks • Personal computer components • Security • Safety and environmental issues • Laptop and portable devices • Printers and scanners	<a href="#">Computer Problem Solving</a>
<b>Economics</b>	Basic economic concepts and principles • Monetary and fiscal policy • Productivity • Macroeconomics • Market structures • Investments and interest rates • Government role • Types of businesses/economic institutions • Business cycles/circular flow • Supply and demand • International trade/global economics	<a href="#">Economics</a>

**LIST OF OBJECTIVE TEST ONLY EVENTS STARTING AT SECTION (CONTINUED)**

Event Name	Competencies	Link to Detailed Competencies and Task Lists
<b>Health Care Administration</b>	Managing office procedures • Medical terminology • Legal and ethical issues • Communication skills • Managing financial functions • Health insurance • Records management • Infection control • Medical history • Technology	<a href="#">Health Care Administration</a>
<b>Insurance &amp; Risk Management</b>	Risk management process • Property and liability insurance • Health, disability and life insurance • Insurance knowledge • Decision making • Careers • Ethics	<a href="#">Insurance &amp; Risk Management</a>
<b>Introduction to Business Communication</b>  <i>Grades 9-10 only</i> <i>** see eligibility</i>	Grammar • Punctuation and capitalization • Oral communication concepts • Reading comprehension • Word definition and usage • Proofreading and editing • Spelling	<a href="#">Introduction to Business Communication</a>
<b>Introduction to Business Concepts</b>  <i>Grades 9-10 only</i> <i>** see eligibility</i>	Money management, banking and investments • Consumerism • Characteristics and organization of business • Economic systems • Rights and responsibilities of employees, managers, owners and government • Career awareness • Global business • Ethics • Insurance	<a href="#">Introduction to Business Concepts</a>
<b>Introduction to Business Procedures</b>  <i>Grades 9-10 only</i> <i>** see eligibility</i>	Human relations • Technology concepts • Business operations • Communication skills • Information processing • Decision making/management • Career development • Database and information management • Ethics and safety • Finance	<a href="#">Introduction to Business Procedures</a>
<b>Introduction to FBLA</b>  <i>Grades 9-10 only</i> <i>** see eligibility</i>	FBLA organization • Bylaws and handbook • National competitive events guidelines • National publications • Creed and national goals	<a href="#">Introduction to FBLA</a>
<b>Introduction to Financial Math</b>  <i>Grades 9-10 only</i> <i>** see eligibility</i>	Basic math concepts • Consumer credit • Data analysis • Probability • Fractions • Percentages • Discounts • Decimals	<a href="#">Introduction to Financial Math</a>
<b>Introduction to Information Technology</b>  <i>Grades 9-10 only</i> <i>** see eligibility</i>	Computer hardware and software • Operating systems • Common program functions • Word processing • Spreadsheets • Presentation software • Networking concepts • Email and electronic communication	<a href="#">Introduction to Information Technology</a>

**LIST OF OBJECTIVE TEST ONLY EVENTS STARTING AT SECTION (CONTINUED)**

Event Name	Competencies	Link to Detailed Competencies and Task Lists
<b>Personal Finance</b>	Credit and debt • Earning a living (income, taxes) • Managing budgets and finance • Saving and investing • Banking and insurance • Financial principles related to personal decision making • Buying goods and services	<a href="#">Personal Finance</a>
<b>Securities &amp; Investments</b>	Investment fundamentals • Personal investing • Retirement and estate planning • Financial services industry • Financial assets and markets • Financial services regulation • Stock market • Mutual funds	<a href="#">Securities &amp; Investments</a>
<b>Supply Chain Management</b>	Channels of distribution • Essential supply chain management concepts • Supply chain topics • Characteristics for successful supply chain managers • Improving supply chain network performance • Production planning, control • Supply chain planning and design • Supply chain process • Product portfolio management • Coordination and decision making for the flow of products, services and information • Supply chain management contemporary issues	<a href="#">Supply Chain Management</a>

## STARTING AT STATE LEADERSHIP CONFERENCE

In each event, a one-hour objective test will be administered at the state and national leadership conferences based on the competencies listed.

- No materials may be brought to the testing site.
- No calculators may be brought into the testing site. Calculators will be provided.
- Electronic devices must be turned off and out of sight.
- Bring a writing instrument.

## STATE

- Each local chapter may have three (3) competitors in each event.
- In addition, all members who do not advance to the final round in any of the following state events listed below can switch to one of these events.
  - *Prejudged events:* Digital Animation, American Enterprise Project, Business Financial Plan, Business Plan, Coding & Programming, Community Service Project, Computer Game & Simulation Programming, Data Analysis, Digital Video Production, E-Business, Electronic Career Portfolio, Graphic Design, Introduction to Business Presentation, Introduction to Social Media Strategy, Local Chapter Annual Business Report, Mobile Application Development, Partnership with Business Project, Public Service Announcement, Publication Design, Social Media Strategies and Website Design

## NATIONAL

- The top four (4) places in state competition in each event will represent California at the National Leadership Conference.
- Middle school members who place in the top four **cannot** compete at the National Leadership Conference, per national guidelines.

## LIST OF OBJECTIVE TEST ONLY EVENTS STARTING AT STATE LEADERSHIP CONFERENCE

Event Name	Competencies	Link to Detailed Competencies and Task Lists
<b>Accounting II</b>	Financial statements • Corporate accounting • Ratios and analysis • Accounts receivable and payable • Budgeting and cash flow • Cost accounting and manufacturing • Purchases and sales • Journalizing • Income tax • Payroll • Inventory • Plant assets and depreciation • Departmentalized accounting • Ethics • Partnerships	<a href="#">Accounting II</a>
<b>Cyber Security</b>	Defend and attack (virus, spam, spyware) • Network security • Disaster recovery • Email security • Intrusion detection • Authentication • Public key • Physical security • Cryptography • Forensics security • Cyber security policy	<a href="#">Cyber Security</a>

**LIST OF OBJECTIVE TEST ONLY EVENTS STARTING AT STATE (CONTINUED)**

Event Name	Competencies	Link to Detailed Competencies and Task Lists
<b>Human Resource Management</b>	Staff • Training and development • Employment compensation and benefits • Performance management • Government relations and issues • Human resource planning • Labor relations and collective bargaining	<a href="#">Human Resource Management</a>
<b>Introduction to Marketing Concepts</b>  <b>NEW</b> <i>Grades 9-10 only</i> <i>** see eligibility</i>	Basic marketing functions • Selling and merchandising • Promotion and advertising media • Marketing, information, research, and planning • Channels of distribution • E-commerce • Economics • Legal, ethical, and social aspects of marketing	Not Yet Available
<b>Introduction to Parliamentary Procedure</b>  <i>Grades 9-10 only</i> <i>** see eligibility</i>	Parliamentary procedure principles • FBLA bylaws	<a href="#">Introduction to Parliamentary Procedure</a>
<b>Journalism</b>	Economics of journalism • Grammar and format • Law and ethics • Business of journalism • History of journalism	<a href="#">Journalism</a>
<b>Networking Infrastructures</b>	General network terminology and concepts • Network operating system concepts • Network security • Equipment for network access • OSI model functionality • Network topologies • Connectivity	<a href="#">Networking Infrastructures</a>
<b>Organizational Leadership</b>	Leadership concepts • Leadership managerial roles • Behavior and motivation • Networking • Communication skills • Leader and follower relations • Team leadership • Self-managed teams • Strategic leadership for managing crises & change • Levels of leadership • Leadership theory • Traits of effective leaders • Personality profile of effective leaders • Leadership attitudes • Ethical leadership • Relationship between power, politics, networking, & negotiation • Coaching • Managing conflict • Team decision making • Organizational politics • Team skills • Charismatic and transformational leadership • Stewardship and servant leadership • Diverse settings	<a href="#">Organizational Leadership</a>
<b>Political Science</b>	Political science terms and concepts • History and role of political science • Civil liberties and civil rights in political science • Forms of government and legislatures • Electoral systems and presidential elections • The powers and elections of Congress • Federal judicial system • Federal bureaucracy • Mass media and politics • Public opinion and culture • Political science law • Public and social policy • Government fiscal policy • Government foreign and defense policies • International relations concepts	<a href="#">Political Science</a>
<b>UX Design</b>	Effective design principles • Ease of navigation and readability • Accommodations for special needs and related laws • Color scheme • Mobile and desktop responsive web design • Copyright, creative commons and fair use • Role of UX design • UX design process • Careers in UX/UI design	<a href="#">UX Design</a>

## STARTING AT STATE LEADERSHIP CONFERENCE (grades 6-8 only)

In each middle school event, a 45-minute objective test will be administered at the state and national leadership conferences based on the competencies listed.

- No materials may be brought to the testing site.
- No calculators may be brought into the testing site. Calculators will be provided.
- Electronic devices must be turned off and out of sight.
- Bring a writing instrument.

### STATE

- There is no maximum number of entries per chapter in each event.
- Events on pages 17-18 are open to grades 6-8 only.

### NATIONAL

- The top two (2) places in state competition in each event will represent California at the National Leadership Conference.

### LIST OF OBJECTIVE TEST ONLY EVENTS STARTING AT STATE (grades 6-8 only)

Event Name	Competencies	Link to Detailed Competencies and Task Lists
<b>Business Etiquette</b>	Proper introductions and direct eye contact • Public speaking • Table manners and dining decorum • Cell phone etiquette • Netiquette • Professionalism • International customs and etiquette • Universal safety practices	<a href="#">Business Etiquette</a>
<b>Career Exploration</b>	Career planning • Career goals • Career pathways • Job searches • Job applications • Cover letters • Interviews • Employability skills • Resumes • Aptitude • Career interests	<a href="#">Career Exploration</a>
<b>Digital Citizenship</b>	Personal security and online privacy • Rights and responsibilities • Digital footprint • Internet searches • Copyrights • Cyber bullying	<a href="#">Digital Citizenship</a>
<b>Exploring Computer Science</b>	Problem solving • Algorithms and programs • Logical reasoning • Basic coding • Manipulating and analyzing data using digital tools • Abstraction • Pattern recognition • Decomposition	<a href="#">Exploring Computer Science</a>
<b>Exploring Economics</b>	Scarcity • Supply and demand • Economic systems • Gross domestic product • International trade • Business cycles • Inflation • Opportunity costs • Goods and services • Needs vs. wants	<a href="#">Exploring Economics</a>
<b>Exploring Technology</b>	Computer literacy • Evolving technologies • Basic concepts in hardware, software, and connectivity • Impacts on society • Website design • File management • Ergonomics • Popup blockers • Networks • Spam filters	<a href="#">Exploring Technology</a>
<b>FBLA Concepts</b>	History of FBLA • Programs • Pledge • Mission • FBLA goals • Middle school competitions • FBLA structure • Dress code • Regions • Publications • Deadlines	<a href="#">FBLA Concepts</a>
<b>Financial Literacy</b>	Discounts and percentages • Savings • Checking accounts • Decision making • Taxes • Investing • Insurance • Financial goals • Budgeting • Credit cards • Return on investment • Consumer awareness • Identify theft	<a href="#">Financial Literacy</a>

**LIST OF OBJECTIVE TEST ONLY EVENTS STARTING AT STATE (CONTINUED, grades 6-8 only)**

Event Name	Competencies	Link to Detailed Competencies and Task Lists
<b>Interpersonal Communication</b>	Verbal and non-verbal communication • Diverse cultures • Teamwork • Collaboration • Personal appearance • Decision making • Values • Positive attitude • Accountability • Time management • Ethics	<a href="#">Interpersonal Communication</a>
<b>Leadership</b>	Personal responsibility • Teamwork • Self-awareness • Communicating effectively • Motivating • Collaboration • Conflict resolution • Problem solving • Empathy • Flexibility • Creativity • Embracing risk • Innovation	<a href="#">Leadership</a>
<b>Learning Strategies</b>	Summarizing • Notetaking • Cooperative learning • Advanced organizers • Inquiry-based learning • Differentiation • Cognitive skills • Active learning • Vocabulary development • Critical thinking	<a href="#">Learning Strategies</a>
<b>Running an Effective Meeting</b>	Developing an agenda • Making motions • Amendments to motions • Basic Robert’s Rules of Order • Committees • Bylaws • Voting • Organization skills • Working in teams • Virtual settings/meetings	<a href="#">Running an Effective Meeting</a>

## PRODUCTION TEST EVENTS (INDIVIDUAL)

Each event consists of two parts: a production test and a one-hour objective test. Competitors are required to complete both parts for award eligibility. These events will be administered at the section, state and national leadership conferences based on the competencies listed.

<b>SECTION</b>	Each local chapter may enter a maximum of three (3) members in each event.
<b>STATE</b>	A maximum of the top five (5) places from section competition will represent their section at the State Leadership Conference. Wild cards cannot be used in these events.
<b>NATIONAL</b>	The top four (4) places in state competition will represent California at the National Leadership Conference. Middle school members who place in the top four cannot compete at the National Leadership Conference, per national guidelines.

### PRODUCTION TEST GUIDELINES

- ❑ **Registration:** The local chapter adviser must register competitors in Blue Panda AND complete the Production Event Request Form by **4:59 p.m. Pacific on December 16, 2022** (section) and **4:59 p.m. Pacific on March 3, 2023** (state). The section and state conference guides will include a link to the form.
- ❑ **Test Proctors:** Production tests must be proctored and a test proctor must be specified on the Production Event Request Form. This person must be a certificated teacher or a school staff member. **This can neither be an adviser nor a parent.** You may have more than one test proctor.
- ❑ **Reference Materials and Calculators:** Competitors in **Computer Applications** and **Word Processing** may use the Format Guide on the production test. No materials are allowed for Database Design & Application or Spreadsheet Applications. Calculators cannot be used on any of the production tests.
- ❑ **Allotted Time:** Time must run continuously and cannot be broken into multiple sessions. Once an event has begun, the clock may only be stopped for repair of technical problems outside the members' control.
- ❑ **Test Submission:** Completed tests must be uploaded electronically for grading by **4:59 p.m. Pacific on January 20, 2023** (section) and **4:59 p.m. Pacific on March 31, 2023** (state).
- ❑ **Academic Integrity:** Per the National Center, documents produced for this event must be prepared by the competitor without help from the adviser or any other person. Also, all tests and any materials printed during the testing session must be destroyed immediately after documents have been uploaded for grading. The online competitor and proctor certification forms must be submitted with the tests. Missing certification forms will result in disqualification.
- ❑ **Standards of Mailability:** Production materials are graded against the standard of zero errors and businesslike format. Per the Format Guide:

The following will result in a penalty of two (2) points per error:

- Omission of a non-essential part of a document (e.g. reference initials, enclosure notation)
- Minor errors in vertical or horizontal placement
- Minor spacing errors
- Inserted or omitted words that do not change the meaning of the sentence

The following errors result in a penalty of five (5) points per error:

- Keying or spelling errors
- Inserted or omitted words that change the meaning of the sentence
- Formatting errors
- Failure to follow directions

## OBJECTIVE TEST GUIDELINES

- No materials may be brought to the testing site.
- No calculators may be brought into the testing site. Calculators will be provided.
- Electronic devices must be turned off and out of sight.
- Bring a writing instrument.

## SCORING (SECTION AND STATE)

- Production Tests:** A panel of judges will review the production tests. All decisions of the judges are final. The production test score will represent 85% of the final score. The production score will be used to break a tie.
- Objective Tests:** The objective test score will represent 15% of the final score.

## LIST OF PRODUCTION TEST EVENTS

Event Name	Production Test Competencies	Objective Test Competencies	Link to Detailed Competencies and Task Lists
<b>Computer Applications</b>	(2 hours) Create, search and query databases • Spreadsheet functions and formulas • Text slide graphics and presentations • Business graphics • Word processing	Basic computer terminology and concepts • Presentation, publishing and multimedia applications • Email, integrated and collaboration applications • Netiquette and legal issues • Spreadsheet and database applications • Security • Formatting, grammar, punctuation, spelling and proofreading	<a href="#">Computer Applications</a>
<b>Database Design &amp; Application</b>	(1 hour) Multiple table database design • Table creation, inserting data into tables • Table SQL statements • Creation of forms/reports	Data definitions/terminologies • Query development • Table relationships • Form development • Reports and forms	<a href="#">Database Design &amp; Application</a>
<b>Spreadsheet Applications</b>	(1 hour) Basic mathematical concepts • Data organization concepts • Creating formulas • Functions • Generate graphs for analysis purposes • Pivot tables • Create macros • Filter and extract data	Formulas • Functions • Graphics, charts, reports • Purpose for spreadsheets • Pivot tables and advanced tools • Macros and templates • Filters and extraction of data • Format and print options	<a href="#">Spreadsheet Applications</a>
<b>Word Processing</b>	(1 hour) Production of all types of business forms • Letters and mail merge • Memos • Tables • Reports (including statistical) • Materials from rough draft and unarranged copy • Email messages	Related application knowledge • Advanced applications • Document formatting rules and standards • Grammar, punctuation, spelling and proofreading • Printing	<a href="#">Word Processing</a>

# OBJECTIVE TEST AND CASE STUDY EVENTS (INDIVIDUAL/TEAM IN MOST EVENTS)

## OBJECTIVE TEST AND CASE STUDY EVENTS STARTING AT SECTION

These events will be administered at the section, state and national leadership conferences based on the competencies listed.

### SECTION

- At the Section Leadership Conference, these events consist only of a one-hour objective test. Tests will be taken collaboratively.
- Number of Competitors per Chapter:** Each local chapter may enter one (1) individual or a team of two (2) or three (3) members in each event.
- Number of Competitors Who Advance to State:** In each event, a maximum of the top six (6) places from the section competition will represent their section at the State Leadership Conference.

### STATE

- At the State Leadership Conference, these events consist of:
  - a one-hour objective test (preliminary round)
  - and an interactive case study (final round) for the top-8 individuals/teams in each event.
- Tests will be taken collaboratively. (**Note:** At the National Leadership Conference, tests will be taken individually and the score used to establish finalists will be determined by calculating the average of all team members' scores.)
- Competitors are required to complete both parts for award eligibility.
- Wild cards cannot be used in these events.

### NATIONAL

- The top four (4) places in state competition** in each event will represent California at the National Leadership Conference.
- Middle school members who place in the top four **cannot** compete at the National Leadership Conference, per national guidelines.

### OBJECTIVE TEST GUIDELINES

- No materials may be brought to the testing site.
- No calculators may be brought into the testing site. Calculators will be provided.
- Electronic devices must be turned off and out of sight.
- Bring a writing instrument.

## ROLE PLAY GUIDELINES

- Twenty (20) minutes before the presentation, the competitor(s) will be taken to the preparation room to receive the case.
- Two 4" x 6" note cards will be provided to each competitor and may be used during event preparation and the role play. Information may be written on both sides of the note cards. Note cards will be collected following the role play.
- No electronic devices or additional reference materials are allowed.
- Individuals/teams should introduce themselves, describe the situation, make their recommendations and summarize their cases during the role play.
- If participating as a team, all team members are expected to actively participate in the role play.
- All questions raised in the case must be addressed during the role play.
- Competitors must stop immediately at the "time up" time. There is no penalty for going over the performance time and there is no designated Q&A period.
- Competitors may be disqualified if they violate competitive event guidelines.

## SCORING (STATE)

- Objective Test:** The objective test score will be used to determine the top-8 individuals/teams and to break ties in the final round.
- Role Play:** Only the role play score will be used to determine the final score. A panel of judges will review the role plays. All decisions of the judges are final.
- Five points will be deducted if competitors do not follow the dress code. Competitors may also be disqualified.
- Five points may be deducted for each instance of not following guidelines.

**LIST OF EVENTS STARTING AT SECTION LEADERSHIP CONFERENCE**

Event Name	Prep Time	Performance Time	Warning Time	Time Up	Objective Test Competencies	Case Overview	Link to Detailed Competencies and Task Lists
<b>Business Management</b>	20 mins	7 mins	6 mins	7 mins	<ul style="list-style-type: none"> <li>• Information and communication systems</li> <li>• Human resource management</li> <li>• Financial management</li> <li>• Business operations</li> <li>• Management functions and environment</li> <li>• Business ownership and law</li> <li>• Strategic management</li> <li>• Ethics and social responsibility</li> <li>• Marketing</li> <li>• Economic concepts</li> <li>• Careers</li> </ul>	A problem encountered by managers in the following areas: human resource management, financial management, marketing management or information systems management. Competitors will assume the role of management and present a solution to the case study.	<a href="#">Business Management</a>
<b>Entrepreneurship</b>	20 mins	7 mins	6 mins	7 mins	<ul style="list-style-type: none"> <li>• Business plan</li> <li>• Community/ business relations</li> <li>• Legal issues</li> <li>• Initial capital and credit</li> <li>• Personnel management</li> <li>• Financial management</li> <li>• Marketing management</li> <li>• Taxes</li> <li>• Government regulations</li> </ul>	A decision-making problem encountered by entrepreneurs in one or more of the following areas: business planning, human relations, financial management or marketing.	<a href="#">Entrepreneurship</a>

**LIST OF EVENTS STARTING AT SECTION LEADERSHIP CONFERENCE (CONTINUED)**

Event Name	Prep Time	Performance Time	Warning Time	Time Up	Objective Test Competencies	Case Overview	Link to Detailed Competencies and Task Lists
<b>Hospitality &amp; Event Management</b>	20 mins	7 mins	6 mins	7 mins	<ul style="list-style-type: none"> <li>• Manage the strategic plan for a meeting or event</li> <li>• Hospitality marketing concepts</li> <li>• Types of hospitality markets and customers</li> <li>• Hospitality operation and management functions</li> <li>• Customer service in the hospitality industry</li> <li>• Human resource management in the hospitality industry</li> <li>• Hotel sales process</li> <li>• Project management</li> <li>• Develop financial resources</li> <li>• Meeting design and layout</li> <li>• Event site selection and management</li> <li>• Marketing the event</li> <li>• Communication and professionalism</li> <li>• Legal issues, financial management and budgeting for the hospitality industry</li> <li>• Current hospitality industry trends</li> <li>• Environmental, ethical and global issues for the hospitality industry</li> <li>• Manage the event</li> <li>• Develop financial</li> </ul>	A scenario in the hospitality management and event planning industry.	<a href="#">Hospitality &amp; Event Management</a>

					<p>resources</p> <ul style="list-style-type: none"> <li>• Manage the event budget</li> <li>• Human resources</li> <li>• Train and manage staff and volunteers</li> <li>• Design the program</li> <li>• Manage stakeholder relationships</li> <li>• Engage speakers and performers</li> <li>• Food and beverage sales</li> <li>• Managing movement of attendees</li> </ul>		
<b>International Business</b>	20 mins	7 mins	6 mins	7 mins	<ul style="list-style-type: none"> <li>• Basic international concepts</li> <li>• Ownership and management</li> <li>• Marketing</li> <li>• Finance</li> <li>• Communication (including culture and language)</li> <li>• Treaties and trade agreements</li> <li>• Legal issues</li> <li>• Human resource management</li> <li>• Ethics</li> <li>• Taxes and government regulations</li> <li>• Currency exchange</li> <li>• International travel</li> <li>• Career development</li> </ul>	A problem encountered in the international/global arena.	<a href="#">International Business</a>

**LIST OF EVENTS STARTING AT SECTION LEADERSHIP CONFERENCE (CONTINUED)**

Event Name	Prep Time	Performance Time	Warning Time	Time Up	Objective Test Competencies	Case Overview	Link to Detailed Competencies and Task Lists
<p><b>Introduction to Event Planning</b></p> <p><i>Grades 9-10 only</i> <i>** see eligibility</i></p>	20 mins	7 mins	6 mins	7 mins	<ul style="list-style-type: none"> <li>• Event management customer service skills</li> <li>• Management skills for successful event planners</li> <li>• Event staffing</li> <li>• Legal aspects of event planning</li> <li>• Convention management</li> <li>• Designing and executing an event</li> <li>• Crowd control at an event</li> <li>• Pricing for events</li> <li>• Event planning careers</li> <li>• Supply chain management for an event</li> </ul>	A scenario in the event planning industry.	<a href="#">Introduction to Event Planning</a>
<p><b>Marketing</b></p>	20 mins	7 mins	6 mins	7 mins	<ul style="list-style-type: none"> <li>• Basic marketing functions</li> <li>• Economics</li> <li>• Selling and merchandising</li> <li>• Channels of distribution</li> <li>• Marketing, information research and planning</li> <li>• Promotion and advertising media</li> <li>• Marketing information, research and planning</li> <li>• E-commerce</li> <li>• Legal, ethical and social marketing aspects</li> </ul>	A marketing problem is proposed, and a solution is discussed.	<a href="#">Marketing</a>

**LIST OF EVENTS STARTING AT SECTION LEADERSHIP CONFERENCE (CONTINUED)**

Event Name	Prep Time	Performance Time	Warning Time	Time Up	Objective Test Competencies	Case Overview	Link to Detailed Competencies and Task Lists
<b>Sports &amp; Entertainment Management</b>	20 mins	7 mins	6 mins	7 mins	<ul style="list-style-type: none"> <li>• Sports and entertainment marketing/ strategic marketing</li> <li>• Facility and event management</li> <li>• Promotion, advertising and sponsorship</li> <li>• Planning, distribution, marketing, pricing and selling of events</li> <li>• Basic functions of management</li> <li>• Human resource management (labor relations)</li> <li>• Management strategies and strategic planning tools</li> <li>• Financing and economic input</li> <li>• Sports law</li> <li>• Marketing/ management information technology and research</li> <li>• Leadership and managing groups and teams</li> <li>• Communication in sports and entertainment (media)</li> <li>• Ethics</li> <li>• Licensing</li> <li>• Sports governance</li> <li>• Careers</li> </ul>	A problem outlining the understanding and awareness of sports and entertainment issues within today's society.	<a href="#">Sports &amp; Entertainment Management</a>

## PARLIAMENTARY PROCEDURE, STARTING AT SECTION LEADERSHIP CONFERENCE

Parliamentary Procedure will be administered at the section, state and national leadership conferences based on the competencies listed.

### SECTION

- At the Section Leadership Conference, Parliamentary Procedure consists only of a one-hour objective test. Tests will be taken individually, and final scores will be determined by calculating the average of all team members' scores.
- Number of Competitors per Chapter:** Each local chapter may enter one team of four (4) or five (5) members.
- Number of Competitors Who Advance to State:** A maximum of the top three (3) places from the section competition will represent their section at the State Leadership Conference.

### STATE

- At the State Leadership Conference, Parliamentary Procedure consists of:
  - a one-hour objective test (preliminary round)
  - and an interactive case study (final round) for the top-8 individuals/teams in each event.
- Tests will be taken individually and the score used to establish finalists will be determined by calculating the average of all team members' scores.
- Competitors are required to complete both parts for award eligibility.
- Wild cards cannot be used in these events.

### NATIONAL

- The top four (4) places in state competition** will represent California at the National Leadership Conference.
- Middle school members who place in the top four **cannot** compete at the National Leadership Conference, per national guidelines.

### OBJECTIVE TEST GUIDELINES

- Questions for the parliamentary procedure principles section of the exam will be drawn from the National Association of Parliamentarian's official test bank.
- No materials may be brought to the testing site.
- No calculators may be brought into the testing site. Calculators will be provided.
- Electronic devices must be turned off and out of sight.
- Bring a writing instrument.

## ROLE PLAY GUIDELINES

- Twenty (20) minutes before the presentation, the competitor(s) will be taken to the preparation room to receive the problem. **Note: Competitors will not receive note cards, but they will be able to bring a copy of the problem into the performance.**
- Parliamentary procedure reference materials may be used during the preparation period but not during the performance itself. The following items may be taken into the prep and performance room: a copy of the problem for each team member, the treasurer’s report and a copy of the minutes from a preceding meeting.
- Performances must include presentation of procedures that are used in a complete regular meeting of the chapter from the time the meeting is called to order until it is adjourned. Items designated in the case must be included in the appropriate order of business, but other items also should be taken up during the meeting. The secretary will take notes, but notes will not be transcribed into minutes.
- The problem may or may not include class of motions, but all five classes of motions—main, subsidiary, privileged, incidental and motions that bring a question again before the assembly—must be demonstrated during the performance.
- No reference materials, visual aids or electronic devices may be brought to or used during the performance.
- Competitors may be disqualified if they violate competitive event guidelines.

## SCORING (STATE)

- Objective Test:** The average of all team members’ objective test scores will be used to determine the top-5 teams and to break ties in the final round.
- Role Play:** Only the role play score will be used to determine the final score. A panel of judges will review the role plays. All decisions of the judges are final.
- Five points will be deducted if competitors do not follow the dress code. Competitors may also be disqualified.
- Five points may be deducted for each instance of not following guidelines.
- Deduction of one point for each full 30 seconds under 9 or over 11 minutes.

Event Name	Prep Time	Performance Time	Warning Time	Time Up	Objective Test Competencies	Case Overview	Link to Detailed Competencies and Task Lists
Parliamentary Procedure	20 mins	9-11 mins	8 mins	11 mins	<ul style="list-style-type: none"> <li>• Parliamentary procedure principles</li> <li>• FBLA Bylaws</li> </ul>	The role play scenario will be given to simulate a regular chapter meeting. The examination and performance criteria for this event will be based on <i>Robert’s Rules of Order, Newly Revised, 12th edition.</i>	<a href="#">Parliamentary Procedure</a>

## OBJECTIVE TEST AND ROLE PLAY EVENTS STARTING AT STATE

These events will be administered at the state and national leadership conferences based on the competencies listed.

### STATE

- Number of Competitors per Chapter:** Each local chapter may enter one (1) individual or a team of two (2) or three (3) members in each event. **(Exception: Client Service and Help Desk are individual events. Each local chapter may enter one (1) individual in Client Service and one (1) individual in Help Desk.)**
- At the State Leadership Conference, these events consist of:
  - a one-hour objective test (preliminary round)
  - and an interactive role play (final round) for the top-8 individuals/teams in each event.
- Tests will be taken collaboratively. **(Note:** At the National Leadership Conference, tests will be taken individually and the score used to establish finalists will be determined by calculating the average of all team members' scores.)
- Competitors are required to complete both parts for award eligibility.

### NATIONAL

- The top four (4) places in state competition** in each event will represent California at the National Leadership Conference.
- Middle school members who place in the top four **cannot** compete at the National Leadership Conference, per national guidelines.

### OBJECTIVE TEST GUIDELINES

- No materials may be brought to the testing site.
- No calculators may be brought into the testing site. Calculators will be provided.
- Electronic devices must be turned off and out of sight.
- Bring a writing instrument.

### ROLE PLAY GUIDELINES

- Ten (10) or twenty (20) minutes before the presentation, the competitor(s) will be taken to the preparation room to receive the case. Check the prep time column in the table.
- Two 4" x 6" note cards will be provided to each competitor and may be used during event preparation and the role play. Information may be written on both sides of the note cards. Note cards will be collected following the role play.
- No electronic devices or additional reference materials are allowed.
- Individuals/teams should introduce themselves, describe the situation, make their recommendations and summarize their cases during the role play.
- If participating as a team, all team members are expected to actively participate in the role play.
- All questions raised in the case must be addressed during the role play.
- Competitors must stop immediately at the "time up" time. There is no penalty for going over the performance time and there is no designated Q&A period.
- Turn off all electronic devices.
- Flip charts will be provided for Management Information Systems and Network Design.
- Competitors may be disqualified if they violate competitive event guidelines.

## SCORING (STATE)

- Objective Test:** The objective test score will be used to determine the top-8 individuals/teams and to break ties in the final round.
- Role Play:** Only the role play score will be used to determine the final score for each event. A panel of judges will review the role plays. All decisions of the judges are final.
- Five points will be deducted if competitors do not follow the dress code. Competitors may also be disqualified.
- Five points may be deducted for each instance of not following guidelines.

## LIST OF EVENTS STARTING AT STATE LEADERSHIP CONFERENCE

Event Name	Prep Time	Performance Time	Warning Time	Time Up	Objective Test Competencies	Case Overview	Link to Detailed Competencies and Task Lists
<b>Banking &amp; Financial Systems</b>	20 mins	7 mins	6 mins	7 mins	<ul style="list-style-type: none"> <li>• Concepts and practices</li> <li>• Basic terminology</li> <li>• Government regulation of financial services</li> <li>• Impact of technology on financial services</li> <li>• Types/ differences of various institutions</li> <li>• Ethics</li> <li>• Careers in financial services</li> <li>• Taxation</li> </ul>	A problem or scenario encountered in the banking or financial business community.	<a href="#">Banking &amp; Financial Systems</a>
<b>Client Service</b> <i>** individuals only</i>	10 mins	5 mins	4 mins	5 mins	Not Available	This role play event requires the competitor to provide customer service to a client (judges).	Not Available

**LIST OF EVENTS STARTING AT STATE LEADERSHIP CONFERENCE (CONTINUED)**

Event Name	Prep Time	Performance Time	Warning Time	Time Up	Objective Test Competencies	Case Overview	Link to Detailed Competencies and Task Lists
<b>Help Desk</b>  <i>** individuals only</i>	10 mins	5 mins	4 mins	5 mins	<ul style="list-style-type: none"> <li>• Support center infrastructure and procedures</li> <li>• Customer management</li> <li>• Help desk operations and procedures</li> <li>• Communication</li> <li>• Professional career and leadership skills</li> </ul>	An interactive role-play scenario will be given based on customer service in the technical field.	<a href="#">Help Desk</a>
<b>Management Information Systems</b>	20 mins	7 mins	6 mins	7 mins	<ul style="list-style-type: none"> <li>• Systems analysis and design</li> <li>• Database management and modeling concepts</li> <li>• Object-oriented analysis and design</li> <li>• User interfaces</li> <li>• System controls</li> <li>• Defining system and business requirements</li> </ul>	A decision-making problem outlining a small business' environment and needs. Competitors will analyze the situation and recommend an information system solution to address the issues raised.	<a href="#">Management Information Systems</a>
<b>Network Design</b>	20 mins	7 mins	6 mins	7 mins	<ul style="list-style-type: none"> <li>• Network installation—planning and configuration</li> <li>• Problem solving and troubleshooting</li> <li>• Network administrator functions</li> <li>• Configuration of Internet resources</li> <li>• Backup and disaster recovery</li> <li>• Configuration of network resources and services</li> </ul>	An analysis of a computing environment situation and recommendation for a network solution that addresses the issues provided.	<a href="#">Network Design</a>

# INTERVIEW EVENTS (INDIVIDUAL)

## FUTURE BUSINESS LEADER

Future Business Leader will be administered at the section, state and national leadership conferences.

### SECTION

- At the Section Leadership Conference, Future Business Leader consists of a prejudged materials submission, a 10-minute interview for the top-10 individuals (based on the prejudged materials score) and a one-hour objective test.
- Number of Competitors per Chapter:** Each local chapter may enter two (2) members.
- Number of Competitors Who Advance to State:** A maximum of the top six (6) places from the section competition will represent their section at the State Leadership Conference.

### STATE

- At the State Leadership Conference, Future Business Leader consists of a prejudged materials submission, a one-hour objective test and a 10-minute interview for the top-10 individuals (based on the objective test score).
- Wild cards cannot be used in these events.

### NATIONAL

- The top four (4) places in state competition** will represent California at the National Leadership Conference.
- Middle school members who place in the top four **cannot** compete at the National Leadership Conference, per national guidelines.

### MATERIALS GUIDELINES

- Deadline:** Advisers must submit competitors' cover letters and résumés in Blue Panda by **4:59 p.m. Pacific on January 20, 2023 (section)** and **4:59 p.m. Pacific on March 31, 2023 (state)**.
- Competitors need to submit a cover letter & résumé for section and state competition. These should be PDFs labeled as **CA\_SchoolName\_LastName\_FirstName\_CoverLetter.pdf** and **CA\_SchoolName\_LastName\_FirstName\_Resume.pdf**
- Competitors also need to submit a PDF copy of the [statement of assurance](#).
- Cover Letter:** Not to exceed one page, the letter should state reasons for deserving the honor of this award. Address letter to: Mr. Alexander T. Graham, President and CEO, Future Business Leaders of America, 1912 Association Drive, Reston, VA 20191
- Résumé:** Not to exceed two pages, should list your FBLA activities and involvement. Photographs are not allowed.

## OBJECTIVE TEST GUIDELINES

- Competencies:** FBLA organization, bylaws and handbook; national competitive event guidelines; national publications; creed and national goals; business knowledge, i.e., accounting, banking, law, etc.
  - Link to Detailed Competencies and Task Lists: [Future Business Leader](#)
- No materials may be brought to the testing site.
- No calculators may be brought into the testing site. Calculators will be provided.
- Electronic devices must be turned off and out of sight.
- Bring a writing instrument.

## INTERVIEW GUIDELINES

- Competitors must bring three copies of their cover letter and résumé in one folder to the conference.**
- Label folders with the event title, competitor's name, state, and school. Include the competitor's name on all pages submitted.
- Interviews are not open to conference attendees.
- Competitors may be disqualified if they violate competitive event guidelines.
- Five points will be deducted if competitors do not follow the dress code. Competitors may also be disqualified.
- Five points may be deducted for each instance of not following guidelines.

## SCORING (SECTION AND STATE)

- Prejudged Materials:** A panel of judges will review prejudged materials using the prejudged materials rating sheet. All decisions of the judges are final.
- Interview:** A panel of judges will score interviews using the interview rating sheet. All decisions of the judges are final.
- Final Score:** Final scores will be out of 250 points: 50 points for prejudged materials + 100 points for the interview + 100 points for the objective test. Objective test scores will be used to break ties.

## JOB INTERVIEW

Job Interview will be administered at the section, state and national leadership conferences.

### SECTION

- At the Section Leadership Conference, Job Interview consists of a prejudged materials submission and a 10-minute interview for the top-10 individuals (based on the prejudged materials score).
- Number of Competitors per Chapter:** Each local chapter may enter two (2) members.
- Number of Competitors Who Advance to State:** A maximum of the top two (2) places from the section competition will represent their section at the State Leadership Conference.

### STATE

- At the State Leadership Conference, Job Interview consists of a prejudged materials submission and a 10-minute interview.
- Wild cards cannot be used in these events.

### NATIONAL

- The top four (4) places in state competition** will represent California at the National Leadership Conference.
- Middle school members who place in the top four **cannot** compete at the National Leadership Conference, per national guidelines.

### MATERIALS GUIDELINES

- Deadline:** Advisers must submit competitors' cover letters and résumés in Blue Panda by **4:59 p.m. Pacific on January 20, 2023 (section)** and **4:59 p.m. Pacific on March 31, 2023 (state)**.
- Competitors need to submit a cover letter & résumé for section and state competition. These should be PDFs labeled as **CA\_SchoolName\_LastName\_FirstName\_CoverLetter.pdf** and **CA\_SchoolName\_LastName\_FirstName\_Resume.pdf**
- Competitors also need to submit a PDF copy of the [statement of assurance](#).
- Cover Letter:** Not to exceed one page, each competitor must apply for a business or business-related job at Merit Corporation (a fictitious company) in Washington, D.C. The job must be one for which the competitor is now qualified or will be qualified for at the completion of the current school year. It may be a part-time, internship or full-time job. Address cover letter to: Dr. Terry E. Johnson, Director of Human Resources, Merit Corporation, 1640 Franklin Place, Washington, DC 20041.
  - Company benefits include paid holidays and vacation, sick leave, a retirement plan and health insurance. Salary will be commensurate with experience and education. Merit Corporation is an equal opportunity employer.
- Résumé:** Not to exceed two pages, should highlight your work/volunteer experience. Photographs are not allowed.

## INTERVIEW GUIDELINES

- Competitors must bring three copies of their cover letter and résumé in one folder to the conference.**
- Label folders with the event title, competitor's name, state, and school. Include the competitor's name on all pages submitted.
- Interviews are not open to conference attendees.
- Competitors may be disqualified if they violate competitive event guidelines.
- Five points will be deducted if competitors do not follow the dress code. Competitors may also be disqualified.
- Five points may be deducted for each instance of not following guidelines.

## SCORING (SECTION AND STATE)

- Prejudged Materials**: A panel of judges will review prejudged materials using the prejudged materials rating sheet. All decisions of the judges are final.
- Interview**: A panel of judges will score interviews using the interview rating sheet. All decisions of the judges are final.
- Final Score**: Final scores will be out of 150 points: 50 points for prejudged materials + 100 points for the interview.

## SPEECH EVENTS (INDIVIDUAL)

### CREED (grades 6-10 only, \*\* see eligibility)

Creed consists of reciting the FBLA Creed and will be administered at the section and state leadership conferences. **There is no national competition for Creed.**

#### SECTION

- Number of Competitors per Chapter:** Each local chapter may enter one (1) member.
- Number of Competitors Who Advance to State:** The first place winner from section competition will represent their section at the State Leadership Conference.

#### STATE

- Wild cards cannot be used in these events.
- The first-place winner at the State Leadership Conference will be notified prior to reciting the FBLA Creed at the Awards of Excellence Program.

#### PERFORMANCE GUIDELINES

- The FBLA Creed must be memorized using spoken English only and presented verbatim.
- No reference materials, visual aids or electronic devices may be brought to or used during the performance.
- This event is not open to conference attendees for observation.
- Members may not view other competitors' performances in their event.
- Competitors may be disqualified if they violate competitive event guidelines.
- Five points may be deducted for each instance of not following guidelines.

#### SCORING (SECTION AND STATE)

- A panel of judges will score the performances using the rating sheet. All decisions of the judges are final.

#### FBLA CREED

- I believe education is the right of every person.
- I believe the future depends on mutual understanding and cooperation among business, industry, labor, religious, family and educational institutions, as well as people around the world. I agree to do my utmost to bring about understanding and cooperation among all of these groups.
- I believe every person should prepare for a useful occupation and carry on that occupation in a manner that brings the greatest good to the greatest number.
- I believe every person should actively work toward improving social, political, community and family life.
- I believe every person has the right to earn a living at a useful occupation.
- I believe every person should take responsibility for carrying out assigned tasks in a manner that brings credit to self, associates, school and community.
- I believe I have the responsibility to work efficiently and to think clearly. I promise to use my abilities to make the world a better place for everyone.

## FBLA MISSION & PLEDGE (grades 6-8 only, \*\* see eligibility)

FBLA Mission & Pledge will be administered at the state and national leadership conferences.

### STATE

- Number of Competitors Per Chapter:** Each local chapter may enter one (1) member.

### NATIONAL

- The top two (2) places in state competition** will represent California at the National Leadership Conference.

### PERFORMANCE GUIDELINES

- Members will recite the FBLA mission from memory and reflect on the meaning of the mission.
- Members will then recite the FBLA pledge from memory and reflect on the meaning of the pledge.
- Judges can ask up to two questions after each reflection is completed.
- Competitors are permitted to bring prepared notes of any type to be used during the reflection portion of the mission and pledge.
- No books, other bound materials, reference materials, visual aids or electronic devices may be brought to or used during the performance.
- Presentation of the entry must be conducted by competitors who authored the event.
- This event is not open to conference attendees for observation.
- Members may not view other competitors' performances in their event.
- Competitors may be disqualified if they violate competitive event guidelines.
- Five points may be deducted for each instance of not following guidelines.

### SCORING (SECTION AND STATE)

- A panel of judges will score the performances using the rating sheet. All decisions of the judges are final.

### FBLA MISSION

FBLA inspires and prepares students to become community-minded business leaders in a global society through relevant career preparation and leadership experiences.

### FBLA PLEDGE

I solemnly promise to uphold the aims and responsibilities of Future Business Leaders of America and, as an active member, I shall strive to develop the qualities necessary in becoming a responsible business leader.

Event Name	Prep Time	Performance Time	Warning Time	Time Up	Q&A
FBLA Mission & Pledge	N/A	5 mins	4 mins	5 mins	3 mins

## IMPROMPTU SPEAKING

Impromptu Speaking consists of a 4-minute speech and will be administered at the section, state and national leadership conferences.

### SECTION

- Number of Competitors per Chapter:** Each local chapter may enter one (1) member.
- Number of Competitors Who Advance to State:** A maximum of the top two (2) places from the section competition will represent their section at the State Leadership Conference.

### STATE

- Wild cards cannot be used in these events.

### NATIONAL

- The top four (4) places in state competition** will represent California at the National Leadership Conference.
- Middle school members who place in the top four **cannot** compete at the National Leadership Conference, per national guidelines.

### PERFORMANCE GUIDELINES

- The 4-minute speech must be of a business nature, and the topic may be related to FBLA-PBL goals or business-related topics.
- Ten (10) minutes before the speech, the competitor will be taken to the preparation room to receive the speech topic.
- Two (2) 4" x 6" note cards will be provided to each competitor and may be used during event preparation and performance. Information may be written on both sides of the note cards. The cards will be collected following the presentation.
- No other reference materials (such as visual aids) or electronic devices may be brought to or used during the event preparation or presentation.
- Members may not view other competitors' performances in their event.
- Competitors may be disqualified if they violate competitive event guidelines.
- Five points will be deducted if competitors do not follow the dress code. Competitors may also be disqualified.
- Five points may be deducted for each instance of not following guidelines.

### SCORING (SECTION AND STATE)

- A panel of judges will score the performances using the rating sheet. All decisions of the judges are final.

Event Name	Prep Time	Performance Time	Warning Time	Time Up
Impromptu Speaking	10 mins	4 mins	3 mins	4 mins

## INTRODUCTION TO PUBLIC SPEAKING (grades 9-10 only, \*\* see eligibility)

Introduction to Public Speaking consists of a 4-minute speech and will be administered at the section, state and national leadership conferences.

### SECTION

- Number of Competitors per Chapter:** Each local chapter may enter one (1) member.
- Number of Competitors Who Advance to State:** A maximum of the top two (2) places from the section competition will represent their section at the State Leadership Conference.

### STATE

- Wild cards cannot be used in these events.

### NATIONAL

- The top four (4) places in state competition** will represent California at the National Leadership Conference.
- Middle school members who place in the top four **cannot** compete at the National Leadership Conference, per national guidelines.

### PERFORMANCE GUIDELINES

- The speech must be developed around the topic: **“My biggest concern for the future is...”**
- When delivering the speech, competitors may use notes prepared before the event.
- Competitors must prepare speeches. Advisers and others are not permitted to help.
- No other reference materials (such as visual aids) or electronic devices may be brought to or used during the event preparation or presentation.
- Members may not view other competitors’ performances in their event.
- Competitors may be disqualified if they violate competitive event guidelines.
- Five points will be deducted if competitors do not follow the dress code. Competitors may also be disqualified.
- Five points may be deducted for each instance of not following guidelines.

### SCORING (SECTION AND STATE)

- A panel of judges will score the performances using the rating sheet. All decisions of the judges are final.

Event Name	Prep Time	Performance Time	Warning Time	Time Up
Introduction to Public Speaking	N/A	4 mins	3 mins	4 mins

## PUBLIC SPEAKING

Public Speaking consists of a 5-minute speech and will be administered at the section, state and national leadership conferences.

### SECTION

- Number of Competitors per Chapter:** Each local chapter may enter one (1) member.
- Number of Competitors Who Advance to State:** A maximum of the top two (2) places from the section competition will represent their section at the State Leadership Conference.

### STATE

- Wild cards cannot be used in these events.

### NATIONAL

- The top four (4) places in state competition** will represent California at the National Leadership Conference.
- Middle school members who place in the top four **cannot** compete at the National Leadership Conference, per national guidelines.

### PERFORMANCE GUIDELINES

- The speech must be developed around the topic: **“How should higher education transform to better serve the needs of students and the workforce?”**
- When delivering the speech, competitors may use notes prepared before the event.
- Competitors must prepare speeches. Advisers and others are not permitted to help.
- No other reference materials (such as visual aids) or electronic devices may be brought to or used during the event preparation or presentation.
- Members may not view other competitors’ performances in their event.
- Competitors may be disqualified if they violate competitive event guidelines.
- Five points will be deducted if competitors do not follow the dress code. Competitors may also be disqualified.
- Five points may be deducted for each instance of not following guidelines.

### SCORING (SECTION AND STATE)

- A panel of judges will score the performances using the rating sheet. All decisions of the judges are final.

Event Name	Prep Time	Performance Time	Warning Time	Time Up
Public Speaking	N/A	5 mins	4 mins	5 mins

# PREJUDGED PROJECT AND PRESENTATION EVENTS (INDIVIDUAL/TEAM IN MOST EVENTS)

## BROADCAST JOURNALISM, START AT SECTION LEADERSHIP CONFERENCE

Broadcast Journalism will be administered at the section, state and national leadership conferences.

### SECTION

- At the Section Leadership Conference, Broadcast Journalism consists of a prejudged video presentation (submitted as a URL).
- Number of Competitors per Chapter:** Each local chapter may enter one (1) individual or a team of two (2) or three (3) members in each event.
- Number of Competitors Who Advance to State:** A maximum of the top two (2) places from the section competition in each event will represent their section at the State Leadership Conference.

### STATE

- At the State Leadership Conference, Broadcast Journalism consists of a live presentation. There is no prejudged component at state.
- Wild cards cannot be used in this event.

### NATIONAL

- The top four (4) places in state competition** in each event will represent California at the National Leadership Conference.
- Middle school members who place in the top four **cannot** compete at the National Leadership Conference, per national guidelines.

### PROJECT GUIDELINES

- Competitors must prepare projects. Advisers and others are not permitted to help.
- Competitors are expected to follow all applicable copyright laws. Refer to the Format Guide for copyright guidelines.
- Any photographs, texts, trademarks or names used must be supported by proper documentation and approvals indicated on the project.

### PREJUDGED VIDEO GUIDELINES (SECTION)

- Deadline:** Advisers must submit prejudged videos for section competition in Blue Panda by **4:59 p.m. Pacific on January 20, 2023.**
- Video submissions should be URLs. Videos should follow the digital submission guidelines established at the 2020 National Leadership Experience. Competitors are responsible for ensuring judges can watch their videos.
- Key digital submission guidelines include:
  - Members must conform to the Dress Code while recording the video.
  - Videos shall be submitted in one take. This means that only one video per competitor/team may be submitted. The submission shall not be edited.
  - Members may utilize projectors/presentations (example: PowerPoints), should they choose to use them.
  - Members would be allowed to share their computer screen. If sharing the screen, members must still be seen in the recording.
- Competitors also need to submit a PDF copy of the [statement of assurance](#).

## LIVE PERFORMANCE GUIDELINES (STATE)

- The competitors who authored the section prejudged video must participate in the state presentation. The individual or team must perform all aspects of the presentation. Other chapter representatives may not provide assistance.
- Prejudged materials, visual aids and samples related to the project may be used during the presentation; however, no items may be left with the judges or audience.
- Finalists may not view other competitors' performances in their event.
- Internet access will not be provided.
- Five minutes will be allowed to set up equipment or presentation items. When five minutes have elapsed, the timer will automatically start the seven-minute performance clock.
- Competitors may be disqualified if they violate competitive event guidelines.
- Five points will be deducted if competitors do not follow the dress code. Competitors may also be disqualified.
- Five points may be deducted for each instance of not following guidelines.

## SCORING (SECTION AND STATE)

- A panel of judges will score the performances using the rating sheet for each event. All decisions of the judges are final.

Event Name	Equipment Setup Time	Performance Time	Warning Time	Time Up	Q&A	Project and Report Guidelines
Broadcast Journalism	5 mins	7 mins	6 mins	7 mins	3 mins	<ul style="list-style-type: none"> <li>• <b>Topic:</b> You or your team members work for a local news station. Write, develop, and deliver a live news report with at least one pre-recorded interview. Cover at least three of the following areas or stories:               <ul style="list-style-type: none"> <li>○ Business (global) - A story or current event impacting the global economy</li> <li>○ Entrepreneurship (local) - A story about a local business (real or fictional) in the area</li> <li>○ Event - A story about the FBLA State or National Leadership Conference</li> <li>○ Education - A report on financial literacy</li> <li>○ Finance - A report on the stock market, interest rates or another current financial event</li> </ul> </li> </ul>

## SALES PRESENTATION, START AT SECTION LEADERSHIP CONFERENCE

Sales Presentation consists of a live interactive presentation and will be administered at the section, state and national leadership conferences.

### SECTION

- Number of Competitors per Chapter:** Each local chapter may enter one (1) individual or a team of two (2) or three (3) members in each event.
- Number of Competitors Who Advance to State:** A maximum of the top two (2) places from the section competition in each event will represent their section at the State Leadership Conference.

### STATE

- Wild cards cannot be used in this event.

### NATIONAL

- The top four (4) places in state competition** in each event will represent California at the National Leadership Conference.
- Middle school members who place in the top four **cannot** compete at the National Leadership Conference, per national guidelines.

### PROJECT GUIDELINES

- Competitors must prepare projects. Advisers and others are not permitted to help.
- Competitors are expected to follow all applicable copyright laws. Refer to the Format Guide for copyright guidelines.
- Any photographs, texts, trademarks or names used must be supported by proper documentation and approvals indicated on the project.

### PERFORMANCE GUIDELINES

- The individual or team must perform all aspects of the presentation. Other chapter representatives may not provide assistance.
- Prejudged materials, visual aids and samples related to the project may be used during the presentation; however, no items may be left with the judges or audience.
- Finalists may not view other competitors' performances in their event.
- Internet access will not be provided.
- Five minutes will be allowed to set up equipment or presentation items. When five minutes have elapsed, the timer will automatically start the seven-minute performance clock.
- Competitors may be disqualified if they violate competitive event guidelines.
- Five points will be deducted if competitors do not follow the dress code. Competitors may also be disqualified.
- Five points may be deducted for each instance of not following guidelines.

## SCORING (SECTION AND STATE)

- A panel of judges will score the performances using the rating sheet for each event. All decisions of the judges are final.

Event Name	Equipment Setup Time	Performance Time	Warning Time	Time Up	Q&A	Project and Report Guidelines
<b>Sales Presentation</b>	5 mins	7 mins	6 mins	7 mins	N/A	<ul style="list-style-type: none"> <li>• The individual/team may sell whichever product or service they choose.</li> <li>• The individual/team shall provide the necessary materials and merchandise for the demonstration along with the product.</li> <li>• Each individual/team's demonstration must be the result of their own efforts. Facts and working data may be secured from any source.</li> <li>• The individual/team may use notes, note cards and props. All materials must be removed at the end of the performance.</li> <li>• This is an interactive event and judges may ask questions throughout the presentation.</li> </ul>

## BUSINESS ETHICS, START AT STATE LEADERSHIP CONFERENCE

Business Ethics will be administered at the state and national leadership conferences.

### STATE

- Number of Competitors per Chapter:** Each local chapter may enter one (1) individual or a team of two (2) or three (3) members.
- At the State Leadership Conference, Business Ethics consists of three parts:
  - a prejudged case study summary,
  - a 45-minute objective test
  - and a live, final presentation for the top-8 individuals/teams.
- Competitors are required to complete all parts for award eligibility.

### NATIONAL

- The top four (4) places in state competition** will represent California at the National Leadership Conference.
- Middle school members who place in the top four **cannot** compete at the National Leadership Conference, per national guidelines.

### CASE STUDY

- Competitors need to research an ethical issue to determine why the issue happened, how it should be resolved and what could have prevented it. The topic/case study relates to the ethics of an art club supervisor possibly purchasing lower- quality supplies for this year’s Craft Fair and can be [found on the national website](#).
- Competitors must research the topic/case, prepare a one-page summary prior to the State Leadership Conference and be prepared to present their findings and solutions at the conference.
- Competitors must interview three local businesspeople as part of their research and explain how the interview findings factored into their recommendations. This information must be addressed in the one-page summary as well as in the presentation to the judges.
- Facts and data must be cited and secured from quality sources (peer review documents, legal documents, etc.).
- Competitors must prepare projects. Advisers and others are not permitted to help.
- Competitors are expected to follow all applicable copyright laws. Refer to the Format Guide for copyright guidelines.
- Competitors are responsible for bringing a copy of their project to show to the judges.
- Any photographs, text, trademarks or names used must be supported by proper documentation and approvals indicated.

### PREJUDGED CASE STUDY SUMMARY GUIDELINES

- Deadline:** Advisers must submit competitors’ prejudged case study summaries in Blue Panda by **4:59 p.m. Pacific on March 17, 2023**.
- Prejudged case study summaries should be PDFs labeled as **CA\_Schoolname\_Lastname\_Firstname\_CaseStudySummary.pdf**
- Competitors also need to submit a PDF copy of the [statement of assurance](#).
- Competitors must prepare reports. Advisers and others are not permitted to write reports.
- Use the Format Guide and follow the guidelines for Academic Reports when preparing the report.
- The identifying information on the first page of the report must include the names of all competitors on the first line, the name of the school and state on the second line and the year (20XX-XX) on the third line.
- The title for the report should be “Business Ethics Case Study Summary.”

## PREJUDGED CASE STUDY SUMMARY GUIDELINES (CONTINUED)

- Use the following side headings to summarize the case:
  - Why the Ethical Issue Happened
  - How the Ethical Issue Should be Resolved
  - What Could Have Prevented the Ethical Issue
- Works cited can be on a separate, second page.

## OBJECTIVE TEST GUIDELINES

- The 45-minute objective test has 50 questions.
- Competencies:** Emotional intelligence; Professional development; Business law; Communication skills
  - Sample test questions are provided in the [Ethical Leadership course guide](#) that can be obtained free of charge from MBA Research's online store.
- Tests will be taken collaboratively. (**Note:** At the National Leadership Conference, tests will be taken individually and the score used to establish finalists will be determined by calculating the average of all team members' scores.)
- No materials may be brought to the testing site.
- No calculators may be brought into the testing site. Calculators will be provided.
- Electronic devices must be turned off and out of sight.
- Bring a writing instrument.

## PERFORMANCE GUIDELINES

- The competitors who authored the prejudged case study summary must participate in the state presentation. The individual or team must perform all aspects of the presentation. Other chapter representatives may not provide assistance.
- Prejudged materials, visual aids and samples related to the project may be used during the presentation; however, no items may be left with the judges or audience.
- Finalists may not view other competitors' performances in their event.
- Internet access will not be provided.
- Five minutes will be allowed to set up equipment or presentation items. When five minutes have elapsed, the timer will automatically start the seven-minute performance clock.
- Competitors may be disqualified if they violate competitive event guidelines.
- Five points will be deducted if competitors do not follow the dress code. Competitors may also be disqualified.
- Five points may be deducted for each instance of not following guidelines.

## SCORING

- Prejudged Case Study Summary:** A panel of judges will score the case study summaries using the prejudged sheet. All decisions of the judges are final.
- Preliminary:** The top-8 individuals/teams advancing to the final presentation will be based on a total out of 100 points: 50 points for prejudged case study summary + 50 points for the average of all team members' objective test scores.
- Presentation:** A panel of judges will score the performances using the presentation sheet. All decisions of the judges are final.
- Final Score:** The final score will be out of 200 points: 50 points for prejudged case study summary + 50 points for the average of all team members' objective test scores + 100 points for presentation.

Event Name	Setup Time	Performance Time	Warning Time	Time Up	Q&A
Business Ethics	5 mins	7 mins	6 mins	7 mins	3 mins

## BUSINESS FINANCIAL PLAN AND BUSINESS PLAN, STARTING AT STATE

Business Financial Plan and Business Plan will be administered at the state and national leadership conferences.

### STATE

- Number of Competitors per Chapter:** Each local chapter may enter one (1) individual or a team of two (2) or three (3) members in each event.
- At the State Leadership Conference, these events consist of two parts: a prejudged report (preliminary round) and a live, final presentation for the top-8 individuals/teams in each event (based on the prejudged score). Competitors are required to complete both parts for award eligibility.

### NATIONAL

- The top four (4) places in state competition** in each event will represent California at the National Leadership Conference.
- Middle school members who place in the top four **cannot** compete at the National Leadership Conference, per national guidelines.

### REPORT GUIDELINES

- Deadline:** Advisers must submit 15-page reports in Blue Panda by **4:59 p.m. Pacific on March 17, 2023.**
- The 15-page reports should be PDFs labeled as **FBLA\_BFP\_CA\_SchoolName.pdf (Business Financial Plan)** or **FBLA\_BP\_CA\_SchoolName.pdf (Business Plan).**
- Competitors also need to submit a PDF copy of the [statement of assurance](#).
- Competitors must prepare reports. Advisers and others are not permitted to write reports.
- The front cover and table of contents are not counted against page limit.
- Reports should include the name of school, state, name of the event, year (20XX–XX) and the names of participants on the cover.
- Reports must include a table of contents and page numbers.
- Divider pages and appendices are optional and must be included in the page count.
- Pages must be numbered and formatted to fit on 8½" x 11" paper.
- Follow the rating sheet sequence when writing the report.
- If information is not available for a criterion, include a statement to that effect in your report.
- Points will be deducted if the written project does not adhere to the guidelines.
- The report scores will be used to break a tie.
- Reports must be original, current and not submitted for a previous state or national leadership conference.

### PERFORMANCE GUIDELINES

- The competitors who authored the prejudged report must participate in the state presentation. The individual or team must perform all aspects of the presentation. Other chapter representatives may not provide assistance.
- Prejudged materials, visual aids and samples related to the project may be used during the presentation; however, no items may be left with the judges or audience.
- Finalists may not view other competitors' performances in their event.
- Internet access will not be provided.
- Five minutes will be allowed to set up equipment or presentation items. When five minutes have elapsed, the timer will automatically start the seven-minute performance clock.
- Competitors may be disqualified if they violate competitive event guidelines.
- Five points will be deducted if competitors do not follow the dress code. Competitors may also be disqualified.
- Five points may be deducted for each instance of not following guidelines.

## SCORING

- Report:** A panel of judges will score the prejudged reports using the report sheet for each event. All decisions of the judges are final.
- Presentation:** A panel of judges will score the performances using the presentation sheet for each event. All decisions of the judges are final.
- Final Score:** The final score will be determined by adding the prejudged report score and the presentation score.

Event Name	Equipment Setup Time	Performance Time	Warning Time	Time Up	Q&A	Project and Report Guidelines
<b>Business Financial Plan</b>	5 mins	7 mins	6 mins	7 mins	3 mins	<ul style="list-style-type: none"> <li>• <b>Topic:</b> Create a business financial plan to start a new food truck business in your community. Determine what type of food truck will benefit your community and the funds needed for the start-up. Include data or research that will help to make informed decisions about future resources and goals. Include the general operating costs of your food truck, start-up costs and a plan of action of where to park your mobile business.</li> </ul>
<b>Business Plan</b>	5 mins	7 mins	6 mins	7 mins	3 mins	<p>An effective business plan should include the following information:</p> <ul style="list-style-type: none"> <li>• <b>Executive Summary</b> provides a brief synopsis of the key points and strengths included in the plan.</li> <li>• <b>Company Description</b> includes basic details of the business, including an overview, location, legal structure and organization.</li> <li>• <b>Industry Analysis</b> provides an analysis of the larger industry in which the business will belong; analyzes key trends and players in the industry; demonstrates an understanding and awareness of external business decisions.</li> <li>• <b>Target Market</b> provides a brief overview of the nature and accessibility of the targeted audience.</li> <li>• <b>Competitive Analysis</b> includes an honest and complete analysis of the business' competition and demonstrates an understanding of the business' relative strengths and weaknesses.</li> <li>• <b>Marketing Plan and Sales Strategy</b> demonstrates how the business' product or service will be marketed and sold; includes both strategic and tactical elements of the marketing and sales approach.</li> <li>• <b>Operations</b> provides an overview of business operations on a day-to-day basis, including production processes, physical facility reviews, use of technology and processes followed to ensure delivery of products or services.</li> <li>• <b>Management and Organization</b> describes the key</li> </ul>

						<p>participants in the new business venture and identifies human resources the business can draw upon as part of the management team, employee pool, consultants, directors or advisers. It also portrays the role each will play in the business' development and discusses compensation and incentives.</p> <ul style="list-style-type: none"> <li>• <b>Long-Term Development</b> gives a clear vision of where the business will be in three (3), five (5) or more years. It offers an honest and complete evaluation of the business' potential for success and failure and identifies priorities for directing future business activities.</li> <li>• <b>Financials</b> indicate the accounting methodology to be used by the business. Discuss any assumptions made in projecting future financial results. Present projections honestly and conservatively.</li> <li>• <b>Appendix</b> includes copies of key supporting documents (e.g., certifications, licenses, tax requirements, codes, letters of intent or advance contract, endorsements, etc.).</li> <li>• <b>Note:</b> Business must not have been in operation more than 12 months.</li> </ul>
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## CHAPTER PROJECTS, START AT STATE LEADERSHIP CONFERENCE

These events will be administered at the state and national leadership conferences.

### STATE

- Number of Competitors per Chapter:** Each local chapter may enter one (1) individual or a team of two (2) or three (3) members in each event.
- At the State Leadership Conference, these events consist of two parts: a prejudged report (preliminary) and a live, final presentation for the top-8 individuals/teams in each event (based on the prejudged score). Competitors are required to complete both parts for award eligibility.

### NATIONAL

- The top four (4) places in state competition** in each event will represent California at the National Leadership Conference.
- Middle school members who place in the top four **cannot** compete at the National Leadership Conference, per national guidelines.

### REPORT GUIDELINES

- Deadline:** Advisers must submit 15-page reports in Blue Panda by **4:59 p.m. Pacific on March 17, 2023.**
- The 15-page reports should be PDFs labeled as
  - **FBLA\_AEP\_CA\_SchoolName.pdf (American Enterprise Project)**
  - **FBLA\_CSP\_CA\_SchoolName.pdf (Community Service Project)**
  - **FBLA\_LCABR\_CA\_SchoolName.pdf (Local Chapter Annual Business Report)** or **FBLA\_PWB\_CA\_SchoolName.pdf (Partnership with Business Project)**
- Competitors also need to submit a PDF copy of the [statement of assurance](#).
- Competitors must prepare reports. Advisers and others are not permitted to write reports.
- The front cover and table of contents are not counted against page limit.
- American Enterprise Project, Community Service Project, Local Chapter Annual Business Report and Partnership with Business Project should include the name of school, state, name of the event and year (20XX–XX) on the cover.
- Reports must include a table of contents and page numbers.
- Divider pages and appendices are optional and must be included in the page count.
- Pages must be numbered and formatted to fit on 8½" x 11" paper.
- Chapter reports start from previous State Leadership Conference to current State Leadership Conference.
- Follow the rating sheet sequence when writing the report.
- If information is not available for a criterion, include a statement to that effect in your report.
- Points will be deducted if the written project does not adhere to the guidelines.
- The report scores will be used to break a tie.
- Reports must be original, current and not submitted for a previous state or national leadership conference.

## PERFORMANCE GUIDELINES

- The competitors who authored the prejudged report must participate in the state presentation. The individual or team must perform all aspects of the presentation. Other chapter representatives may not provide assistance.
- Prejudged materials, visual aids and samples related to the project may be used during the presentation; however, no items may be left with the judges or audience.
- Finalists may not view other competitors' performances in their event.
- Internet access will not be provided.
- Five minutes will be allowed to set up equipment or presentation items. When five minutes have elapsed, the timer will automatically start the seven-minute performance clock.
- Competitors may be disqualified if they violate competitive event guidelines.
- Five points will be deducted if competitors do not follow the dress code. Competitors may also be disqualified.
- Five points may be deducted for each instance of not following guidelines.

## SCORING

- Report:** A panel of judges will score the prejudged reports using the project sheet for each event. All decisions of the judges are final.
- Presentation:** A panel of judges will score the performances using the presentation sheet for each event. All decisions of the judges are final.
- Final Score:** The final score will be determined by adding the prejudged report score and the presentation score.

## LIST OF CHAPTER PROJECTS

Event Name	Equipment Setup Time	Performance Time	Warning Time	Time Up	Q&A	Project and Report Guidelines
<b>American Enterprise Project</b>	5 mins	7 mins	6 mins	7 mins	3 mins	The project must promote an awareness of some facet of the American enterprise system within the school and/or community and be designed for chapter participation. Reports must describe chapter activities conducted between the previous State Leadership Conference and the current State Leadership Conference.
<b>Community Service Project</b>	5 mins	7 mins	6 mins	7 mins	3 mins	Reports must describe one chapter project that serves the community. The project must be in the interest of the community and designed for chapter participation. Include: description of the project • chapter member involvement • degree of impact on the community • evidence of publicity received • project evaluation
<b>Local Chapter Annual Business Report</b>	5 mins	7 mins	6 mins	7 mins	3 mins	Report should include the chapter's program of work. Reports must describe activities of the chapter that were conducted between the start of the previous State Leadership Conference and the current State Leadership Conference.
<b>Partnership with Business Project</b>	5 mins	7 mins	6 mins	7 mins	3 mins	Demonstrate the development and implementation of an innovative, creative and effective partnership plan. Include: description of the partnership goals and planning activities • roles of business leaders and chapter members in developing and implementing the partnership • results, concepts learned and impact of the project • provide degree of involvement (hours spent, personal contact, executives and department heads contacted) • examples of publicity and recognition received as a result of the partnership

## DEMONSTRATION EVENTS, START AT STATE LEADERSHIP CONFERENCE

Demonstration events will be administered at the state and national leadership conferences. The National Center defines a demonstration as “demonstrating the usability and functionality of the project to the judges.”

### STATE

- Number of Competitors per Chapter:** Each local chapter may enter one (1) individual or a team of two (2) or three (3) members in each event.
- At the State Leadership Conference, these events consist of two parts: a 7-minute prejudged video demonstration of the competitors’ project (preliminary round, submitted as a URL) and a live, final demonstration for the top-8 individuals/teams in each event (based on the prejudged score). Competitors are required to complete both parts for award eligibility.

### NATIONAL

- The top four (4) places in state competition** in each event will represent California at the National Leadership Conference.
- Middle school members who place in the top four **cannot** compete at the National Leadership Conference, per national guidelines.

### PROJECT AND PREJUDGED DEMONSTRATION GUIDELINES

- Deadline:** Advisers must submit prejudged demonstration videos in Blue Panda by **4:59 p.m. Pacific on March 17, 2023**.
- Video submissions should be URLs. Videos should follow the digital submission guidelines established at the 2020 National Leadership Experience. In the 7-minute videos, competitors are responsible for demonstrating the usability and functionality of the project. Competitors also need to ensure judges can see their videos.
- Key digital submission guidelines include:
  - Members must conform to the Dress Code while recording the video.
  - Videos shall be submitted in one take. This means that only one video per competitor/team may be submitted. The submission shall not be edited.
  - Members may utilize projectors/presentations (example: PowerPoints), should they choose to use them.
  - Members would be allowed to share their computer screen. If sharing the screen, members must still be seen in the recording.
- Competitors also need to submit a PDF copy of the [statement of assurance](#).
- Competitors must prepare projects and demonstration videos. Advisers and others are not permitted to help.
- Competitors are expected to follow all applicable copyright laws. Refer to the Format Guide for copyright guidelines.
- Any photographs, texts, trademarks or names used must be supported by proper documentation and approvals indicated on the project.
- When applicable, the use of templates must be identified.

## PERFORMANCE GUIDELINES

- The competitors who authored the prejudged video must participate in the state presentation. The individual or team must perform all aspects of the presentation. Other chapter representatives may not provide assistance.
- Competitors are responsible for ensuring the usability and functionality of their project when demonstrating it to the judges.**
- Competitors must show the judges any of the following that are applicable: readme file, source code, documentation of templates/libraries used, documentation of copyrighted material used.**
- Prejudged materials, visual aids and samples related to the project may be used during the presentation; however, no items may be left with the judges or audience.
- Finalists may not view other competitors' performances in their event.
- Internet access will not be provided.
- Five minutes will be allowed to set up equipment or presentation items. When five minutes have elapsed, the timer will automatically start the seven-minute performance clock.
- Competitors may be disqualified if they violate competitive event guidelines.
- Five points will be deducted if competitors do not follow the dress code. Competitors may also be disqualified.
- Five points may be deducted for each instance of not following guidelines.

## SCORING

- Prejudged Demonstration:** A panel of judges will score the prejudged demonstrations using the demonstration sheet for each event. The "delivery skills" portion of the rating sheet will not be used to judge the prejudged submission, so members can focus on their project content. All decisions of the judges are final.
- Live Demonstration:** A panel of judges will score the demonstrations using the demonstration sheet for each event. The full rating sheet will be used in the live, final-round performances. All decisions of the judges are final.
- Final Score:** Only the live demonstration score will be used to determine the final score. The prejudged demonstration score will not be used.

## LIST OF DEMONSTRATION EVENTS

Event Name	Equipment Setup Time	Performance Time	Warning Time	Time Up	Q&A	Project and Demonstration Guidelines
<b>Coding &amp; Programming</b>	5 mins	7 mins	6 mins	7 mins	3 mins	<ul style="list-style-type: none"> <li>• Solution must run standalone with no programming errors.</li> <li>• Data must be free of viruses/malware.</li> <li>• <b>Topic:</b> Develop a program that will help improve student involvement at your school. This original computer program will track student participation and attendance at school events. Once students participate or attend events, they are awarded points. You must have a way to pick a random winner each quarter from each grade level, as well as the student with the top point accumulation. The number of points a person has accumulated will translate to the prize they will win. You will need to have at least three prizes (a school reward, a food reward and a school spirit item).               <ul style="list-style-type: none"> <li>○ Assign a point value for participating in or attending events.</li> <li>○ Must have at least five sporting events and five non-sports school events.</li> <li>○ Track students' names, grades, points.</li> <li>○ Generate a report at the end of the quarter to show points per student in each grade.</li> <li>○ Data must be stored persistently. Storage may be in a relational database, a document-oriented NoSQL database, flat text files, flat JSON or XML files.</li> <li>○ The user interface must be a GUI with a minimum of five different control types including such things as drop-down lists, text fields, checkboxes, date picker or other relevant control types.</li> <li>○ All data entry must be validated with appropriate user notification and error messages including the use of required fields.</li> </ul> </li> </ul>

## LIST OF DEMONSTRATION EVENTS (CONTINUED)

Event Name	Equipment Setup Time	Performance Time	Warning Time	Time Up	Q&A	Project and Demonstration Guidelines
<b>Computer Game &amp; Simulation Programming</b>	5 mins	7 mins	6 mins	7 mins	3 mins	<ul style="list-style-type: none"> <li>• Choose a programming language or game/animation engine to create a standalone executable program that will display creativity, programming skill and convey the message of the topic.</li> <li>• Data must be free of viruses/malware.</li> <li>• Must be graphical in nature, not text based.</li> <li>• Must have an initial title page with the game title, user interface control instructions and active button for Play and Quit.</li> <li>• Must have a quit command programmed to the escape key.</li> <li>• <b>Topic:</b> In 2022, Wordle and similar word games were all the rage across the world. Develop a word game with rules and a theme of your choice.             <ul style="list-style-type: none"> <li>○ The game should be an executable game, either through the Internet or through a local installation (internet access will not be provided at the State Leadership Conference).</li> <li>○ The game should contain a scoreboard.</li> <li>○ The game should contain a leaderboard and celebratory messages.</li> <li>○ The game should have a minimum of three levels.</li> <li>○ The game should have an instructional display.</li> </ul> </li> </ul>

**LIST OF DEMONSTRATION EVENTS (CONTINUED)**

Event Name	Equipment Setup Time	Performance Time	Warning Time	Time Up	Q&A	Project and Demonstration Guidelines
E-Business	5 mins	7 mins	6 mins	7 mins	3 mins	<ul style="list-style-type: none"> <li>• The website must focus on conducting e-commerce.</li> <li>• The website must be shown to the judges during the demonstration.</li> <li>• Websites should be designed to allow for viewing on as many different platforms as possible.</li> <li>• If using a shopping cart, it does not need to be activated.</li> <li>• <b>Topic:</b> Develop and create an E-business site for a local bed and breakfast, hotel or other lodging venue in your community. The business can be real or fictional. The website should include a company identity including a name, logo and brand. The website should have elements of a typical lodging facility including contact information, the ability to make reservations, view different room types, view amenities and local attractions. Ensure that your E- business site includes:               <ul style="list-style-type: none"> <li>○ An e-commerce tool showing prices for different lodging types</li> <li>○ A scheduling tool allowing customers to book lodging</li> <li>○ An API to an online map service showing different local attractions</li> </ul> </li> <li>• The E-Business site does NOT need to be published; however, if you publish the website, you must obtain permissions in accordance with the competitive event guidelines and proper copyright law.</li> </ul>

## LIST OF DEMONSTRATION EVENTS (CONTINUED)

Event Name	Equipment Setup Time	Performance Time	Warning Time	Time Up	Q&A	Project and Demonstration Guidelines
<b>Mobile Application Development</b>	5 mins	7 mins	6 mins	7 mins	3 mins	<ul style="list-style-type: none"> <li>• The following platforms may be used to develop the project: Google’s Android, Apple iOS or Microsoft Windows Phone.</li> <li>• The solution must run standalone with no programming errors.</li> <li>• Applications may deploy from a smartphone, tablet or both, but must be smartphone deployable.</li> <li>• Applications do not need to be available for download from a digital distribution multimedia-content service.</li> <li>• <b>Topic:</b> Create a mobile application for your school to help keep parents and the community up to date. The app needs to include upcoming events, important information such as school calendar and activities schedule, a way for teachers and students to share photos and a way for parents to notify school of student absences. The app must also include one additional item that is recommended by your administration.               <ul style="list-style-type: none"> <li>○ The app must be designed for a phone/tablet.</li> <li>○ The operating system must be mobile based such as Android or iOS.</li> <li>○ The app should state its licensing and terms of use.</li> </ul> </li> </ul>
<b>Website Design</b>	5 mins	7 mins	6 mins	7 mins	3 mins	<ul style="list-style-type: none"> <li>• The website must be shown to the judges during the demonstration.</li> <li>• Websites should be designed to allow for viewing on as many different platforms as possible.</li> <li>• <b>Topic:</b> Develop a website for a local business. This business can be real or fictional, but must serve the members of your community. The website should include the following elements:               <ul style="list-style-type: none"> <li>○ Header with logo</li> <li>○ Favicon</li> <li>○ Call to action button</li> <li>○ Form to subscribe to receive announcements</li> <li>○ Navigation menu</li> <li>○ Footer to include credits to website creators and copyright information</li> </ul> </li> <li>• The website does NOT need to be published; however, if you publish the website, you must obtain permissions in accordance with the competitive event guidelines and proper copyright law.</li> </ul>

## DIGITAL ANIMATION (MODIFIED) AND DIGITAL VIDEO PRODUCTION

Digital Animation and Digital Video Production will be administered at the state and national leadership conferences.

### STATE

- Number of Competitors per Chapter:** Each local chapter may enter one (1) individual or a team of two (2) or three (3) members in each event.
- At the State Leadership Conference, these events consist of two parts: a prejudged video project (preliminary round, submitted as a URL) and a live, final presentation for the top-8 individuals/teams in each event (final round). Competitors are required to complete both parts for award eligibility.

### NATIONAL

- The top four (4) places in state competition** in each event will represent California at the National Leadership Conference.
- Middle school members who place in the top four **cannot** compete at the National Leadership Conference, per national guidelines.

### PROJECT GUIDELINES

- Deadline:** Advisers must submit prejudged videos in Blue Panda by **4:59 p.m. Pacific on March 17, 2023**.
- Video submissions should be URLs. Videos should follow the digital submission guidelines established at the 2020 National Leadership Experience. Competitors are responsible for ensuring judges can watch their videos.
- Competitors also need to submit a PDF copy of the [statement of assurance](#).
- Competitors must prepare projects. Advisers and others are not permitted to help.
- Competitors are expected to follow all applicable copyright laws. Refer to the Format Guide for copyright guidelines.
- Competitors are responsible for ensuring their project can be shown to judges.
- Any photographs, texts, trademarks or names used must be supported by proper documentation and approvals indicated on the project.
- When applicable, the use of templates must be identified.

### PERFORMANCE GUIDELINES

- The competitors who authored the prejudged video must participate in the state presentation. The individual or team must perform all aspects of the presentation. Other chapter representatives may not provide assistance.
- The video should be shown to the judges.**
- Prejudged materials, visual aids and samples related to the project may be used during the presentation; however, no items may be left with the judges or audience.
- Finalists may not view other competitors' performances in their event.
- Internet access will not be provided.
- Five minutes will be allowed to set up equipment or presentation items. When five minutes have elapsed, the timer will automatically start the seven-minute performance clock.
- Competitors may be disqualified if they violate competitive event guidelines.
- Five points will be deducted if competitors do not follow the dress code. Competitors may also be disqualified.
- Five points may be deducted for each instance of not following guidelines.

## SCORING (STATE)

- ❑ **Project:** A panel of judges will score the projects using the project sheet for each event. All decisions of the judges are final.
- ❑ **Presentation:** A panel of judges will score the performances using the presentation sheet for each event. All decisions of the judges are final.
- ❑ **Final Score:** The final score will be determined by adding the project score and the presentation score.

Event Name	Equipment Setup Time	Performance Time	Warning Time	Time Up	Q&A	Project Guidelines	Presentation Guidelines
<b>Digital Animation MODIFIED</b>	5 mins	7 mins	6 mins	7 mins	3 mins	<ul style="list-style-type: none"> <li>• Animated video should be no longer than three minutes.</li> <li>• Animations may be in 2-D or 3-D.</li> <li>• <b>Topic:</b> Create an animated advertisement for a new technology product. Examples include, but are not limited to, a smartphone, laptop, tablet or smartwatch. All content must be original.</li> </ul>	The presentation is designed to be an explanation of equipment used, software used, the development process, an overview of how copyright laws were addressed and challenges experienced during the process.
<b>Digital Video Production</b>	5 mins	7 mins	6 mins	7 mins	3 mins	<ul style="list-style-type: none"> <li>• The production must be original content; competitors may not use previously published video clips in the videos they submit for competition.</li> <li>• The production may use any method to capture or create moving images.</li> <li>• Video may be no longer than two minutes.</li> <li>• <b>Topic:</b> Create a promotional video for an event in your community or school, with teenagers in your community as the target audience. All video content must be original.</li> </ul>	The presentation should include sources used to research the topic; development and design process; use of different video techniques; a list of equipment and software used; and copyright information for pictures, music or other items.

## PREJUDGED PROJECT AND PRESENTATION EVENTS, START AT STATE

The following events will be administered at the state and national leadership conferences.

### STATE

- Number of Competitors per Chapter:** Each local chapter may enter one (1) individual or a team of two (2) or three (3) members in each event. **(Exception: Electronic Career Portfolio is an individual event. Each local chapter may enter one (1) individual in Electronic Career Portfolio.)**
- At the State Leadership Conference, these events consist of two parts: a 7-minute prejudged video presentation of the competitors' project (preliminary round, submitted as a URL) and a live presentation for the top-8 individuals/teams in each event. Competitors are required to complete both parts for award eligibility.
- Only the live presentation score will be used to determine final placements.** The prejudged score will be used to only determine the top-8 finalists.

### NATIONAL

- The top four (4) places in state competition** in each event will represent California at the National Leadership Conference.
- Middle school members who place in the top four **cannot** compete at the National Leadership Conference, per national guidelines.

### PROJECT AND PREJUDGED PRESENTATION GUIDELINES

- Deadline:** Advisers must submit prejudged presentation videos in Blue Panda by **4:59 p.m. Pacific on March 17, 2023.**
- The 7-minute video submissions should be URLs. Videos should follow the digital submission guidelines established at the 2020 National Leadership Experience. Competitors need to ensure judges can see their videos.
- Key digital submission guidelines include:
  - Members must conform to the Dress Code while recording the video.
  - Videos shall be submitted in one take. This means that only one video per competitor/team may be submitted. The submission shall not be edited.
  - Members may utilize projectors/presentations (example: PowerPoints), should they choose to use them.
  - Members would be allowed to share their computer screen. If sharing the screen, members must still be seen in the recording.
- Competitors also need to submit a PDF copy of the [statement of assurance](#).
- Competitors must prepare projects and presentation videos. Advisers and others are not permitted to help.
- Competitors are expected to follow all applicable copyright laws. Refer to the Format Guide for copyright guidelines.
- Competitors are responsible for ensuring the usability and functionality of their project.
- Competitors are responsible for ensuring their project can be shown to judges.
- Any photographs, texts, trademarks or names used must be supported by proper documentation and approvals indicated on the project.

## PERFORMANCE GUIDELINES

- The competitors who authored the prejudged video must participate in the state presentation. The individual or team must perform all aspects of the presentation. Other chapter representatives may not provide assistance.
- Competitors are responsible for bringing a copy of their project to show to the judges.**
- Prejudged materials, visual aids and samples related to the project may be used during the presentation; however, no items may be left with the judges or audience.
- Finalists may not view other competitors' performances in their event.
- Internet access will not be provided.
- Five minutes will be allowed to set up equipment or presentation items. When five minutes have elapsed, the timer will automatically start the seven-minute performance clock.
- Competitors may be disqualified if they violate competitive event guidelines.
- Five points will be deducted if competitors do not follow the dress code. Competitors may also be disqualified.
- Five points may be deducted for each instance of not following guidelines.

## SCORING

- Prejudged Presentation**: A panel of judges will score the prejudged presentation using the presentation sheet for each event. The "delivery skills" portion of the rating sheet will not be used to judge the prejudged submission, so members can focus on their project content. All decisions of the judges are final.
- Live Presentation**: A panel of judges will score the demonstrations using the presentation sheet for each event. The full rating sheet will be used in the live, final-round performances. All decisions of the judges are final.
- Final Score**: Only the live presentation score will be used to determine the final score. The prejudged presentation score will not be used.

**LIST OF PREJUDGED PROJECT AND PRESENTATION EVENTS (CONTINUED)**

Event Name	Equipment Setup Time	Performance Time	Warning Time	Time Up	Q&A	Project and Demonstration Guidelines
Data Analysis	5 mins	7 mins	6 mins	7 mins	3 mins	<ul style="list-style-type: none"> <li>• Competitors must research the topic prior to conference and be prepared to present their findings and solutions.</li> <li>• Facts and data must be cited and secured from quality sources (peer review documents, legal documents, etc.).</li> <li>• <b>Topic:</b> WidgetCo is a new international business selling widgets to customers in China, France, Canada, and the United States. In determining the suitability to conduct business in these countries, WidgetCo executives need an effective data analysis of the datasets that are available. You are working on WidgetCo’s data analysis team. Your team will provide recommendations to the WidgetCo executives about opportunities and challenges that they may encounter now or in the future. Using the datasets given, in addition to your own supplemental research, analyze the data and provide analyses and recommendations about the opportunities and challenges facing the business.</li> <li>• Use the <a href="#">datasets found here</a> to conduct your analysis for each country (China, France, Canada, and the United States): <ul style="list-style-type: none"> <li>○ Population, total</li> <li>○ Poverty headcount ratio at \$1.90 a day (2011 PPP) (% of population)</li> <li>○ Life expectancy at birth, total (years)</li> <li>○ Population growth (annual %)</li> <li>○ Net migration</li> <li>○ Human Capital Index (HCI) (scale 0-1)</li> <li>○ GDP (current US\$)</li> <li>○ GDP per capita (current US\$)</li> <li>○ GDP growth (annual %)</li> <li>○ Unemployment, total (% of total labor force) (modeled ILO estimate)</li> <li>○ Inflation, consumer prices (annual %)</li> <li>○ Personal remittances, received (% of GDP)</li> </ul> </li> <li>• Open-source datasets provided by the <a href="#">World Bank at World Bank Group</a> - International Development, Poverty, &amp; Sustainability.</li> </ul>

**LIST OF PREJUDGED PROJECT AND PRESENTATION EVENTS (CONTINUED)**

Event Name	Equipment Setup Time	Performance Time	Warning Time	Time Up	Q&A	Project and Demonstration Guidelines
<b>Electronic Career Portfolio</b>  <i>** individuals only</i>	5 mins	7 mins	6 mins	7 mins	3 mins	<ul style="list-style-type: none"> <li>• The event is to be specific to the career goals and professional experiences that members have completed; it is not a showcase of FBLA experiences.</li> <li>• All information should reflect the member’s accomplishments and experiences that have occurred.</li> <li>• The portfolio must include: a résumé and a career summary. The career summary should include career choice, description of career, skills and education required and future job outlook (e.g., monetary, advancement).</li> <li>• Sample materials also must be included in the portfolio. These samples must include, but are not limited to, the following:               <ul style="list-style-type: none"> <li>○ <b>Career-Related Education:</b> Describe career-related education that enhances employability. Include a summary of school activities, career research projects, application of business education and/or related occupational skills and their relationship to job.</li> <li>○ <b>Educational Enhancement:</b> Describe educational opportunities that enhance employability. Include career opportunities development planning, summaries of job shadowing, internships, apprenticeships, informational interviews, community service projects and products developed during these experiences.</li> <li>○ <b>Examples of Special Skills:</b> Includes up to five examples of special skills, talents and/or abilities related to job and career goals. These may be in any format but must fit within the dimensions of the portfolio. Audio and/or video recordings may be included in the portfolio.</li> </ul> </li> </ul>

**LIST OF PREJUDGED PROJECT AND PRESENTATION EVENTS (CONTINUED)**

Event Name	Equipment Setup Time	Performance Time	Warning Time	Time Up	Q&A	Project and Demonstration Guidelines
<b>Graphic Design</b>	5 mins	7 mins	6 mins	7 mins	3 mins	<ul style="list-style-type: none"> <li>• Emphasize graphic interpretation of the topic and design.</li> <li>• Do not use any words, diagrams, clip art and/or artwork that are not public domain.</li> <li>• Graphics must be saved in JPEG, GIF or EPS format. Graphics should be computer generated.</li> <li>• <b>Topic:</b> Your organization has been hired as a consultant to design a new brand identity for a new, fictional nonprofit organization. The fictional nonprofit is an organization that supports youth development with afterschool programs and summer camps. Give the non-profit a name. The brand should be modern, bright and vibrant to attract youth. In accordance with your brand guidelines, design a t-shirt, a baseball cap, a toy and two other promotional items of your choice.</li> </ul>
<b>Introduction to Business Presentation</b>  <i>Grades 9-10 only, ** see eligibility</i>	5 mins	7 mins	6 mins	7 mins	3 mins	<ul style="list-style-type: none"> <li>• Use a presentation software program as an aid in delivering a business presentation.</li> <li>• <b>Topic:</b> You are trying to raise money to attend a business leadership training program in New York City. This would be a week-long summer program that will cost \$2,000. You will prepare a presentation that can be used in front of potential sponsors from your community. Be sure to include why you should attend, and the benefit you will receive and bring back to your school.</li> </ul>

**LIST OF PREJUDGED PROJECT AND PRESENTATION EVENTS (CONTINUED)**

Event Name	Equipment Setup Time	Performance Time	Warning Time	Time Up	Q&A	Project and Demonstration Guidelines
<p><b>Introduction to Social Media Strategy</b></p> <p><i>Grades 9-10 only, ** see eligibility</i></p>	5 mins	7 mins	6 mins	7 mins	3 mins	<ul style="list-style-type: none"> <li>• Develop a marketing strategy, utilizing social media, to effectively address a recruitment opportunity and a strategic approach to target audience.</li> <li>• Demonstrate knowledge of social media marketing beyond community management, including but not limited to: developing unique content, effectively utilizing existing content, optimizing content for search and distributing content across as many platforms as possible within a limited budget.</li> <li>• Describe any applicable insight/research methodology as to why you have chosen specific platforms, messaging, content, engagement and outreach strategies.</li> <li>• Overall campaign—images, videos, copywriting, graphic designs (if applicable)—is creative and appealing.</li> <li>• Final product indicates a clear thought process, a well-formulated campaign and execution of a firm idea.</li> <li>• Effectively communicate required information and drive the campaign toward a clear call-to-action.</li> <li>• Social media accounts cannot be created for existing entities without written consent from the entity.</li> <li>• <b>Topic:</b> Create a social media campaign to promote involvement in FBLA at your school. Address the following in your social media strategy:             <ul style="list-style-type: none"> <li>○ A schedule of social media posts</li> <li>○ An example of social media posts</li> <li>○ The promotional plan of the campaign</li> <li>○ The plan to develop awareness of FBLA</li> </ul> </li> <li>• Do not create live accounts.</li> </ul>

**LIST OF PREJUDGED PROJECT AND PRESENTATION EVENTS (CONTINUED)**

Event Name	Equipment Setup Time	Performance Time	Warning Time	Time Up	Q&A	Project and Demonstration Guidelines
<b>Public Service Announcement</b>	5 mins	5 mins	4 mins	5 mins	3 mins	<ul style="list-style-type: none"> <li>• Research, form an objective and create a 30-second video on the topic.</li> <li>• The production must be original content; competitors may not use previously published video clips in the videos they submit for competition.</li> <li>• The video production may use any method to capture or create moving images.</li> <li>• The PSA video must be shown to the judges.</li> <li>• The presentation should include the team’s objective toward the topic; major findings from the topic research; the script writing process; use of different video techniques; a list of equipment and software used; and copyright issues with pictures, music or other items.</li> <li>• Competitors must bring their own script copy if they want to refer to it during the presentation.</li> <li>• <b>Topic:</b> After recovering from the global pandemic many social issues in our communities and country have been brought to light. Develop a Public Service Announcement about a social issue that affects teenagers. Your job is to bring awareness about that topic to your peers, school and community.</li> </ul>
<b>Publication Design</b>	5 mins	7 mins	6 mins	7 mins	3 mins	<ul style="list-style-type: none"> <li>• The event is designed to highlight print publications.</li> <li>• Competitors may bring copies of printed materials designed for presentation.</li> <li>• The presentation should include the team’s objective toward the topic; use of different design techniques; a list of software used; and copyright issues with images or other items.</li> <li>• <b>Topic:</b> You have been asked by your school activities director to create a publication highlighting the activities within your school. You will develop a five-page online magazine showcasing your school’s activities, including:             <ul style="list-style-type: none"> <li>○ A print advertisement for a club or organization</li> <li>○ A story about a school activity or event</li> <li>○ Three other pages including information and designs of your choice.</li> </ul> </li> </ul>

**LIST OF PREJUDGED PROJECT AND PRESENTATION EVENTS (CONTINUED)**

Event Name	Equipment Setup Time	Performance Time	Warning Time	Time Up	Q&A	Project and Demonstration Guidelines
Social Media Strategies	5 mins	7 mins	6 mins	7 mins	3 mins	<ul style="list-style-type: none"> <li>• Develop a marketing strategy, utilizing social media, to effectively address a recruitment opportunity and a strategic approach to target audience.</li> <li>• Demonstrate knowledge of social media marketing beyond community management, including but not limited to: developing unique content, effectively utilizing existing content, optimizing content for search and distributing content across as many platforms as possible within a limited budget.</li> <li>• Describe any applicable insight/research methodology as to why you have chosen specific platforms, messaging, content, engagement and outreach strategies.</li> <li>• Overall campaign—images, videos, copywriting, graphic designs (if applicable)—is creative and appealing.</li> <li>• Final product indicates a clear thought process, a well-formulated campaign and execution of a firm idea.</li> <li>• Effectively communicate required information and drive the campaign toward a clear call-to-action.</li> <li>• Social media accounts cannot be created for existing entities without written consent from the entity.</li> <li>• <b>Topic:</b> Create a social media campaign to advocate for awareness about food insecurity in your community. This should bring awareness of the issue and provide solutions to help solve the problem. Address the following in your social media strategy:             <ul style="list-style-type: none"> <li>○ A schedule of social media posts</li> <li>○ An example of social media posts</li> <li>○ The promotional plan of the campaign</li> <li>○ The plan to develop awareness of the issue</li> </ul> </li> <li>• Do not create live accounts.</li> </ul>

# AFFILIATION AWARDS

## RECOGNITION PROGRAM

Effective state and national programs depend upon support and growth. Continued growth makes the expansion of services and materials possible. Recognition is given to local chapters that have attained the greatest growth in affiliation.

## ELIGIBILITY

All active local chapters are eligible.

## GUIDELINES

Certificates are presented to the top five (5) chapters at the State Leadership Conference in the following membership events:

- Largest Increase in Local Chapter
- Largest Local Chapter
- Largest Local Chapter – Professional Members
- Largest Percentage Increase in Local Chapter

Official affiliation records are audited at the state office. An entry form is not required for recognition EXCEPT for the Market Share Award. For this award, chapters must submit official proof from the school's 2022-2023 First Principal (P-1) Apportionment Report showing their official school enrollment. Recognition will be awarded based on chapter affiliation as a percentage of school enrollment. Check the State Leadership Conference Guide for submission instructions.

Affiliation awards are based on numbers as of March 1. Affiliation is checked against the national record.

Note: Additional affiliation awards are available for recognition at the national level. Chapters may need to submit additional forms for verification. More details [on the national website](#).

# CALIFORNIA FBLA SCHOLARSHIP

## L. BYRAM BATES MEMORIAL SCHOLARSHIP AWARD

The scholarship award recognizes outstanding California FBLA members who will be furthering their education upon graduation from high school.

### ELIGIBILITY

There is no limit on the number of applicants from each local chapter. State and national officers (both current and former) are not eligible.

### OVERVIEW

This event consists of six (6) parts: an application, a transcript, a résumé, an essay, two (2) letters of recommendation and an interview. Participants are required to complete all parts to be eligible for the scholarship.

### GUIDELINES

Each applicant must:

- be an active paid member of FBLA for at least two years
- be a graduating senior of the current school year
- be enrolled or in the process of enrolling in post-secondary education in the fall immediately following graduation
- attend the State Leadership Conference if a finalist

The following materials must be submitted online by **March 31, 2023**.

- A completed scholarship award application (a link will be in the state conference guide)
- An official transcript
- A brief résumé not to exceed two (2) pages, noting the criteria listed in the rating sheet
- A one (1) page essay on how participation in FBLA will help achieve the applicant's stated goals in life
- Two (2) letters of recommendation (one must be submitted by the local chapter adviser) (signed and scanned)

### FINALISTS AND JUDGING

The Scholarship Committee will determine the number of finalists and amount of scholarships each year based on funding of the scholarship fund. A panel of judges will score application materials and interviews. All decisions of the judges are final.

# OUTSTANDING LOCAL CHAPTER ADVISER

## CHARLES DEE COX AWARD

The Outstanding Local Adviser Award honors local FBLA advisers who have made outstanding contributions to the association at the local, section and state levels.

### SECTION

Each local chapter may nominate one (1) adviser.

### STATE

Each section may nominate one (1) adviser who will represent their section at the state level.

### NATIONAL

The first-place recipient at the state level will represent California at the National Leadership Conference.

## OVERVIEW

Outstanding local advisers may be nominated by completing the nomination form. Up to three (3) letters of recommendation may be attached. It is recommended that the letters be from the local chapter, a school administrator and a community representative.

## ELIGIBILITY

The following materials must be submitted online by **January 20, 2023**.

- A completed Outstanding Local Chapter Adviser nomination form (a link will be in the section conference guide)
- Letter(s) of recommendation (signed and scanned as a PDF file)

The criteria is based on:

- years of participation in FBLA activities
- extent of participation in conferences sponsored by the section and state
- contribution to local, section, state and national projects
- participation in other professional organizations
- involvement in community activities
- recommendations supportive of the adviser's contribution to the association

# SWEEPSTAKES AWARD

## RECOGNITION PROGRAM

The Sweepstakes Award recognizes chapters that have ranked highest in competitive events.

### ELIGIBILITY

All active local chapters participating in competitive events at the section and state leadership conferences are eligible.

### OVERVIEW

This award is presented to the top ten (10) chapters with the most points at the section and state leadership conferences.

### GUIDELINES

Every chapter that wins a first through tenth place award at the section and state leadership conferences in a competitive event is automatically entered in this event. Points are awarded as follows:

First Place	10 points
Second Place	9 points
Third Place	8 points
Fourth Place	7 points
Fifth Place	6 points
Sixth Place	5 points
Seventh Place	4 points
Eighth Place	3 points
Ninth Place	2 points
Tenth Place	1 point

The points for each chapter are totaled to determine the top ten (10) winners. The number of first places a chapter receives will break ties.

Creed and recognition program awards (such as Scholarship and affiliation awards) are not used in calculations.

# WHO'S WHO IN FBLA

## RECOGNITION PROGRAM

This award honors FBLA members who have made outstanding contributions to the organization at the local, section, state and national level.

## ELIGIBILITY

<b>SECTION</b>	Each local chapter may nominate one (1) member plus any section officer(s) or state officer(s). Having a section or state officer does not prohibit a chapter from selecting an additional member for this award.
<b>STATE</b>	The winner from each section plus current section and state officers submitting applications will be eligible to receive the California Who's Who in FBLA Award.
<b>NATIONAL</b>	The first-place recipient at the state level will represent California at the National Leadership Conference.

## OVERVIEW

This award consists of two (2) parts: a nomination form and résumé. Participants are required to complete all parts to be eligible for the award.

## GUIDELINES

The following materials must be submitted online by **January 20, 2023**.

- A completed Who's Who in FBLA nomination form (a link will be in the section conference guide)
- A brief résumé not to exceed two (2) pages

The criteria is based on:

- Years of participation in FBLA activities
- Extent of participation in conferences sponsored at the section, state and national levels
- Offices, chairpersonships and committee memberships held
- Contributions to local, state and national projects
- Participation in other activities

## JUDGING

The Section Director will review entries for adherence to the stated criteria for nomination as the section Who's Who candidate. The Management Team will review entries for adherence to the stated criteria for nomination as the state Who's Who candidate.

# CHAMPION CHAPTER PROGRAM 2022-23



National FBLA Recognition Program



California FBLA Recognition Program

## PROGRAM OVERVIEW:

In 2021-2022 National FBLA implemented the Champion Chapter Program for local chapters to participate in activities to earn Gold, Silver, and Bronze levels. This program will continue at the National level in 2022-2023. Starting this year, California FBLA will use this program as its primary Chapter Recognition Program and replace the Program of Work (P.O.W.) Form and Chapter Business Achievement Award model that has been utilized for many years. There will be additional items to complete for chapters interested in being recognized at the State Leadership Conference (SLC) in April by California FBLA.

### TO RECEIVE NATIONAL FBLA RECOGNITION, COMPLETE TASKS\* EACH SEASON BY EACH DEADLINE BELOW:



- **SEPTEMBER 30** | **Summer Starter** (Season 1)
- **NOVEMBER 10** | **Shaping Success** (Season 2)
- **DECEMBER 31** | **Service Season** (Season 3)
- **MARCH 1** | **CTE Celebration** (Season 4)
- **MAY 1** | **Champion +** (Year Long Season)

Chapters will complete tasks **EACH SEASON** as part of the Champion Chapter Project and submit verification by each deadline above to National FBLA.

### EACH CHAPTER CAN EARN ONE LEVEL BY ACHIEVING THE FOLLOWING LEVELS:

**BRONZE** | 2,000 – 2,999 POINTS  
**SILVER** | 3,000 – 5,999 POINTS  
**GOLD** | 6,000 – 8,500 POINTS

\*See poster for specific tasks of Champion Chapter from National FBLA ([Click here](#))

### TO RECEIVE CALIFORNIA FBLA RECOGNITION FOR THE CHAMPION CHAPTER PROJECT



1. Complete tasks each season as part of the National Champion Chapter Project and earn either **Gold, Silver, or Bronze** level.
2. California FBLA Chapters will submit **Online Forms** on the following three deadlines in addition to tasks submitted to National FBLA to show completion of tasks:
  - **NOVEMBER 10** | Submit Summer Starter (Season 1) and Shaping Success (Season 2) Online Form
  - **MARCH 1** | Submit Service Season (Season 3) and CTE Celebration (Season 4) Online Form
  - **APRIL 1** | Champion + (Year Long Season) Online Form and proof of Gold Level Plus Activities Completed

## CALIFORNIA FBLA GOLD LEVEL PLUS

(Gold Seal Chapter awarded to Top 15% per State)

### FOR CHAPTERS TO COMPLETE THIS RECOGNITION LEVEL - SUBMIT THE FOLLOWING CHAPTER ACTIVITIES BY **APRIL 1 (ONLINE FORM)**

- ✓ Achieve **Gold Level** of National FBLA Champion Chapter Program
- ✓ Submit a **Local Chapter Annual Business Report (LCABR)** for Award Consideration (which is now separate from submitting for SLC competition purposes) – emailed to Section Director by April 1
- ✓ Chapter Attends at least **TWO (2)** Conferences
- ✓ Enter at least **ONE (1)** Section and State competitive event
- ✓ Invite businesspersons and other professionals to be involved in at least **TWO (2)** chapter activities
- ✓ At least **FIVE (5)** students in the chapter have submitted/completed at least **ONE (1)** Business Achievement Award (BAA) module for recognition
- ✓ Compete at least **ONE (1)** California FBLA State Chapter Project (Government Awareness, Adopt-A-Chapter, or March of Dimes)

# DIGITAL SUBMISSION GUIDELINES

For events where members will submit prejudged videos. Adapted from the 2020 National Leadership Experience.

## These guidelines apply to the following events:

- Digital Animation and Digital Video Production — prejudged video project (state)
  - Uploading Videos
    - Videos must be posted online and submitted via an unlisted (only viewable with a link) format
      - Recommended: YouTube
      - Note: If you wish to use a method other than YouTube to post your video online, please work with your adviser or your school technology coordinators to assist in posting an unlisted video
    - Videos must be unlocked for viewing purposes
- 

## These guidelines apply to the following events:

- Broadcast Journalism— prejudged performance video (section)
- Coding & Programming, Computer Game & Simulation Programming, E-Business, Mobile Application Development and Website Design — prejudged demonstration video (state)
- Data Analysis, Electronic Career Portfolio, Graphic Design, Introduction to Business Presentation, Introduction to Social Media Strategy, Public Service Announcement, Publication Design, Social Media Strategies — prejudged presentation video (state)
- Recording Presentations
  - Use any web-based meeting software that allows recording of teams when they are all in different locations, to record team presentations (team members would not have to be in the same room)
    - Recommended: Zoom
    - Note: Individual competitors may use any method they prefer to record presentations
- Uploading Videos
  - Videos must be posted online and submitted via an unlisted (only viewable with a link) format
    - Recommended: YouTube
    - Note: If you wish to use a method other than YouTube to post your video online, please work with your adviser or your school technology coordinators to assist in posting an unlisted video
  - Videos must be unlocked for viewing purposes
- This video submission shall adhere to the following guidelines (key guidelines bolded):
  - Only the member(s) registered for the event may appear in the presentation.
  - **Members must conform to the FBLA Dress Code while recording the video.**
  - **Videos shall be submitted in one take. This means that only one video per competitor/team may be submitted. The submission shall not be edited.**
  - Submissions may not be re-shot for any reason, including quality of performance, mistakes, etc.
  - Teleprompters, cue cards or other off-screen aids for competitors may not be used.
  - Notes or note cards are allowed.
  - **Members may utilize projectors/presentations (example: PowerPoints), should they choose to use them.**
  - **Members would be allowed to share their computer screen. If sharing the screen, members must still be seen in the recording.**
  - The question-and-answer portion will be eliminated, so competitors should endeavor to address all portions of the rating sheet in their presentation.
  - The total presentation time shall not be extended by the amount of time allotted for Q&A. Any presentations that go over the time listed on the rating sheet will receive a penalty deduction.



## National Dress Code

FBLA-PBL members and advisers should develop an awareness of the image one's appearance projects. The purpose of the dress code is to uphold the professional image of the association and its members and to prepare students for the business world.

**Appropriate professional attire is required in all conference areas for all attendees—advisers, members, and guests—at all general sessions, competitive events, exhibits, regional meetings, workshops, and other activities unless otherwise stated in the conference program.**

**Conference name badges are part of this dress code and must be worn for all conference functions. For safety reasons, do not wear name badges when touring.**

### *Dress for Success*



#### ACCEPTABLE

- Business suit with:
  - Blouse
  - Collared dress shirt and neck or bow tie
- Dress pants or skirt with:
  - Blouse
  - Collared dress shirt and neck or bow tie
- Business dress
- Blazer with dress pants and:
  - Blouse
  - Collared dress shirt and neck or bow tie
- Dress shoes/dress boots

#### UNACCEPTABLE

- Jewelry in visible body piercing, other than ears
- Denim or flannel clothing of any kind
- Shorts
- Athletic clothing
- Leggings or graphic designed hosiery/tights
- Skintight or revealing clothing, including tank tops, spaghetti straps, and mini/short skirts or dresses
- Swimwear
- Flip flops or casual sandals
- Athletic shoes
- Industrial work shoes
- Hiking boots
- Boat shoes
- Any canvas or fabric shoes
- Hats
- Clothing with printing that is suggestive, obscene, or promotes illegal substances

*No dress code can cover all contingencies, so FBLA-PBL members must use a certain amount of judgment in their choice of clothing to wear. Members who experience uncertainty about unacceptable attire should ask their local or state adviser.*

# HIGH SCHOOL - AMERICAN ENTERPRISE PROJECT

## Report Rating Sheet

(Mark one score per row **AND** write score in the Points Earned column. Use Tie Breaker column to add or subtract points to break ties.)

Expectation Item	Not Demonstrated		Below Expectations		Meets Expectations		Exceeds Expectations		Points Earned	Tie Breaker
	0	○	1—3	○	4-7	○	8-10	○		
Project specifically promotes local understanding of and support for the American Enterprise system	Project is not an American Enterprise Project		Project promotes local understanding of OR shows how to support the American Enterprise system but not both		Project promotes local understanding of and support for the American Enterprise system		Project indicates future activities or steps that could be taken to further the work started			
	0	○	1—3	○	4-7	○	8-10	○		
Describe research into school and/or community needs	No evidence of school and/or community research		Research was completed but not clearly outlined		Research clearly completed and clearly outlined		Research was planned, executed, and evaluated			
	0	○	1-5	○	6-10	○	11-15	○		
Describe planning, development, and implementation of project	No evidence of planning, development, or implementation of project		Planning, development, OR implementation explanation is missing		Planning, development, and implementation activities/steps are clearly described		Planning, development and implementation activities/steps are described and rationale for types of activities is given			
	0	○	1-7	○	8-14	○	15-20	○		
Show evidence of publicity received	No evidence of publicity received		Information about publicity was written in the report but no evidence of publicity is available		Project was recognized within the school and/or community		Project was recognized in more than one way by the school and/or community			
	0	○	1—3	○	4-7	○	8-10	○		
Report benefits to and degree of impact on the school and/or community	School and/or community impact is not addressed		Project was completed and served a purpose		Project created tangible results that benefitted the school and/or community		Project impacted the school and/or community to a level that something has dynamically changed and the project should continue			
	0	○	1—3	○	4-7	○	8-10	○		
Evaluate the project	No evidence of project evaluation is provided		Project was evaluated		Project was evaluated and the evaluation was assessed		Project was evaluated and recommendations for change were given			
	0	○	1—3	○	4-7	○	8-10	○		

### Report Format

Arrange information according to rating sheet (See above Expectation Items)	Missing one or more sections and/or does not follow rating sheet		All information presented, but order inconsistent with rating sheet		Information arranged according to rating sheet		Presented in the correct order and includes written transitions between sections			
	0	○	1—3	○	4-7	○	8-10	○		
Format and design a business report	Does not format document		Inconsistent formatting, excessive white space, and/or unrelated graphics and/or photos		Consistent formatting throughout the report		Utilizes full bleed, effective use of space, related defined graphics, and consistent formatting			
	0	○	1—3	○	4-7	○	8-10	○		
Include correct grammar, punctuation, and spelling	More than 5 grammar, punctuation, or spelling errors		3-4 grammar, punctuation, or spelling errors		No spelling errors, and not more than 2 grammar or punctuation errors		No spelling errors, and not more than 1 grammar or punctuation error			
	0	○	1-2	○	3-4	○	5	○		
<b>Report Subtotal (100 max)</b>										

### Penalty Points

Deduct 5 points for each instance of report/project guidelines not being followed	- ____	○	<b>Total Penalty</b>	- ____	
			<b>Grand Total (100 max)</b>		

School: \_\_\_\_\_

State: \_\_\_\_\_

Judge's Signature: \_\_\_\_\_

Date: \_\_\_\_\_

# HIGH SCHOOL - AMERICAN ENTERPRISE PROJECT

## Performance Rating Sheet

Final Round

Mark one score per row **AND** write score in the Points Earned column. Use Tie Breaker column to add or subtract points to break ties.)

Expectation Item	Not Demonstrated		Below Expectations		Meets Expectations		Exceeds Expectations		Points Earned	Tie Breaker
	0	○	1-7	○	8-14	○	15-20	○		
Describes project development and strategies used to implement project	No evidence of project development or strategies presented		Project development is explained briefly; very limited strategies are utilized		Project development is clearly outlined. More than one strategy is outlined		Project development is clearly outlined. Strategies are chronological and clearly explained			
	0	○	1-7	○	8-14	○	15-20	○		
Describes research into school or community needs	No evidence of school and/or community research		Research was completed but not clearly outlined		Research clearly completed and clearly outlined		Research was planned, executed, and evaluated			
	0	○	1-5	○	6-10	○	11-15	○		
Appropriate level of chapter member involvement in project	Chapter involvement is not explained		Participation was limited to a small number of members		The project was clearly a chapter project and participated in by multiple members		Entire chapter participated in the event and clear evidence is provided of the impact			
	0	○	1-3	○	4-7	○	8-10	○		
Degree of impact on the community and its citizens	School and/or community impact is not addressed		Project was completed and served a purpose		Project created tangible results that benefitted the school and/or community		Project impacted the school and/or community to a level that something has dynamically changed, and the project should continue			
	0	○	1-7	○	8-14	○	15-20	○		
Evidence of publicity received	No evidence of publicity received		Information was shared with the media, but no evidence of publicity is shared		Project was recognized within the school and/or community		Project was recognized in more than one way by the school and/or community			
	0	○	1-2	○	3-4	○	5	○		
Student evaluation of project effectiveness	No evidence of project evaluation is provided		Project was evaluated		Project was evaluated and the evaluation was assessed		Project was evaluated and the team has created recommendations for change should the project be repeated			
	0	○	1-2	○	3-4	○	5	○		

### Delivery Skills

Statements are well-organized and clearly stated	Presenter(s) did not appear prepared		Presenter(s) were prepared, but flow was not logical		Presentation flowed in logical sequence		Presentation flowed in a logical sequence; statements were well organized			
	0	○	1-3	○	4-7	○	8-10	○		
Demonstrates self-confidence, poise, assertiveness, and good voice projection	Presenter(s) did not demonstrate self-confidence		Presenter(s) demonstrated self-confidence and poise		Presenter(s) demonstrated self-confidence, poise, and good voice projection		Presenter(s) demonstrated self-confidence, poise, good voice projection, and assertiveness			
	0	○	1-2	○	3-4	○	5	○		
Demonstrates the ability to effectively answer questions	Unable to answer questions		Does not completely answer questions		Completely answers questions		Interacted with the judges in the process of completely answering questions			
	0	○	1-3	○	4-7	○	8-10	○		
<b>Performance Subtotal (100 max)</b>										

### Penalty Points (Mark all that apply)

Dress Code not followed	-5	○	Deduct 5 points for each instance of guidelines not being followed	-____	○	<b>Total Penalty</b>	-____	
<b>Performance Total</b>								
<b>Report Total (100 max)</b>								
<b>Grand Total</b>								

School: \_\_\_\_\_

State: \_\_\_\_\_

Judge's Signature: \_\_\_\_\_

Date: \_\_\_\_\_

# HIGH SCHOOL - BANKING AND FINANCIAL SYSTEMS

## Performance Rating Sheet

(Mark one score per row **AND** write score in the Points Earned column. Use Tie Breaker column to add or subtract points to break ties.)

Expectation Item	Not Demonstrated		Below Expectations		Meets Expectations		Exceeds Expectations		Points Earned	Tie Breaker
	0	○	1-5	○	6-10	○	11-15	○		
Demonstrates understanding of the case study and defines problem(s) to be solved	No description or case study synopsis provided; no problems defined		Describes and provides case study synopsis OR defines the problem(s)		Describes and provides case study synopsis AND defines the problem(s)		Demonstrates expertise of case study synopsis AND definition of the problem(s)			
	0	○	1-5	○	6-10	○	11-15	○		
Identifies alternatives and the pro(s) and con(s) of each	No alternatives identified		Alternative(s) given but pro(s) and/or con(s) are not analyzed		At least two alternatives given and pro(s) and con(s) are analyzed		Multiple alternatives given and multiple pros and cons analyzed for each			
	0	○	1-7	○	8-14	○	15-20	○		
Identifies logical solution and aspects of implementation	No solution identified		Solution provided, but implementation plan not developed		Logical solution and implementation plan provided and developed		Feasible solution and implementation plan developed and necessary resources identified			
	0	○	1-7	○	8-14	○	15-20	○		
Demonstrates knowledge and understanding of the event competencies:  Concepts and practices/ basic terminology/ government regulations/ financial services/ technology/types of institutions/ethics/ financial careers/taxation	No competencies demonstrated		One or two competencies are demonstrated		Three competencies are demonstrated		Four or more competencies are demonstrated			
	0	○	1-7	○	8-14	○	15-20	○		

### Delivery Skills

Statements are well-organized and clearly stated	Presenter(s) did not appear prepared		Presenter(s) were prepared, but flow was not logical		Presentation flowed in logical sequence		Presentation flowed in a logical sequence; statements were well organized			
	0	○	1—3	○	4-7	○	8-10	○		
Demonstrates self-confidence, poise, assertiveness, and good voice projection	Presenter(s) did not demonstrate self-confidence		Presenter(s) demonstrated self-confidence and poise		Presenter(s) demonstrated self-confidence, poise, and good voice projection		Presenter(s) demonstrated self-confidence, poise, good voice projection, and assertiveness			
	0	○	1-2	○	3-4	○	5	○		
Demonstrates the ability to effectively answer questions	Unable to answer questions		Does not completely answer questions		Completely answers questions		Interacted with the judges in the process of completely answering questions			
	0	○	1—3	○	4-7	○	8-10	○		
<b>Performance Subtotal (100 max)</b>										

### Penalty Points (Mark all that apply)

Dress Code not followed	-5	○	Deduct 5 points for each instance of guidelines not being followed	- ____	○	<b>Total Penalty</b>	- ____	
<b>Grand Total</b>								
<b>Objective Test Score (to be used in the event of a tie)</b>								

Name(s): \_\_\_\_\_

School: \_\_\_\_\_

State: \_\_\_\_\_

Judge's Signature: \_\_\_\_\_

Date: \_\_\_\_\_

# HIGH SCHOOL - BROADCAST JOURNALISM

## Performance Rating Sheet

Section

(Mark one score per row **AND** write score in the Points Earned column. Use Tie Breaker column to add or subtract points to break ties.)

Expectation Item	Not Demonstrated		Below Expectations		Meets Expectations		Exceeds Expectations		Points Earned	Tie Breaker
	0	○	1-5	○	6-10	○	11-15	○		
Presentation represents a LIVE BROADCAST	Presentation is 100 percent pre-recorded		Presentation is pre-recorded with a small amount of LIVE broadcast		Presentation represents a LIVE broadcast with supporting features		Presentation represents a LIVE broadcast with creative techniques and supporting features			
	0	○	1-5	○	6-10	○	11-15	○		
Demonstrates understanding of the event topic	No understanding of topic as it relates to the event guidelines or wrong topic		Identifies event topic, but does not demonstrate understanding		Identifies and demonstrates understanding of event topic		Uses industry terminology to demonstrate the understanding of the event topic			
	0	○	1-5	○	6-10	○	11-15	○		
Researches quality and related information to the topic	No research done with 3 or more inaccurate statements		Research is unrelated to the topic and 1-2 inaccurate statements		All research is accurate		All research is accurate with supporting evidence			
	0	○	1-5	○	6-10	○	11-15	○		
Quality writing related to the topic	Writing lacks a clear voice and original style. Lead is neither original nor catchy, is overused or boring.		Writing is rather bland; lacks a clear voice and/or sense of originality. Lead is adequate but not extremely catchy or original.		Writing is adequate but not extremely compelling, is wordy or voice is unclear. Lead is appropriate to story and effective at attention.		Writing is strong and effective with a clear voice and active verbs. Lead is original and catchy and invites readers to piece.			
	0	○	1-5	○	6-10	○	11-15	○		
Quality of news broadcast	Broadcast was not complete. No graphics used, no creativity in production/product.		Does not fully resemble a news broadcast. Little to no creativity in production/product. Limited graphics and support.		Over half of the performance/product resembles a news broadcast. Some creativity present. Graphics present and effective.		Impressive overall broadcast. Clear balance of creativity/realism. Production graphics well done. Balanced team effort.			
	0	○	1-3	○	4-7	○	8-10	○		

### Delivery Skills

Statements are well-organized and clearly stated with use of industry language	Presenter(s) did not appear prepared		Presenter(s) were prepared, but flow was not logical		Presentation flowed in logical sequence		Presentation flowed in a logical sequence, statements were well organized			
	0	○	1-3	○	4-7	○	8-10	○		
Demonstrates self-confidence, poise, assertiveness, and good voice projection	Presenter(s) did not demonstrate self-confidence		Presenter(s) demonstrated self-confidence and poise		Presenter(s) demonstrated self-confidence, poise, and good voice projection		Presenter(s) demonstrated self-confidence, poise, good voice projection, and assertiveness			
	0	○	1-3	○	4-7	○	8-10	○		
<b>Performance Subtotal (90 max)</b>										

### Penalty Points (Mark all that apply)

Dress Code not followed	-5	○	Deduct 5 points for each instance of guidelines not being followed	- _____	○	<b>Total Penalty</b>	- _____	
<b>Performance Grand Total</b>								

Name(s): \_\_\_\_\_

School: \_\_\_\_\_

State: \_\_\_\_\_

Judge's Signature: \_\_\_\_\_

Date: \_\_\_\_\_

# HIGH SCHOOL - BROADCAST JOURNALISM

## Performance Rating Sheet

State

(Mark one score per row **AND** write score in the Points Earned column. Use Tie Breaker column to add or subtract points to break ties.)

Expectation Item	Not Demonstrated		Below Expectations		Meets Expectations		Exceeds Expectations		Points Earned	Tie Breaker
	0	○	1-5	○	6-10	○	11-15	○		
Presentation represents a LIVE BROADCAST	Presentation is 100 percent pre-recorded		Presentation is pre-recorded with a small amount of LIVE broadcast		Presentation represents a LIVE broadcast with supporting features		Presentation represents a LIVE broadcast with creative techniques and supporting features			
	0	○	1-5	○	6-10	○	11-15	○		
Demonstrates understanding of the event topic	No understanding of topic as it relates to the event guidelines or wrong topic		Identifies event topic, but does not demonstrate understanding		Identifies and demonstrates understanding of event topic		Uses industry terminology to demonstrate the understanding of the event topic			
	0	○	1-5	○	6-10	○	11-15	○		
Researches quality and related information to the topic	No research done with 3 or more inaccurate statements		Research is unrelated to the topic and 1-2 inaccurate statements		All research is accurate		All research is accurate with supporting evidence			
	0	○	1-5	○	6-10	○	11-15	○		
Quality writing related to the topic	Writing lacks a clear voice and original style. Lead is neither original nor catchy, is overused or boring.		Writing is rather bland; lacks a clear voice and/or sense of originality. Lead is adequate but not extremely catchy or original.		Writing is adequate but not extremely compelling, is wordy or voice is unclear. Lead is appropriate to story and effective at attention.		Writing is strong and effective with a clear voice and active verbs. Lead is original and catchy and invites readers to piece.			
	0	○	1-5	○	6-10	○	11-15	○		
Quality of news broadcast	Broadcast was not complete. No graphics used, no creativity in production/product.		Does not fully resemble a news broadcast. Little to no creativity in production/product. Limited graphics and support.		Over half of the performance/product resembles a news broadcast. Some creativity present. Graphics present and effective.		Impressive overall broadcast. Clear balance of creativity/realism. Production graphics well done. Balanced team effort.			
	0	○	1-3	○	4-7	○	8-10	○		

### Delivery Skills

Statements are well-organized and clearly stated with use of industry language	Presenter(s) did not appear prepared		Presenter(s) were prepared, but flow was not logical		Presentation flowed in logical sequence		Presentation flowed in a logical sequence, statements were well organized			
	0	○	1-3	○	4-7	○	8-10	○		
Demonstrates self-confidence, poise, assertiveness, and good voice projection	Presenter(s) did not demonstrate self-confidence		Presenter(s) demonstrated self-confidence and poise		Presenter(s) demonstrated self-confidence, poise, and good voice projection		Presenter(s) demonstrated self-confidence, poise, good voice projection, and assertiveness			
	0	○	1-3	○	4-7	○	8-10	○		
Demonstrates the ability to effectively answer questions	Unable to answer questions		Does not completely answer questions		Completely answers questions		Interacted with the judges in the process of completely answering questions			
	0	○	1-3	○	4-7	○	8-10	○		
<b>Performance Subtotal (100 max)</b>										

### Penalty Points (Mark all that apply)

Dress Code not followed	-5	○	Deduct 5 points for each instance of guidelines not being followed	- ____	○	<b>Total Penalty</b>	- ____	
<b>Performance Grand Total</b>								

Name(s): \_\_\_\_\_

School: \_\_\_\_\_

State: \_\_\_\_\_

Judge's Signature: \_\_\_\_\_

Date: \_\_\_\_\_

# HIGH SCHOOL - BUSINESS ETHICS

## Case Study Summary Rating Sheet

(Mark one score per row **AND** write score in the Points Earned column. Use Tie Breaker column to add or subtract points to break ties.)

Expectation Item	Not Demonstrated		Below Expectations		Meets Expectations		Exceeds Expectations		Points Earned	Tie Breaker
	0	○	1-2	○	3-4	○	5	□		
Identifies ethical issues presented in the case study	No identification of the ethical issues as it relates to the event guidelines		Identifies OR defines the ethical issues		Identifies and defines the ethical issues		Definition of the ethical issues is stated using industry terminology			
	0	○	1-2	○	3-4	○	5	□		
Explains why the ethical issues happened	No reasons cited for the ethical issues		Reasons for the ethical issues identified but were not on target		Several, but not all, reasons accurately identified		All reasons addressed and analyzed			
	0	○	1-3	○	4-7	○	8-10	□		
Provides logical recommendation as to how the ethical issues should be resolved	No ethical solution identified		One ethical solution provided		Ethical solution provided with supporting evidence		Feasible, logical solutions recommended for all issues			
	0	○	1-2	○	3-4	○	5	□		
Recommends safeguards that should have been in place to prevent the ethical issues	No safeguards identified		One safeguard provided		Safeguards provided with supporting evidence		Feasible, logical safeguards recommended for all issues			
	0	○	1-2	○	3-4	○	5	□		
Research shows quality and related information to the ethical issues and incorporates input of businesspeople interviewed	No research done with 3 or more inaccurate statements		Research is unrelated to the ethical topics and 1-2 inaccurate statements		All research is accurate, but no reference made to supporting evidence		Research is accurate with supporting evidence provided, including input of businesspeople interviewed			
	0	○	1-2	○	3-4	○	5	□		
Substantiates and cites sources used while conducting research	No substantiation provided				Substantiates and cites sources					
	0		□		5		□			

### Report Format for Case Study Summary

Arrange information according to rating sheet (See above Expectation Items)	Missing one or more sections and/or does not follow rating sheet		All information presented, but order inconsistent with rating sheet		Information arranged according to rating sheet		Presented in the correct order and includes written transitions between sections			
	0	○	1-2	○	3-4	○	5	□		
Formatted and designed according to Format Guide	Does not format document		Inconsistent formatting		Consistent formatting throughout the case study summary		All components of academic report according to Format Guide consistent throughout the case study summary			
	0	○	1-2	○	3-4	○	5	□		
Include correct grammar, punctuation, and spelling	More than 5 grammar, punctuation, or spelling errors		3-4 grammar, punctuation, or spelling errors		No spelling errors, and not more than 2 grammar or punctuation errors		No spelling errors, and not more than 1 grammar or punctuation error			
	0	○	1-2	○	3-4	○	5	□		
<b>Case Study Summary Subtotal (50 max)</b>										

### Penalty Points

Deduct 5 points for each instance of guidelines not being followed	-5	□	<b>Total Penalty</b>	-_____	
<b>Case Study Summary Grand Total</b>					

Name(s): \_\_\_\_\_

School: \_\_\_\_\_

State: \_\_\_\_\_

Judge's Signature: \_\_\_\_\_

Date: \_\_\_\_\_

# HIGH SCHOOL - BUSINESS ETHICS

## Performance Rating Sheet

Final Round

(Mark one score per row **AND** write score in the Points Earned column. Use Tie Breaker column to add or subtract points to break ties.)

Expectation Item	Not Demonstrated		Below Expectations		Meets Expectations		Exceeds Expectations		Points Earned	Tie Breaker
	0	○	1-3	○	4-7	○	8-10	□		
Identifies and defines ethical issues presented in the case study	No identification of ethical issues as it relates to the event guidelines		Identifies OR defines the ethical issues		Identifies and defines the ethical issues		Identifies and defines the ethical issues using industry terminology			
	0	○	1-3	○	4-7	○	8-10	□		
Explains why the ethical issues happened	No reasons cited for the ethical issues		Reasons for the ethical issues identified but were not on target		Several, but not all, reasons accurately identified		All reasons addressed and analyzed			
	0	○	1-3	○	4-7	○	8-10	□		
Provides logical recommendation as to how the ethical issues should be resolved	No recommendations are given		Recommendations given, but they are not analyzed		Recommendations are given and analyzed with supporting evidence		Recommendations are given and analyzed with multiple pieces of supporting evidence analyzed			
	0	○	1-5	○	6-10	○	11-15	□		
Recommends safeguards that should have been in place to prevent the ethical issues	No ethical solution to prevent issues identified		One ethical solution to prevent issues provided with no plan		Ethical solution to prevent issues provided with supporting evidence and a plan developed		One feasible ethical solution to prevent issues recommended with a plan and necessary resources identified			
	0	○	1-5	○	6-10	○	11-15	□		
Research shows quality and related information to the ethical issues and incorporates input of businesspeople interviewed	No research done with 3 or more inaccurate statements		Research is unrelated to the ethical topic and 1-2 inaccurate statements		All research is accurate with no reference made to supporting evidence		Research is accurate with supporting evidence provided; incorporates input of businesspeople interviewed as part of presentation			
	0	○	1-3	○	4-7	○	8-10	□		
Substantiates and cites sources used while conducting research	No substantiation provided				Substantiates and cites sources					
	0		□		10		□			

### Delivery Skills

Statements are well-organized and clearly stated with use of industry language	Presenter(s) did not appear prepared		Presenter(s) were prepared, but flow was not logical		Presentation flowed in logical sequence		Presentation flowed in a logical sequence; statements were well organized			
	0	○	1-3	○	4-7	○	8-10	□		
Demonstrates self-confidence, poise, assertiveness, and good voice projection	Presenter(s) did not demonstrate self-confidence		Presenter(s) demonstrated self-confidence and poise		Presenter(s) demonstrated self-confidence, poise, and good voice projection		Presenter(s) demonstrated self-confidence, poise, good voice projection, and assertiveness			
	0	○	1-3	○	4-7	○	8-10	□		
Demonstrates the ability to effectively answer questions	Unable to answer questions		Does not completely answer questions		Completely answers questions		Interacted with the judges in the process of completely answering questions			
	0	○	1-3	○	4-7	○	8-10	□		
<b>Performance Subtotal (100 max)</b>										

### Penalty Points (Mark all that apply)

Dress Code not followed	-5	<input type="checkbox"/>	Deduct 5 points for each instance of guidelines not being followed	-5	<input type="checkbox"/>	<b>Total Penalty</b>	- ____	
<b>Performance Grand Total</b>								

Name(s): \_\_\_\_\_

School: \_\_\_\_\_

State: \_\_\_\_\_

Judge's Signature: \_\_\_\_\_

Date: \_\_\_\_\_

# HIGH SCHOOL - BUSINESS FINANCIAL PLAN

## Report Rating Sheet

(Mark one score per row **AND** write score in the Points Earned column. Use Tie Breaker column to add or subtract points to break ties.)

Expectation Item	Not Demonstrated		Below Expectations		Meets Expectations		Exceeds Expectations		Points Earned	Tie Breaker
	0	○	1-10	○	11-20	○	21-30	○		
Description of business, assumptions, and strategies to obtain loan	No description of business, assumptions OR strategies to obtain the loan is given		Description of the business, assumptions, and strategies to obtain a loan are given, but one or more descriptions are vague		Description of business, assumptions, and strategies to obtain the loan are provided and well written		Description of business, assumptions, and strategies to obtain loan serves as a strong introduction and transitions into the remainder of the report			
	0	○	1-10	○	11-20	○	21-30	○		
Describe Company: <ul style="list-style-type: none"> <li>• Legal form of business</li> <li>• Company governance</li> <li>• Company location(s)</li> <li>• Long- and short-term goals</li> </ul>	More than one of the components listed is not addressed		Description of one or more components is limited OR one or more components is not described		All components are described adequately		All components are described adequately with supporting documentation			
	0	○	1-10	○	11-20	○	21-30	○		
Discuss Operations and Management <ul style="list-style-type: none"> <li>• Business facilities described</li> <li>• Management personnel identified</li> <li>• Workforce described (current and projected)</li> </ul>	More than one of the components listed is not addressed		Description of one or more components is limited OR one or more components is not described		All components are described adequately		All components are described adequately with supporting documentation			
	0	○	1-10	○	11-20	○	21-30	○		
Present Target Market: <ul style="list-style-type: none"> <li>• Target market defined (size, growth potential, needs)</li> <li>• Risks and potential adverse results identified, analyzed, and planned for</li> </ul>	More than one of the components listed is not addressed		Description of one or more components is limited OR one component is not described		All components are described adequately		All components are described adequately with supporting documentation			
	0	○	1-10	○	11-20	○	21-30	○		
Include Financial Institution Information: <ul style="list-style-type: none"> <li>• Name and type of financial institution for loan needs</li> <li>• Discuss loan request</li> <li>• Purpose of loan &amp; amount requested</li> <li>• Itemized planned expenditures</li> <li>• Projections for future financial stability</li> </ul>	More than one of the components listed is not addressed		Description of one or more components is limited OR one or more components is not described		All components are described adequately		All components are described adequately with supporting documentation			
	0	○	1-10	○	11-20	○	21-30	○		
Include supporting documentation	No Work Cited page is included in the report		Project has a correctly formatted Work Cited page but other supporting documentation is missing or limited		Project has a correctly formatted Work Cited page and other supporting documentation is provided		Project has a correctly formatted Work Cited page and other supporting documentation in each section			
	0	○	1-8	○	9-18	○	19-25	○		

# HIGH SCHOOL - BUSINESS FINANCIAL PLAN

## Report Rating Sheet (continued)

### Report Format

Arrange information according to rating sheet (See above Expectation Items)	Missing 1 or more sections and/or does not follow rating sheet		All information presented, but order inconsistent with rating sheet		Information arranged according to the rating sheet		Presented in the correct order and includes written transitions between sections			
	0	<input type="radio"/>	1-3	<input type="radio"/>	4-7	<input type="radio"/>	8-10	<input type="radio"/>		
Format and design a business report	Does not format document		Inconsistent formatting, excessive white space, and/or unrelated graphics and/or photos		Consistent formatting throughout the report		Utilizes full bleed, effective use of space, related defined graphics, and consistent formatting			
	0	<input type="radio"/>	1-3	<input type="radio"/>	4-7	<input type="radio"/>	8-10	<input type="radio"/>		
Include correct grammar, punctuation, and spelling	More than 5 grammar, punctuation, or spelling errors		3-4 grammar, punctuation, or spelling errors		No spelling errors, and not more than 2 grammar or punctuation errors		No spelling errors, and not more than one grammar or punctuation error			
	0	<input type="radio"/>	1-2	<input type="radio"/>	3-4	<input type="radio"/>	5	<input type="radio"/>		
<b>Report Subtotal (200 max)</b>										

### Penalty Points

Deduct 5 points for each instance of report/project guidelines not being followed	- ____	<input type="radio"/>	<b>Total Penalty</b>	- ____	
			<b>Grand Total</b>		

Name(s): \_\_\_\_\_

School: \_\_\_\_\_

State: \_\_\_\_\_

Judge's Signature: \_\_\_\_\_

Date: \_\_\_\_\_

# HIGH SCHOOL - BUSINESS FINANCIAL PLAN

## Performance Rating Sheet

Final Round

(Mark one score per row **AND** write score in the Points Earned column. Use Tie Breaker column to add or subtract points to break ties.)

Expectation Item	Not Demonstrated		Below Expectations		Meets Expectations		Exceeds Expectations		Points Earned	Tie Breaker
	0	○	1-5	○	6-10	○	11-15	○		
Describes company, operations, and management (current and projected)	No evidence of company, operations, or management		Company is explained briefly; very limited description of operations or management		Company clearly described. Description of operations and management included		Company is clearly described. Detailed description of operations and management with plan for future growth			
	0	○	1-5	○	6-10	○	11-15	○		
Describes the financial plan and strategies to obtain loan	No evidence of financial plan or strategies		Financial plan is explained briefly; very limited strategies are utilized		Financial plan is clearly described. More than one strategy is outlined		Financial plan is clearly described. Strategies are chronological and clearly explained			
	0	○	1-5	○	6-10	○	11-15	○		
Explains underlying assumptions and provides supporting information	No explanation of assumptions or supporting information		One assumption is given with no supporting information		Two assumptions are given with at least one supporting statement of each assumption		Three or more assumptions are given with at least two supporting statements of each assumption			
	0	○	1-5	○	6-10	○	11-15	○		
Identifies and analyzes risks and adverse results and provides plan to avoid adverse results	No evidence of risks or adverse results		One risk OR adverse result is given; no evidence of planning		Two risks and at least one adverse result identified; includes a plan with at least one step to avoid adverse results		Three risks and at least one adverse result identified; includes a plan with at least two steps to avoid adverse results			
	0	○	1-5	○	6-10	○	11-15	○		
Explains purpose of loan amount requested and projections for company stability	No explanation of loan request or company projections		Purpose of the loan request explained OR at least one projection for company's stability given		Purpose of loan request explained; at least one projection for the company's stability given		Purpose of loan request explained; at least two projections for the company's stability given			
	0	○	1-3	○	4-7	○	8-10	○		

### Delivery Skills

Statements are well-organized and clearly stated (See above Expectation Items)	Presenter(s) did not appear prepared		Presenter(s) were prepared, but flow was not logical		Presentation flowed in logical sequence		Presentation flowed in a logical sequence; statements were well organized			
	0	○	1-3	○	4-7	○	8-10	○		
Demonstrates self-confidence, poise, assertiveness, and good voice projection	Presenter(s) did not demonstrate self-confidence		Presenter(s) demonstrated self-confidence and poise		Presenter(s) demonstrated self-confidence, poise, and good voice projection		Presenter(s) demonstrated self-confidence, poise, good voice projection, and assertiveness			
	0	○	1-3	○	4-7	○	8-10	○		
Demonstrates the ability to effectively answer questions	Unable to answer questions		Does not completely answer questions		Completely answers questions		Interacted with the judges in the process of completely answering questions			
	0	○	1-3	○	4-7	○	8-10	○		
<b>Performance Subtotal (100 max)</b>										

### Penalty Points (Mark all that apply)

Dress Code not followed	-5	○	Deduct 5 points for each instance of guidelines not being followed	-	○	<b>Total Penalty</b>	-	
<b>Report Total (200 max)</b>								
<b>Grand Total</b>								

Name(s): \_\_\_\_\_

School: \_\_\_\_\_

State: \_\_\_\_\_

Judge's Signature: \_\_\_\_\_

Date: \_\_\_\_\_

# HIGH SCHOOL - BUSINESS MANAGEMENT

## Performance Rating Sheet

(Mark one score per row **AND** write score in the Points Earned column. Use Tie Breaker column to add or subtract points to break ties.)

Expectation Item	Not Demonstrated		Below Expectations		Meets Expectations		Exceeds Expectations		Points Earned	Tie Breaker
	0	○	1-5	○	6-10	○	11-15	○		
Demonstrates understanding of the case study and defines problem(s) to be solved	No description or case study synopsis provided no problems defined		Describes and provides case study synopsis OR defines the problem(s)		Describes and provides case study synopsis AND defines the problem(s)		Demonstrates expertise of case study synopsis AND definition of the problem(s)			
	0	○	1-5	○	6-10	○	11-15	○		
Identifies alternatives and the pro(s) and con(s) of each	No alternatives identified		Alternative(s) given but pro(s) and/or con(s) are not analyzed		At least two alternatives given, and pro(s) and con(s) are analyzed		Multiple alternatives given and multiple pros and cons analyzed for each			
	0	○	1-7	○	8-14	○	15-20	○		
Identifies logical solution and aspects of implementation	No solution identified		Solution provided, but implementation plan not developed		Logical solution and implementation plan provided and developed		Feasible solution and implementation plan developed, and necessary resources identified			
	0	○	1-7	○	8-14	○	15-20	○		
Demonstrates knowledge and understanding of the event competencies: Information and communication systems/ human resource management/ financial management/business operations/management functions/business ownership/careers/ ethics/marketing/ social responsibility/ economic concepts/strategic management	No competencies demonstrated		One or two competencies are demonstrated		Three competencies are demonstrated		Four or more competencies are demonstrated			
	0	○	1-7	○	8-14	○	15-20	○		

### Delivery Skills

Statements are well-organized and clearly stated	Presenter(s) did not appear prepared		Presenter(s) were prepared, but flow was not logical		Presentation flowed in logical sequence		Presentation flowed in a logical sequence; statements were well organized			
	0	○	1-3	○	4-7	○	8-10	○		
Demonstrates self-confidence, poise, assertiveness, and good voice projection	Presenter(s) did not demonstrate self-confidence		Presenter(s) demonstrated self-confidence and poise		Presenter(s) demonstrated self-confidence, poise, and good voice projection		Presenter(s) demonstrated self-confidence, poise, good voice projection, and assertiveness			
	0	○	1-2	○	3-4	○	5	○		
Demonstrates the ability to effectively answer questions	Unable to answer questions		Does not completely answer questions		Completely answers questions		Interacted with the judges in the process of completely answering questions			
	0	○	1-3	○	4-7	○	8-10	○		
<b>Performance Subtotal (100 max)</b>										

### Penalty Points (Mark all that apply)

Dress Code not followed	-5	○	Deduct 5 points for each instance of guidelines not being followed	_____	○	<b>Total Penalty</b>	_____	
<b>Grand Total</b>								
<b>Objective Test Score (to be used in the event of a tie)</b>								

Name(s): \_\_\_\_\_

School: \_\_\_\_\_

State: \_\_\_\_\_

Judge's Signature: \_\_\_\_\_

Date: \_\_\_\_\_

# HIGH SCHOOL - BUSINESS PLAN

## Report Rating Sheet

(Mark one score per row **AND** write score in the Points Earned column. Use Tie Breaker column to add or subtract points to break ties.)

Expectation Item	Not Demonstrated		Below Expectations		Meets Expectations		Exceeds Expectations		Points Earned	Tie Breaker
	0	○	1-5	○	6-10	○	11-15	○		
Provide brief and concise Executive Summary Convince reader that business concept is sound and has a reasonable chance of success	No Executive Summary is given		Executive Summary is provided but does not show evidence of sound business concept OR reasonable chance of success		Executive Summary is provided AND shows evidence of sound business concepts and reasonable chance of success		Executive Summary serves as a strong introduction and transitions into the remainder of the report			
	0	○	1-5	○	6-10	○	11-15	○		
Develop Company Profile Legal form of business Effective date of business Company mission statement/vision Company governance Company location(s) Immediate development goals Overview of company's financial status	More than one of the components listed is not addressed		Description of one or more components is limited OR one or more components is not described		All components are described adequately		All components are described adequately with supporting documentation			
	0	○	1-5	○	6-10	○	11-15	○		
Present Industry Analysis Description of industry (size, growth rates, nature of competition, history) Trends and strategic opportunities within industry	More than one of the components listed is not addressed		Description of one or more components is limited OR one or more components is not described		All components are described adequately		All components are described adequately with supporting documentation			
	0	○	1-5	○	6-10	○	11-15	○		
Present Target Market Target market defined (size, growth potential, needs) Effective analysis of market's potential, current patterns, and sensitivities	More than one of the components listed is not addressed		Description of one or more components is limited OR one component is not described		All components are described adequately		All components are described adequately with supporting documentation			
	0	○	1-5	○	6-10	○	11-15	○		
Discuss Competition Key competitors identified Effective analysis of competitors' strengths and weaknesses Potential future competitors Barriers to entry for new competitors identified	More than one of the components listed is not addressed		Description of one or more components is limited OR one component is not described		All components are described adequately		All components are described adequately with supporting documentation			
	0	○	1-5	○	6-10	○	11-15	○		
Share Marketing Plan and Sales Strategy Key message to be communicated identified Options for message delivery identified and analyzed including Web process Sales procedures and methods defined	More than one of the components listed is not addressed		Description of one or more components is limited OR one component is not described		All components are described adequately		All components are described adequately with supporting documentation			
	0	○	1-5	○	6-10	○	11-15	○		
Describe Operations Business facilities described Production plan defined and analyzed Workforce plan defined and analyzed Impact of technology	More than one of the components listed is not addressed		Description of one or more components is limited OR one component is not described		All components are described adequately		All components are described adequately with supporting documentation			
	0	○	1-5	○	6-10	○	11-15	○		

Discuss Management and Organization Key employees/principals identified and described Board of directors, advisory committee, consultants, and other human resources identified and described Plan for identifying, recruiting, and securing key participants described Compensation and incentives plan	More than one of the components listed is not addressed		Description of one or more components is limited OR one component is not described		All components are described adequately		All components are described adequately with supporting documentation			
	0	<input type="radio"/>	1-5	<input type="radio"/>	6-10	<input type="radio"/>	11-15	<input type="radio"/>		
Provide Long-term Development Goals for three, five, or more years are identified and documented Risks and potential adverse results identified and analyzed Strategy in place to take business toward long-term goals	More than one of the components listed is not addressed		Description of one or more components is limited OR one component is not described		All components are described adequately		All components are described adequately with supporting documentation			
	0	<input type="radio"/>	1-7	<input type="radio"/>	8-14	<input type="radio"/>	15-20	<input type="radio"/>		
Show Financials Type of accounting system to be used is identified Financial projections are included and reasonable •Year 1 monthly cash flow •Year 1 monthly income statement •Yearly income statements for Years 1, 3, and 5	More than one of the components listed is not addressed		Description of one or more components is limited OR one component is not described		All components are described adequately		All components are described adequately with supporting documentation			
	0	<input type="radio"/>	1-7	<input type="radio"/>	8-14	<input type="radio"/>	15-20	<input type="radio"/>		
Include supporting documentation including a Work Cited page	More than one of the components listed is not addressed		Description of one or more components is limited OR one component is not described		All components are described adequately		All components are described adequately with supporting documentation			
	0	<input type="radio"/>	1-5	<input type="radio"/>	6-10	<input type="radio"/>	11-15	<input type="radio"/>		

### Report Format

Arrange information according to rating sheet (See above Expectation Items)	Missing one or more sections and/or does not follow rating sheet		All information presented, but order inconsistent with rating sheet		Information arranged according to the rating sheet		Presented in the correct order and includes written transitions between sections			
	0	<input type="radio"/>	1-3	<input type="radio"/>	4-7	<input type="radio"/>	8-10	<input type="radio"/>		
Format and design a business report	Does not format document		Inconsistent formatting, excessive white space, and/or unrelated graphics and/or photos		Consistent formatting throughout the report		Utilizes full bleed, effective use of space, related defined graphics, and consistent formatting			
	0	<input type="radio"/>	1-3	<input type="radio"/>	4-7	<input type="radio"/>	8-10	<input type="radio"/>		
Include correct grammar, punctuation, and spelling	More than 5 grammar, punctuation, or spelling errors		3-4 grammar, punctuation, or spelling errors		No spelling errors, and not more than 2 grammar or punctuation errors		No spelling errors, and not more than one grammar or punctuation error			
	0	<input type="radio"/>	1-2	<input type="radio"/>	3-4	<input type="radio"/>	5	<input type="radio"/>		
<b>Report Subtotal (200 max)</b>										

### Penalty Points

Deduct 5 points for each instance of report/project guidelines not being followed	- ____	<input type="radio"/>	<b>Total Penalty</b>	- ____	
			<b>Grand Total (200 max)</b>		

Name(s) \_\_\_\_\_

School: \_\_\_\_\_

State: \_\_\_\_\_

Judge's Signature: \_\_\_\_\_

Date: \_\_\_\_\_

# HIGH SCHOOL - BUSINESS PLAN

## Performance Rating Sheet

Final Round

(Mark one score per row **AND** write score in the Points Earned column. Use Tie Breaker column to add or subtract points to break ties.)

Expectation Item	Not Demonstrated		Below Expectations		Meets Expectations		Exceeds Expectations		Points Earned	Tie Breaker
	0	○	1-5	○	6-10	○	11-15	○		
Describes business concept and company profile	No evidence of business concept or company profile		Business concept OR company profile described		Business concept AND company profile explained		Business concept and company profile explained including how the concept matches the profile			
	0	○	1-5	○	6-10	○	11-15	○		
Explains marketing aspects of business	No marketing evident		One aspect of marketing explained		Two aspects of marketing explained		Three or more aspects of marketing to increase company performance explained			
	0	○	1-5	○	6-10	○	11-15	○		
Describes operations and management plans	No evidence of company, operations plan, or management plan		Description of operations OR management plan		Description of operations and management plan		Detailed description of operations and management with plan for future growth			
	0	○	1-5	○	6-10	○	11-15	○		
Provides information on financial documents and projections	No evidence of financial documents or company projections received		Provides information on at least one financial document OR one projection		Provides information on two financial documents and at least one projection		Provides information on at least three financial documents and at least three projections			
	0	○	1-3	○	4-7	○	8-10	○		
Identifies and analyzes risks and adverse results and provides plan to avoid adverse results	No evidence of risks or adverse results		One risk OR adverse result is given; no evidence of planning		Two risks and at least one adverse result identified; includes a plan with at least one step to avoid adverse results		Three risks and at least one adverse result identified; includes a plan with at least two steps to avoid adverse results			
	0	○	1-3	○	4-7	○	8-10	○		
Identifies long-term goals	No goals identified		Only one goal identified		Two goals identified		Three or more goals identified with specific plan to achieve the goals			
	0	○	1-3	○	4-7	○	8-10	○		

### Delivery Skills

Statements are well-organized and clearly stated	Presenter(s) did not appear prepared		Presenter(s) were prepared, but flow was not logical		Presentation flowed in logical sequence		Presentation flowed in a logical sequence, statements were well organized			
	0	○	1-3	○	4-7	○	8-10	○		
Demonstrates self-confidence, poise, assertiveness, and good voice projection	Presenter(s) did not demonstrate self-confidence		Presenter(s) demonstrated self-confidence and poise		Presenter(s) demonstrated self-confidence, poise, and good voice projection		Presenter(s) demonstrated self-confidence, poise, good voice projection, and assertiveness			
	0	○	1-2	○	3-4	○	5	○		
Demonstrates the ability to effectively answer questions	Unable to answer questions		Does not completely answer questions		Completely answers questions		Interacted with the judges in the process of completely answering questions			
	0	○	1-3	○	4-7	○	8-10	○		
<b>Performance Subtotal (100 max)</b>										

### Penalty Points (Mark all that apply)

Dress Code not followed	-5	○	Deduct 5 points for each instance of guidelines not being followed	- ____	○	<b>Total Penalty</b>	- ____	
<b>Performance Total</b>								
<b>Report Total (200 max)</b>								
<b>Grand Total</b>								

Name(s): \_\_\_\_\_

School: \_\_\_\_\_

State: \_\_\_\_\_

Judge's Signature: \_\_\_\_\_

Date: \_\_\_\_\_

# CALIFORNIA FBLA SCHOLARSHIP

## PRELIMINARY RATING SHEET

EVALUATION ITEM	GOOD APPLICATION (1 - 4)	RECOMMEND (5 - 7)	DEFINITELY RECOMMEND (8 - 10)	POINTS EARNED
<b>RESUME</b>				
<b>FBLA LEADERSHIP</b> (10 points max.)	1 local or section office or 1-2 committees chaired and participated in 1-3 chapter activities	1 local or section office and at least 3-4 committees chaired and participated in 4-6 chapter activities	2+ local or section office and 5+ committees chaired and participated in 7+ chapter activities	
<b>FBLA ACTIVITIES</b> (10 points max.)	<ul style="list-style-type: none"> <li>• 4 or more conferences</li> <li>• 2 community service or service to the school</li> <li>• 2 fund raising</li> <li>• 1 public relations (service organization, school board, press releases, and other)</li> <li>• 3 social</li> </ul>	<ul style="list-style-type: none"> <li>• 5 or more conferences</li> <li>• 3 community service or service to the school</li> <li>• 4 fund raising</li> <li>• 1 public relations (service organization, school board, press releases, and other)</li> <li>• 3 social</li> </ul>	<ul style="list-style-type: none"> <li>• 6 or more conferences (10 max)</li> <li>• 5 community service or service to the school</li> <li>• 4 fund raising</li> <li>• 1 public relations (service organization, school board, press releases, and other)</li> <li>• 3 social (3 max)</li> </ul>	
<b>FBLA HONORS/AWARDS</b> (10 points max.)	Received either an honor or an award	Total of three honors AND awards	Total of five or more honors and awards	
<b>OTHER SCHOOL INVOLVEMENT</b> (5 points max.)	Shows at least ONE out of the following: <ul style="list-style-type: none"> <li>• Student body office</li> <li>• Officer of another club</li> <li>• Chairman of club or school activity</li> <li>• Participation in five campus activities</li> <li>• Chair or participant —community service or community-based project</li> </ul>	Shows at least TWO out of the following: <ul style="list-style-type: none"> <li>• Student body office</li> <li>• Officer of another club</li> <li>• Chairman of club or school activity</li> <li>• Participation in five campus activities</li> <li>• Chair or participant —community service or community-based project</li> </ul>	Shows at least THREE out of the following: <ul style="list-style-type: none"> <li>• Student body office</li> <li>• Officer of another club</li> <li>• Chairman of club or school activity</li> <li>• Participation in five campus activities</li> <li>• Chair or participant —community service or community-based project</li> </ul>	
EVALUATION ITEM	GOOD APPLICATION (1 - 8)	RECOMMEND (9 - 16)	DEFINITELY RECOMMEND (17 - 25)	POINTS EARNED
<b>ESSAY</b>				
<b>IMPACT OF FBLA AND FUTURE GOALS</b> (25 points max.)	<ul style="list-style-type: none"> <li>• A few impacts listed</li> <li>• Adequate writing skills</li> <li>• Little or no connection between FBLA and career goals</li> <li>• Easily noticeable errors</li> <li>• Essay has little impact</li> <li>• Goals listed or described only briefly</li> </ul>	<ul style="list-style-type: none"> <li>• Impact described</li> <li>• Good writing skills</li> <li>• Some connection between FBLA and career goals</li> <li>• No glaring grammatical errors</li> <li>• Strong essay, moderately moving</li> <li>• Relevant goals described</li> </ul>	<ul style="list-style-type: none"> <li>• Specific significant impacts described</li> <li>• Strong writing skills</li> <li>• Definite connection between FBLA and career goals</li> <li>• Few grammatical errors</li> <li>• Well-written, moving essay</li> <li>• Definite career goals</li> </ul>	
<b>TOTAL</b>				<b>/ 60 MAX.</b>

POINTS VERIFIED (PLEASE INITIAL)

JUDGE

CONFERENCE PERSONNEL

NAME \_\_\_\_\_

DATE \_\_\_\_\_

SCHOOL \_\_\_\_\_

CITY \_\_\_\_\_

JUDGE'S SIGNATURE \_\_\_\_\_

JUDGE'S COMMENTS (use white space below)

# CALIFORNIA FBLA SCHOLARSHIP

## INTERVIEW RATING SHEET

EVALUATION ITEM	BASIC (1 - 4)	PROFICIENT (5 - 7)	ADVANCED (8 - 10)	POINTS EARNED
<b>RESUME</b>				
<b>CAREER PREPARATION CONNECTIONS</b> (10 points max.)	Does excellent work but articulates few connections between studies, FBLA involvement, future goals and plans.	Can articulate some business connections between studies, FBLA involvement, future goals and plans.	Definitely articulates many business connections between studies, FBLA involvement, future goals and plans.	
<b>LEADERSHIP</b> (10 points max.)	Ability to cite a few examples of individual leadership skills.	Ability to explain individual efforts as an FBLA leader.	Ability to show applications that demonstrate individual FBLA leadership skills.	
<b>ACHIEVEMENTS</b> (10 points max.)	Cites a few achievements accomplished during high school years with limited recognition of individual efforts.	Cites achievements accomplished during high school years and recognizes individual efforts needed to make it happen.	Cites numerous achievements accomplished during high school years and highly recognizes individual efforts needed to make it happen.	
<b>TOTAL</b>				<b>/ 30 MAX.</b>

POINTS VERIFIED (PLEASE INITIAL)

\_\_\_\_\_ JUDGE

\_\_\_\_\_ CONFERENCE PERSONNEL

NAME \_\_\_\_\_

DATE \_\_\_\_\_

SCHOOL \_\_\_\_\_

CITY \_\_\_\_\_

JUDGE'S SIGNATURE \_\_\_\_\_

JUDGE'S COMMENTS (use white space below)

# HIGH SCHOOL - CLIENT SERVICE

## Performance Rating Sheet

Final

(Mark one score per row **AND** write score in the Points Earned column. Use Tie Breaker column to add or subtract points to break ties.)

Expectation Item	Not Demonstrated		Below Expectations		Meets Expectations		Exceeds Expectations		Points Earned	Tie Breaker
	0	○	1-3	○	4-7	○	8-10	○		
Demonstrates understanding of the case study and defines problem(s) to be solved	No description or case study synopsis provided no problems defined		Describes and provides case study synopsis OR defines the problem(s)		Describes and provides case study synopsis AND defines the problem(s)		Demonstrates expertise of case study synopsis AND definition of the problem(s)			
	0	○	1-3	○	4-7	○	8-10	○		
Communicates position on problem of case study	No position communicated		Communicates position not related to problem		Communicates position on problem of the case study		Communicates in a professional manner position on problem of case study			
	0	○	1-7	○	8-14	○	15-20	○		
Identifies logical solution and aspects of implementation	No solution identified		Solution provided, but implementation plan not developed		Logical solution and implementation plan provided and developed		Feasible solution and implementation plan developed, and necessary resources identified			
	0	○	1-7	○	8-14	○	15-20	○		
Displays empathy/diplomacy when responding to case study problem	No empathy or diplomacy displayed		Empathy or diplomacy displayed in response to case study problem		Empathy and diplomacy displayed in response to case study problem		Display of empathy and diplomacy skills add to resolution of case study problem			
	0	○	1-7	○	8-14	○	15-20	○		

### Delivery Skills

Statements are well-organized and clearly stated	Presenter(s) did not appear prepared		Presenter(s) were prepared, but flow was not logical		Presentation flowed in logical sequence		Presentation flowed in a logical sequence; statements were well organized			
	0	○	1-3	○	4-7	○	8-10	○		
Demonstrates self-confidence, poise, assertiveness, and good voice projection	Presenter(s) did not demonstrate self-confidence		Presenter(s) demonstrated self-confidence and poise		Presenter(s) demonstrated self-confidence, poise, and good voice projection		Presenter(s) demonstrated self-confidence, poise, good voice projection, and assertiveness			
	0	○	1-3	○	4-7	○	8-10	○		
Demonstrates ability to effectively ask and answer questions	Unable to ask or answer questions		All questions were answered and at least one question was asked		All questions were clearly answered, and two questions were asked		All questions were clearly answered, and more than three questions were asked			
	0	○	1-3	○	4-7	○	8-10	○		
<b>Performance Subtotal (100 max)</b>										

### Penalty Points (Mark all that apply)

Dress Code not followed	-5	○	Deduct 5 points for each instance of guidelines not being followed	_____	○	<b>Total Penalty</b>	_____	
<b>Grand Total</b>								

Name: \_\_\_\_\_

School: \_\_\_\_\_

State: \_\_\_\_\_

Judge's Signature: \_\_\_\_\_

Date: \_\_\_\_\_

# HIGH SCHOOL - CODING & PROGRAMMING

## Demonstration Rating Sheet

Preliminary Round

(Mark one score per row **AND** write score in the Points Earned column. Use Tie Breaker column to add or subtract points to break ties.)

Program Readability	Not Demonstrated		Below Expectations		Meets Expectations		Exceeds Expectations		Points Earned	Tie Breaker
	0	○	1-7	○	8-14	○	15-20	○		
Appropriate identifiers used for variables, constants, arrays, objects, etc.	0	○	1-7	○	8-14	○	15-20	○		
Commentary provided is readable, useful, and complete	0	○	1-7	○	8-14	○	15-20	○		
Program documentation is readable, useful, and complete	0	○	1-3	○	4-7	○	8-10	○		

### Program Structure and Content

Program is concise and does not contain unnecessary complexity	0	○	1-7	○	8-14	○	15-20	○		
Data storage is appropriate	0	○	1-7	○	8-14	○	15-20	○		
Program use follows a logical sequence	0	○	1-7	○	8-14	○	15-20	○		

### Usability & Results

Program use and navigation	0	○	1-7	○	8-14	○	15-20	○		
Program results	0	○	1-7	○	8-14	○	15-20	○		
Output reports	0	○	1-7	○	8-14	○	15-20	○		
<b>Demonstration Subtotal (170 max)</b>										

### Penalty Points (Mark all that apply)

Dress Code not followed	-5	○	Deduct 5 points for each instance of guidelines not being followed	-_____	○	<b>Total Penalty</b>	-_____		
<b>Grand Total</b>									

Name: \_\_\_\_\_

School: \_\_\_\_\_

State: \_\_\_\_\_

Judge's Signature: \_\_\_\_\_

Date: \_\_\_\_\_

# HIGH SCHOOL - CODING & PROGRAMMING

## Demonstration Rating Sheet

Final Round

(Mark one score per row **AND** write score in the Points Earned column. Use Tie Breaker column to add or subtract points to break ties.)

Program Readability	Not Demonstrated		Below Expectations		Meets Expectations		Exceeds Expectations		Points Earned	Tie Breaker
	0	○	1-7	○	8-14	○	15-20	○		
Appropriate identifiers used for variables, constants, arrays, objects, etc.	Identifiers not used		Identifiers are used for programming elements but are incorrectly placed		Identifiers are used and are accurate in all instances		Identifiers exhibit an advanced knowledge of programming			
	0	○	1-7	○	8-14	○	15-20	○		
Commentary provided is readable, useful, and complete	No commentary provided		Commentary provided but is not logical		Commentary provided assists the user throughout the demonstration		Commentary provided is logical, useful, and complete			
	0	○	1-7	○	8-14	○	15-20	○		
Program documentation is readable, useful, and complete	Program documentation not provided		Program documentation contains errors		Program documentation is error free		Program documentation invites use of advanced features			
	0	○	1-3	○	4-7	○	8-10	○		

### Program Structure and Content

Program is concise and does not contain unnecessary complexity	Program contains unnecessary steps and is complex		Program contains unnecessary steps or is complex		Program does not contain unnecessary steps or complexity		Program incorporates at least one if-then sequence that saves the user steps			
	0	○	1-7	○	8-14	○	15-20	○		
Data storage is appropriate	Where data is stored is unclear		Where data is stored may not be secure		Data storage is clear, and storage is secure		Data storage includes dynamic backup feature			
	0	○	1-7	○	8-14	○	15-20	○		
Program use follows a logical sequence	Program sequence is unclear		Program sequence contains one or more errors		Program sequence is logical and error free		Program sequence is logical, error free, and incorporates if-then sequences			
	0	○	1-7	○	8-14	○	15-20	○		

### Usability & Results

Program use and navigation	No help menu or navigation system incorporated		Includes basic help menu and usable navigation		Interface contains no spelling errors, has interactive help menu, and has no navigation errors		Program use also includes an intelligent feature such as an interactive Q&A			
	0	○	1-7	○	8-14	○	15-20	○		
Program results	Program produces inaccurate results		Program results contain logic errors		Program results are error free		Program results update dynamically and are error free			
	0	○	1-7	○	8-14	○	15-20	○		
Output reports	Output reports are not accurate or not available		Output reports are not sufficient to analyze data		Output reports are error free and provide all necessary information to analyze data		Output reports allow user to customize and analyze information			
	0	○	1-7	○	8-14	○	15-20	○		

**Delivery Skills**

Statements are well-organized and clearly stated	Competitor(s) did not appear prepared		Competitor(s) was prepared, but flow was not logical		Demonstration flowed in logical sequence		Demonstration flowed in a logical sequence; statements were well organized			
	0	<input type="radio"/>	1-3	<input type="radio"/>	4-7	<input type="radio"/>	8-10	<input type="radio"/>		
Self-confidence, poise, assertiveness, and good voice projection	Competitor(s) did not demonstrate self-confidence		Competitor(s) demonstrated self-confidence and poise		Competitor(s) demonstrated self-confidence, poise, and good voice projection		Competitor(s) demonstrated self-confidence, poise, good voice projection, and assertiveness			
	0	<input type="radio"/>	1-3	<input type="radio"/>	4-7	<input type="radio"/>	8-10	<input type="radio"/>		
Ability to effectively answer questions	Unable to answer questions		Does not completely answer questions		Completely answers questions		Interacted with the judges in the process of completely answering questions			
	0	<input type="radio"/>	1-3	<input type="radio"/>	4-7	<input type="radio"/>	8-10	<input type="radio"/>		
<b>Demonstration Subtotal (200 max)</b>										

**Penalty Points** (Mark all that apply)

Dress Code not followed	-5	<input type="radio"/>	Deduct 5 points for each instance of guidelines not being followed	- _____	<input type="radio"/>	<b>Total Penalty</b>	- _____	
<b>Grand Total</b>								

Name: \_\_\_\_\_

School: \_\_\_\_\_

State: \_\_\_\_\_

Judge's Signature: \_\_\_\_\_

Date: \_\_\_\_\_

# HIGH SCHOOL - COMMUNITY SERVICE PROJECT

## Report Rating Sheet

(Mark one score per row **AND** write score in the Points Earned column. Use Tie Breaker column to add or subtract points to break ties.)

Expectation Item	Not Demonstrated		Below Expectations		Meets Expectations		Exceeds Expectations		Points Earned	Tie Breaker
	0	○	1-3	○	4-7	○	8-10	○		
Project has specific goals and provides service to the community and its citizens	Project is not a Community Service Project		Project has specific goals OR provides service to the community and its citizens but not both		Project has specific goals AND provides service to the community and its citizens		Project has quantitatively defined goals and indicates future activities or steps that could be taken to further the work started			
	0	○	1-3	○	4-7	○	8-10	○		
Describe research into school and/or community needs	No evidence of community research		Research was completed but not clearly outlined		Research clearly completed and clearly outlined		Research was planned, executed, and evaluated			
	0	○	1-5	○	6-10	○	11-15	○		
Describe planning, development, and implementation of project	No evidence of planning, development, or implementation of project		Planning, development, OR implementation explanation is missing		Planning, development, and implementation activities/steps are clearly described		Planning, development, and implementation activities/steps are described and rationale for types of activities is given			
	0	○	1-7	○	8-14	○	15-20	○		
Show evidence of publicity received	No evidence of publicity received		Information about publicity was written in the report but no evidence of publicity is available		Project was recognized within the community and/or school		Project was recognized in more than one way by the community and/or school			
	0	○	1-3	○	4-7	○	8-10	○		
Report benefits to and degree of impact on the school and/or community	Community impact is not addressed		Project was completed and served a purpose		Project created tangible results that benefitted the community		Project impacted the community to a level that something has dynamically changed and the project should continue			
	0	○	1-3	○	4-7	○	8-10	○		
Evaluate the project	No evidence of project evaluation is provided		Project was evaluated		Project was evaluated and the evaluation was assessed		Project was evaluated and recommendations for change were given			
	0	○	1-3	○	4-7	○	8-10	○		

### Report Format

Arrange information according to rating sheet (See above Expectation Items)	Missing 1 or more sections and/or does not follow rating sheet		All information presented, but order inconsistent with rating sheet		Information arranged according to rating sheet		Presented in the correct order and includes written transitions between sections			
	0	○	1-3	○	4-7	○	8-10	○		
Format and design a business report	Does not format document		Inconsistent formatting, excessive white space, and/or unrelated graphics and/or photos		Consistent formatting throughout report		Utilizes full bleed, effective use of space, related defined graphics, and consistent formatting			
	0	○	1-3	○	4-7	○	8-10	○		
Include correct grammar, punctuation, and spelling	More than 5 grammar, punctuation, or spelling errors		3-4 grammar, punctuation, or spelling errors		No spelling errors, and not more than 2 grammar or punctuation errors		No spelling errors, and not more than 1 grammar or punctuation error			
	0	○	1-2	○	3-4	○	5	○		
<b>Report Subtotal (100 max)</b>										

### Penalty Points

Deduct 5 points for each instance of report/project guidelines not being followed	- ____	○	<b>Total Penalty</b>	- ____	
			<b>Grand Total (100 max)</b>		

School: \_\_\_\_\_

State: \_\_\_\_\_

Judge's Signature: \_\_\_\_\_

Date: \_\_\_\_\_

# HIGH SCHOOL - COMMUNITY SERVICE PROJECT

## Performance Rating Sheet

Final Round

(Mark one score per row AND write score in the Points Earned column. Use Tie Breaker column to add or subtract points to break ties.)

Expectation Item	Not Demonstrated		Below Expectations		Meets Expectations		Exceeds Expectations		Points Earned	Tie Breaker
	0	○	1-7	○	8-14	○	15-20	○		
Describes project development and strategies used to implement project	No evidence of product development or strategies presented		Project development is explained briefly; very limited strategies are utilized		Project development is clearly outlined. More than one strategy is outlined		Project development is clearly outlined. Strategies are chronological and clearly explained			
	0	○	1-7	○	8-14	○	15-20	○		
Describes research into school or community needs	No evidence of community research		Research was completed but not clearly outlined		Research clearly completed and clearly outlined		Research was planned, executed, and evaluated			
	0	○	1-5	○	6-10	○	11-15	○		
Appropriate level of chapter member involvement in project	Chapter involvement is not explained		Participation was limited to a small number of members		The project effort was clearly a chapter project and participated in by entire chapter		Entire chapter, and additional individuals, participated in the event and clear evidence is provided of the impact			
	0	○	1-3	○	4-7	○	8-10	○		
Degree of impact on the community and its citizens	Community impact is not addressed		Project was completed and served a purpose		Project created tangible results that benefitted the community		Project impacted the community to a level that something has dynamically changed, and the project should continue			
	0	○	1-7	○	8-14	○	15-20	○		
Evidence of publicity received	No evidence of publicity received		Information was shared with the media, but no evidence of publicity is shared		Project was recognized within the school and/or community		Project was recognized in more than one way by the school and/or community			
	0	○	1-2	○	3-4	○	5	○		
Student evaluation of project effectiveness	No evidence of project evaluation is provided		Project was evaluated		Project was evaluated and the evaluation was assessed		Project was evaluated and the team has created recommendations for change should the project be repeated			
	0	○	1-2	○	3-4	○	5	○		

### Delivery Skills

Statements are well-organized and clearly stated	Presenter(s) did not appear prepared		Presenter(s) were prepared, but flow was not logical		Presentation flowed in logical sequence		Presentation flowed in a logical sequence; statements were well organized			
	0	○	1-3	○	4-7	○	8-10	○		
Demonstrates self-confidence, poise, assertiveness, and good voice projection	Presenter(s) did not demonstrate self-confidence		Presenter(s) demonstrated self-confidence and poise		Presenter(s) demonstrated self-confidence, poise, and good voice projection		Presenter(s) demonstrated self-confidence, poise, good voice projection, and assertiveness			
	0	○	1-2	○	3-4	○	5	○		
Demonstrates the ability to effectively answer questions	Unable to answer questions		Does not completely answer questions		Completely answers questions		Interacted with the judges in the process of completely answering questions			
	0	○	1-3	○	4-7	○	8-10	○		
<b>Performance Subtotal (100 max)</b>										

### Penalty Points (Mark all that apply)

Dress Code not followed	-5	○	Deduct 5 points for each instance of guidelines not being followed	-____	○	<b>Total Penalty</b>	-____	
<b>Performance Total</b>								
<b>Report Total (100 max)</b>								
<b>Grand Total</b>								

School: \_\_\_\_\_

State: \_\_\_\_\_

Judge's Signature: \_\_\_\_\_

Date: \_\_\_\_\_

# HIGH SCHOOL - COMPUTER GAME & SIMULATION PROGRAMMING

## Demonstration Rating Sheet

Preliminary Round

(Mark one score per row **AND** write score in the Points Earned column. Use Tie Breaker column to add or subtract points to break ties.)

Project Usability	Not Demonstrated		Below Expectations		Meets Expectations		Exceeds Expectations		Points Earned	Tie Breaker
Instructions are clear and executable launches from shortcut without modifications	No instructions provided		Instructions provided but incomplete or inaccurate		Instructions provided are complete and accurate		Instructions provided are complete and accurate and the use can execute without instructions			
	0	<input type="radio"/>	1-7	<input type="radio"/>	8-14	<input type="radio"/>	15-20	<input type="radio"/>		
User interface and navigation	User interface and/or instructions are not available		User interface and instructions are available but not clear		User interface and instructions are available on the title screen and are clear and fully functional		More than one fully functional user interface is available and instructions are clear			
	0	<input type="radio"/>	1-7	<input type="radio"/>	8-14	<input type="radio"/>	15-20	<input type="radio"/>		
Errors did not crash the project or prevent use	Errors prevented use of program		Contains errors, but did not prevent execution of program		Error free					
	0	<input type="radio"/>	1-10	<input type="radio"/>	11-20	<input type="radio"/>				
Program documentation is readable, useful, and complete	Program documentation not provided		Program documentation contains errors		Program documentation is error free		Program documentation invites use of advanced features			
	0	<input type="radio"/>	1-3	<input type="radio"/>	4-7	<input type="radio"/>	8-10	<input type="radio"/>		

### Project Concept & Design

Program fully addresses the concept and/or topic	Concept and/or topic are not addressed		Concept and/or topic not fully developed		Fully addresses the concept and/or topic		User with no knowledge of the concept and/or topic can identify it based on use of project			
	0	<input type="radio"/>	1-3	<input type="radio"/>	4-7	<input type="radio"/>	8-10	<input type="radio"/>		
Color, contrast, background, typography, sound, and design are appropriate for the concept or topic	No design principles applied		Color, contrast, background, typography, sound, and design are distracting or busy		Color, contrast, background, typography, sound, and design are appropriate for the concept or topic		Color, contrast, background, typography, sound, and design enhance the user experience			
	0	<input type="radio"/>	1-2	<input type="radio"/>	3-4	<input type="radio"/>	5	<input type="radio"/>		
Graphics are appropriate for concept and/or topic	No graphic design principles applied		Graphics are distracting/busy		Graphics are appropriate for the concept/topic		Graphics enhance the user experience			
	0	<input type="radio"/>	1-2	<input type="radio"/>	3-4	<input type="radio"/>	5	<input type="radio"/>		
Title screen functions and provides working instructions	No title screen provided		Title screen has limited instructions and/or functionality		Title screen functions and provides clear instructions		Title screen provided, but allows user to execute without instructions			
	0	<input type="radio"/>	1-3	<input type="radio"/>	4-7	<input type="radio"/>	8-10	<input type="radio"/>		
Code is written correctly	Code contains errors that prevent the execution		Code contains errors that did not prevent execution		Code is error free		Code is well commented to explain logic used and reason for block of code			
	0	<input type="radio"/>	1-7	<input type="radio"/>	8-14	<input type="radio"/>	15-20	<input type="radio"/>		

### Project Evaluation

Quality of rules and accuracy of code identifying rules	Rules contain substantial errors affecting game play		Rules contain errors that have minimal impact on game play		Rules are error free as discovered through basic game play		At least one advanced rule feature available			
	0	<input type="radio"/>	1-7	<input type="radio"/>	8-14	<input type="radio"/>	15-20	<input type="radio"/>		
Game is challenging but can be completed	Game is overly simplistic and/or cannot be completed		Game can be completed but is simplistic		Game is challenging and can be completed		User can navigate the game with rules as defined and several outcomes are available for completion			
	0	<input type="radio"/>	1-7	<input type="radio"/>	8-14	<input type="radio"/>	15-20	<input type="radio"/>		
Player immersion and experience	Experience intended for the game is not defined		User can navigate the game but experience and purpose is not defined		User can navigate and complete the game following the rules		Game includes an operating multi-player function			
	0	<input type="radio"/>	1-7	<input type="radio"/>	8-14	<input type="radio"/>	15-20	<input type="radio"/>		

**Penalty Points** (Mark all that apply)

Dress Code not followed	-5	<input type="radio"/>	Deduct 5 points for each instance of guidelines not being followed	-_____	<input type="radio"/>	<b>Total Penalty</b>	-_____	
<b>Grand Total (180 max)</b>								

Name(s): \_\_\_\_\_

School: \_\_\_\_\_ State: \_\_\_\_\_

Judge's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

# HIGH SCHOOL - COMPUTER GAME & SIMULATION PROGRAMMING

## Demonstration Rating Sheet

Final Round

(Mark one score per row **AND** write score in the Points Earned column. Use Tie Breaker column to add or subtract points to break ties.)

Project Usability	Not Demonstrated		Below Expectations		Meets Expectations		Exceeds Expectations		Points Earned	Tie Breaker
Instructions are clear and executable launches from shortcut without modifications	No instructions provided		Instructions provided but incomplete or inaccurate		Instructions provided are complete and accurate		Instructions provided are complete and accurate and the use can execute without instructions			
	0	<input type="radio"/>	1-7	<input type="radio"/>	8-14	<input type="radio"/>	15-20	<input type="radio"/>		
User interface and navigation	User interface and/or instructions are not available		User interface and instructions are available but not clear		User interface and instructions are available on the title screen and are clear and fully functional		More than one fully functional user interface is available and instructions are clear			
	0	<input type="radio"/>	1-7	<input type="radio"/>	8-14	<input type="radio"/>	15-20	<input type="radio"/>		
Errors did not crash the project or prevent use	Errors prevented use of program		Contains errors, but did not prevent execution of program		Error free					
	0	<input type="radio"/>	1-10	<input type="radio"/>	11-20	<input type="radio"/>				
Program documentation is readable, useful, and complete	Program documentation not provided		Program documentation contains errors		Program documentation is error free		Program documentation invites use of advanced features			
	0	<input type="radio"/>	1-3	<input type="radio"/>	4-7	<input type="radio"/>	8-10	<input type="radio"/>		

### Project Concept & Design

Program fully addresses the concept and/or topic	Concept and/or topic are not addressed		Concept and/or topic not fully developed		Fully addresses the concept and/or topic		User with no knowledge of the concept and/or topic can identify it based on use of project			
	0	<input type="radio"/>	1-3	<input type="radio"/>	4-7	<input type="radio"/>	8-10	<input type="radio"/>		
Color, contrast, background, typography, sound, and design are appropriate for the concept or topic	No design principles applied		Color, contrast, background, typography, sound, and design are distracting or busy		Color, contrast, background, typography, sound, and design are appropriate for the concept or topic		Color, contrast, background, typography, sound, and design enhance the user experience			
	0	<input type="radio"/>	1-2	<input type="radio"/>	3-4	<input type="radio"/>	5	<input type="radio"/>		
Graphics are appropriate for concept and/or topic	No graphic design principles applied		Graphics are distracting/busy		Graphics are appropriate for the concept/topic		Graphics enhance the user experience			
	0	<input type="radio"/>	1-2	<input type="radio"/>	3-4	<input type="radio"/>	5	<input type="radio"/>		
Title screen functions and provides working instructions	No title screen provided		Title screen has limited instructions and/or functionality		Title screen functions and provides clear instructions		Title screen provided, but allows user to execute without instructions			
	0	<input type="radio"/>	1-3	<input type="radio"/>	4-7	<input type="radio"/>	8-10	<input type="radio"/>		
Code is written correctly	Code contains errors that prevent the execution		Code contains errors that did not prevent execution		Code is error free		Code is well commented to explain logic used and reason for block of code			
	0	<input type="radio"/>	1-7	<input type="radio"/>	8-14	<input type="radio"/>	15-20	<input type="radio"/>		

### Project Evaluation

Quality of rules and accuracy of code identifying rules	Rules contain substantial errors affecting game play		Rules contain errors that have minimal impact on game play		Rules are error free as discovered through basic game play		At least one advanced rule feature available			
	0	<input type="radio"/>	1-7	<input type="radio"/>	8-14	<input type="radio"/>	15-20	<input type="radio"/>		
Game is challenging but can be completed	Game is overly simplistic and/or cannot be completed		Game can be completed but is simplistic		Game is challenging and can be completed		User can navigate the game with rules as defined and several outcomes are available for completion			
	0	<input type="radio"/>	1-7	<input type="radio"/>	8-14	<input type="radio"/>	15-20	<input type="radio"/>		
Player immersion and experience	Experience intended for the game is not defined		User can navigate the game but experience and purpose is not defined		User can navigate and complete the game following the rules		Game includes an operating multi-player function			
	0	<input type="radio"/>	1-7	<input type="radio"/>	8-14	<input type="radio"/>	15-20	<input type="radio"/>		

### Delivery Skills

Statements are well-organized and clearly stated	Presenter(s) did not appear prepared		Presenter(s) were prepared, but flow was not logical		Presentation flowed in logical sequence		Presentation flowed in a logical sequence; statements were well organized			
	0	<input type="radio"/>	1-2	<input type="radio"/>	3-4	<input type="radio"/>	5	<input type="radio"/>		
Self-confidence, poise, assertiveness, and good voice projection	Presenter(s) did not demonstrate self-confidence		Presenter(s) demonstrated self-confidence and poise		Presenter(s) demonstrated self-confidence, poise, and good voice projection		Presenter(s) demonstrated self-confidence, poise, good voice projection, and assertiveness			
	0	<input type="radio"/>	1-2	<input type="radio"/>	3-4	<input type="radio"/>	5	<input type="radio"/>		
Ability to effectively answer questions	Unable to answer questions		Does not completely answer questions		Completely answers questions		Interacted with the judges in the process of completely answering questions			
	0	<input type="radio"/>	1-3	<input type="radio"/>	4-7	<input type="radio"/>	8-10	<input type="radio"/>		
<b>Demonstration Subtotal (200 max)</b>										

### Penalty Points (Mark all that apply)

Dress Code not followed	-5	<input type="radio"/>	Deduct 5 points for each instance of guidelines not being followed	-_____	<input type="radio"/>	<b>Total Penalty</b>	-_____	
<b>Grand Total</b>								

Name(s): \_\_\_\_\_

School: \_\_\_\_\_ State: \_\_\_\_\_

Judge's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

# CREED

## PERFORMANCE RATING SHEET

EVALUATION ITEM	NOT DEMONSTRATED	DOES NOT MEET EXPECTATIONS	MEETS EXPECTATIONS	EXCEEDS EXPECTATIONS	POINTS EARNED
<b>DELIVERY</b>					
Voice quality	0	1 – 2	3 – 4	5	
Diction	0	1 – 2	3 – 4	5	
Clear, specific language	0	1 – 2	3 – 4	5	
Fluency	0	1 – 2	3 – 4	5	
<b>STAGE PRESENCE</b>					
Personal appearance	0	1 – 2	3 – 4	5	
Poise, body posture	0	1 – 2	3 – 4	5	
Confidence, ease before audience	0	1 – 2	3 – 4	5	
Eye contact	0	1 – 2	3 – 4	5	
<b>POWER OF EXPRESSION AND EFFECT</b>					
Emphasis, directness, sincerity	0	1 – 2	3 – 4	5	
Conveyance of thought and meaning	0	1 – 2	3 – 4	5	
Extent to which Creed was presented in an understandable, convincing, and pleasing manner	0	1 – 3	4 – 7	8 – 10	
<b>CORRECTNESS OF CREED</b>					
Participants will receive 25 points for correct presentation Deductions as follows: * Leave out word = -5 points * Stumble, garble, etc. = -5 points * Omit one paragraph = -25 points	0	1 – 8	9 – 18	19 – 25	
<b>RESPONSE TO QUESTIONS</b>					
Ability to satisfactorily answer the questions of the judges which show an understanding of the Creed	0	1 – 5	6 – 10	11 – 15	
<b>TOTAL SCORE</b>					<b>/ 100 MAX.</b>

POINTS VERIFIED (PLEASE INITIAL)

\_\_\_\_\_ JUDGE

\_\_\_\_\_ CONFERENCE PERSONNEL

NAME \_\_\_\_\_

DATE \_\_\_\_\_

SCHOOL \_\_\_\_\_

CITY \_\_\_\_\_

JUDGE'S SIGNATURE \_\_\_\_\_

JUDGE'S COMMENTS

(use white space below)

# HIGH SCHOOL - DATA ANALYSIS

## Performance Rating Sheet Preliminary Round

(Mark one score per row **AND** write score in the Points Earned column. Use Tie Breaker column to add or subtract points to break ties.)

Expectation Item	Not Demonstrated		Below Expectations		Meets Expectations		Exceeds Expectations		Points Earned	Tie Breaker
	0	○	1-3	○	4-7	○	8-10	○		
Demonstrates understanding of the event topic during presentation	0	○	1-3	○	4-7	○	8-10	○		
Provides analysis of data	0	○	1-5	○	6-10	○	11-15	○		
Provides visualizations of data	0	○	1-5	○	6-10	○	11-15	○		
Identifies recommendation to accomplish the purpose	0	○	1-3	○	4-7	○	8-10	○		
Uses suitable and accurate statements related to topic's information in presentation	0	○	1-7	○	8-14	○	15-20	○		
Provides proper documentation to comply with state and federal copyright laws	No documentation provided			○	Substantiates compliance to copyright regulations using visual representation		10	○		

### Penalty Points (Mark all that apply)

Dress Code not followed	-5	○	Deduct 5 points for each instance of guidelines not being followed	- ____	○	<b>Total Penalty</b>	- ____	
						<b>Performance Grand Total</b>		

Name(s): \_\_\_\_\_ (80 max)

School: \_\_\_\_\_ State: \_\_\_\_\_

Judge's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

# HIGH SCHOOL - DATA ANALYSIS

## Performance Rating Sheet Final Round

(Mark one score per row **AND** write score in the Points Earned column. Use Tie Breaker column to add or subtract points to break ties.)

Expectation Item	Not Demonstrated		Below Expectations		Meets Expectations		Exceeds Expectations		Points Earned	Tie Breaker
	0	○	1-3	○	4-7	○	8-10	○		
Demonstrates understanding of the event topic during presentation	0	○	1-3	○	4-7	○	8-10	○		
Provides analysis of data	0	○	1-5	○	6-10	○	11-15	○		
Provides visualizations of data	0	○	1-5	○	6-10	○	11-15	○		
Identifies recommendation to accomplish the purpose	0	○	1-3	○	4-7	○	8-10	○		
Uses suitable and accurate statements related to topic's information in presentation	0	○	1-7	○	8-14	○	15-20	○		
Provides proper documentation to comply with state and federal copyright laws	No documentation provided		○		10		○			

### Delivery Skills

Statements are well-organized and clearly stated with use of industry language	0	○	1-2	○	3-4	○	5	○			
Demonstrates self-confidence, poise, assertiveness, and good voice projection	0	○	1-2	○	3-4	○	5	○			
Demonstrates the ability to effectively answer questions	0	○	1-3	○	4-7	○	8-10	○			
<b>Performance Subtotal (100 max)</b>											

### Penalty Points (Mark all that apply)

Dress Code not followed	-5	○	Deduct 5 points for each instance of guidelines not being followed	-	○	<b>Total Penalty</b>	-	
<b>Performance Grand Total</b>								

Name(s): \_\_\_\_\_

School: \_\_\_\_\_

State: \_\_\_\_\_

Judge's Signature: \_\_\_\_\_

Date: \_\_\_\_\_

# HIGH SCHOOL - DIGITAL ANIMATION

## Project Rating Sheet

(Mark one score per row **AND** write score in the Points Earned column. Use Tie Breaker column to add or subtract points to break ties.)

Project Usability	Not Demonstrated		Below Expectations		Meets Expectations		Exceeds Expectations		Points Earned	Tie Breaker
	0	○	1-7	○	8-14	○	15-20	○		
Video plays successfully	Media not usable		Media usable but not submitted according to event guidelines		Media usable but not click and play		Media usable on multiple players/browsers			
	0	○	1-7	○	8-14	○	15-20	○		

### Project Concept & Design Evaluation

Fully address the concept and/or topic	Concept and/or topic is not followed		Concept and/or topic not fully developed		Fully addresses the concept and/or topic		A user with no knowledge of the concept and/or topic can identify based on video			
	0	○	1-7	○	8-14	○	15-20	○		
Color, backgrounds, font, and sounds are appropriate for the concept/topic	No design principals applied		Contrast, font, sound, or design choice is distracting		Contrast, font, sound, and design choice are appropriate for the concept/topic		Contrast, font, sound, and design choice enhance the experience for the user			
	0	○	1-7	○	8-14	○	15-20	○		
Graphics appropriate for concept and/or topic and consistent throughout the video	No graphic design principals applied		Graphics are distracting		Graphics are appropriate for the concept/topic		Graphics enhance the experience for the user and are consistent throughout the video			
	0	○	1-7	○	8-14	○	15-20	○		
Information related to the topic is accurate	Animation video does not incorporate information		Animation video incorporates information but there are no sources or evidence of validity		Animation video incorporates information and backs it up with sources		Animation video incorporates information in an entertaining way that is backed up with sources			
	0	○	1-7	○	8-14	○	15-20	○		

### Project Evaluation

Overall quality of elements of animation	Video does not incorporate any elements of animation		Video incorporates basic elements of animation		Video incorporates animation elements that are functional		Video incorporates animation elements that clearly have been designed in multiple ways			
	0	○	1-10	○	11-20	○	21-30	○		
Quality of editing and transition	There are no transitions or evidence of video editing incorporated		Transitions exist but are rough and do not flow easily		Transitions flow seamlessly and serve as a logical component of the video		Multiple types of transitions are used and all flow seamlessly			
	0	○	1-10	○	11-20	○	21-30	○		
Logical flow of thoughts	Flow of video does not seem logical		Flow does not connect each element of the video		Flow is logical and appears sequenced		Flow is logical including a clear beginning, middle, and end			
	0	○	1-7	○	8-14	○	15-20	○		
Video concludes with proper credits and acknowledgement of copyright	Video does not include credits		Video includes credits but they are limited		Video includes credits that recognize the creator, contributors, and acknowledgement of materials used		Video includes credits that recognize the creator, contributors, and includes written acknowledgement of copyright			
	0	○	1-7	○	8-14	○	15-20	○		

### Penalty Points

Deduct 5 points for each instance of project guidelines not being followed	_____	○	<b>Total Penalty</b>	_____	
			<b>Grand Total (200 Max)</b>		

Name(s): \_\_\_\_\_

School: \_\_\_\_\_

State: \_\_\_\_\_

Judge's Signature: \_\_\_\_\_

Date: \_\_\_\_\_

# HIGH SCHOOL - DIGITAL ANIMATION

## Performance Rating Sheet

Final Round

(Mark one score per row **AND** write score in the Points Earned column. Use Tie Breaker column to add or subtract points to break ties.)

Expectation Item	Not Demonstrated		Below Expectations		Meets Expectations		Exceeds Expectations		Points Earned	Tie Breaker
	0	○	1—3	○	4-7	○	8-10	○		
Demonstrates understanding of the event topic	No understanding of event topic OR incorrect topic used		Understanding of topic inconsistent from video to performance		Demonstrates the topic through presentation and animation		Demonstrates expertise of the topic through presentation and animation			
	0	○	1—3	○	4-7	○	8-10	○		
Describes the development process	No explanation of the development process		Explains the development process but does not share tangible planning documents		Explains the development process and shares tangible planning documents		Explains development process using industry terminology and displays tangible planning documents			
	0	○	1-5	○	6-10	○	11-15	○		
Describes the production process	No explanation of the production process		Explains the production process but does not share tangible planning documents		Explains the production process and shares tangible planning documents		Explains the production process using industry terminology and displays tangible planning documents			
	0	○	1-5	○	6-10	○	11-15	○		
Describes software and hardware used	No explanation of software and hardware used		Explains software OR hardware used		Explains software AND hardware used		Explains software and hardware used as well as alternative options and reasoning for final choice			
	0	○	1-7	○	8-14	○	15-20	○		
Describes animation techniques used	No explanation of animation techniques used		Identifies animation techniques used		Identifies animation techniques used with industry terminology		Identifies and explains animation techniques used with industry terminology			
	0	○	1—3	○	4-7	○	8-10	○		
Provides proper copyright documentation (pictures used, audio used, etc.)	No documentation provided				Substantiates compliance to copyright regulations using visual representation					
	0		○		10		○			

### Delivery Skills

Statements are well-organized and clearly stated	Presenter(s) did not appear prepared		Presenter(s) were prepared, but flow was not logical		Presentation flowed in logical sequence		Presentation flowed in a logical sequence, statements were well organized				
	0	○	1-2	○	3-4	○	5	○			
Demonstrates self-confidence, poise, assertiveness, and good voice projection	Presenter(s) did not demonstrate self-confidence		Presenter(s) demonstrated self-confidence and poise		Presenter(s) demonstrated self-confidence, poise, and good voice projection		Presenter(s) demonstrated self-confidence, poise, good voice projection, and assertiveness				
	0	○	1-2	○	3-4	○	5	○			
Demonstrates the ability to effectively answer questions	Unable to answer questions		Does not completely answer questions		Completely answers questions		Interacted with the judges in the process of completely answering questions				
	0	○	1—3	○	4-7	○	8-10	○			
<b>Performance Subtotal (100 max)</b>											

### Penalty Points (Mark all that apply)

Dress Code not followed	-5	○	Deduct 5 points for each instance of guidelines not being followed	-	○	<b>Total Penalty</b>	-		
<b>Performance Total</b>									
<b>Project Total (200 max)</b>									
<b>Grand Total</b>									

Name(s): \_\_\_\_\_

School: \_\_\_\_\_

State: \_\_\_\_\_

Judge's Signature: \_\_\_\_\_

Date: \_\_\_\_\_

# HIGH SCHOOL - DIGITAL VIDEO PRODUCTION

## Project Rating Sheet

(Mark one score per row **AND** write score in the Points Earned column. Use Tie Breaker column to add or subtract points to break ties.)

Project Usability	Not Demonstrated		Below Expectations		Meets Expectations		Exceeds Expectations		Points Earned	Tie Breaker
	0	○	1-7	○	8-14	○	15-20	○		
Video plays successfully	Media not usable		Media usable but not submitted according to event guidelines		Media usable but not plug and play		Media usable in multiple players			
	0	○	1-7	○	8-14	○	15-20	○		

### Video Content

Fully address the concept and/or topic	Concept and/or topic are not followed		Concept and/or topic not fully developed		Fully addresses the concept and/or topic		User with no knowledge of the concept and/or topic can identify based on video			
	0	○	1-7	○	8-14	○	15-20	○		
Video contains multiple elements providing evidence of production skill	No evidence of video production skill demonstrated		Video is designed using limited video editing skill		Video contains transitions and use of multiple technologies		Video contains multiple advanced film techniques			
	0	○	1-7	○	8-14	○	15-20	○		
Grammar, spelling, and punctuation	Video contains grammar or spelling errors		Video contains 3 or less spelling or grammar errors		Video contains one grammar and no spelling errors		Video is grammar and spelling error free			
	0	○	1-7	○	8-14	○	15-20	○		
Copyright information is noted and documented, and video content is original	Copyright information not addressed or addressed incorrectly AND video content is not original		Material violates copyright guidelines OR video content is not original		Copyright information is documented, and video content is original		Copyright compliance is documented using visual representation, and video content is original			
	0	○	1-7	○	8-14	○	15-20	○		

### Project Evaluation

Presentation has logical flow of information	Flow of video does not seem logical		Flow does not connect each element of the video		Flow is logical and appears sequenced with beginning, middle, and end		Presentation is logical and includes a call to action at the end			
	0	○	1-10	○	11-20	○	21-30	○		
Quality of editing and transitions	There are no transitions or evidence of video editing incorporated		Transitions exist but are rough and do not flow easily		Transitions flow seamlessly and serves as a logical component of the video		Multiple types of transitions are used and all flow seamlessly			
	0	○	1-10	○	11-20	○	21-30	○		
Audio and visual elements are coordinated	Audio and Visual elements are limited		Audio and Visual elements do not include variety		Audio uses a variety of sources including direct audio and dubbed audio; visual includes multiple camera angles and techniques		Audio and visual uses variety of sources and special effects			
	0	○	1-7	○	8-14	○	15-20	○		
Use of video/film techniques	Video technology use not evident		Video incorporates use of film techniques		Video incorporates advanced use of film techniques		Video contains multiple advanced film techniques such as special effects			
	0	○	1-7	○	8-14	○	15-20	○		
<b>Project Subtotal (200 max)</b>										

### Penalty Points

Deduct 5 points for each instance of project guidelines not being followed	- ____	○	<b>Total Penalty</b>	- ____	
<b>Grand Total</b>					

Name(s): \_\_\_\_\_

School: \_\_\_\_\_

State: \_\_\_\_\_

Judge's Signature: \_\_\_\_\_

Date: \_\_\_\_\_

# HIGH SCHOOL - DIGITAL VIDEO PRODUCTION

## Performance Rating Sheet

Final Round

(Mark one score per row **AND** write score in the Points Earned column. Use Tie Breaker column to add or subtract points to break ties.)

Expectation Item	Not Demonstrated		Below Expectations		Meets Expectations		Exceeds Expectations		Points Earned	Tie Breaker
	0	○	1-3	○	4-7	○	8-10	○		
Demonstrates understanding of the event topic	No understanding of event topic OR incorrect topic used		Understanding of topic inconsistent from video to performance		Demonstrates the topic through presentation and video		Demonstrates expertise of the topic through presentation and video			
	0	○	1-3	○	4-7	○	8-10	○		
Describes the use and implementation of innovative technology	No explanation of use or implementation of technology		Identification OR implementation of innovative technology		Implementation and demonstration of video techniques, equipment, and software		Expert description and demonstration of video techniques, equipment, and software			
	0	○	1-7	○	8-14	○	15-20	○		
Explains the design and development process	No explanation or description of the design and development process		Presenter(s) explains the design OR development process		Presenter(s) explains both the design and the development process		Expert industry explanation of both design and development process			
	0	○	1-7	○	8-14	○	15-20	○		
Incorporates video into presentation	Does not present video		Video of any length presented		Video is presented, but <b>inadequate</b> introduction and transition back into presentation		Video is presented, with <b>adequate</b> introduction and transition back into presentation			
	0	○	1-3	○	4-7	○	8-10	○		
Copyright information is noted and documented, and video content is original	Copyright information not addressed or addressed incorrectly AND video content is not original		Material violates copyright guidelines OR video content is not original		Copyright information is documented, and video content is original		Copyright compliance is documented using visual representation, and video content is original			
	0	○	1-7	○	8-14	○	15-20	○		

### Delivery Skills

Statements are well-organized and clearly stated	Presenter(s) did not appear prepared		Presenter(s) were prepared, but flow was not logical		Presentation flowed in logical sequence		Presentation flowed in a logical sequence, statements were well organized			
	0	○	1-2	○	3-4	○	5	○		
Demonstrates self-confidence, poise, assertiveness, and good voice projection	Presenter(s) did not demonstrate self-confidence		Presenter(s) demonstrated self-confidence and poise		Presenter(s) demonstrated self-confidence, poise, and good voice projection		Presenter(s) demonstrated self-confidence, poise, good voice projection, and assertiveness			
	0	○	1-2	○	3-4	○	5	○		
Demonstrates the ability to effectively answer questions	Unable to answer questions		Does not completely answer questions		Completely answers questions		Interacted with the judges in the process of completely answering questions			
	0	○	1-3	○	4-7	○	8-10	○		
<b>Performance Subtotal (100 max)</b>										

### Penalty Points (Mark all that apply)

Dress Code not followed	-5	○	Deduct 5 points for each instance of guidelines not being followed	-_____	○	<b>Total Penalty</b>	-_____	
<b>Performance Total</b>								
<b>Project Total (200 max)</b>								
<b>Grand Total</b>								

Name(s): \_\_\_\_\_

School: \_\_\_\_\_

State: \_\_\_\_\_

Judge's Signature: \_\_\_\_\_

Date: \_\_\_\_\_

# HIGH SCHOOL - E-BUSINESS

## Demonstration Rating Sheet

Preliminary Round

(Mark one score per row **AND** write score in the Points Earned column. Use Tie Breaker column to add or subtract points to break ties.)

Project Usability	Not Demonstrated		Below Expectations		Meets Expectations		Exceeds Expectations		Points Earned	Tie Breaker
	0	○	1-7	○	8-14	○	15-20	○		
Website usability and navigation	Website is not usable		Website usable but does not follow event guidelines		Website usable and meets all guidelines		Website contains more features than what is required in the guidelines			
	0	○	1-7	○	8-14	○	15-20	○		
Color/contrast, backgrounds, and font are appropriate for the topic	No design principals applied		Color/contrast, font, or design choice is distracting		Color/contrast, font, and design choice are appropriate for the concept/topic		Color/contrast, font, and design choice enhance the experience for the user			
	0	○	1-3	○	4-7	○	8-10	○		
Graphics appropriate for the topic	No graphic design principals applied		Graphics are distracting		Graphics are appropriate for the concept/topic		Graphics enhance the experience for the user			
	0	○	1-3	○	4-7	○	8-10	○		

### Site Content

Fully address the topic	Topic is not followed		Topic is not fully addressed		Topic is fully addressed		User, with no knowledge of the topic, can identify based on site			
	0	○	1-7	○	8-14	○	15-20	○		
Site contains multiple elements providing evidence of production skill	No evidence of website production skill demonstrated		Website is designed using limited features		Website contains use of multiple technologies		Website contains advanced features			
	0	○	1-7	○	8-14	○	15-20	○		
Grammar, spelling, and punctuation	Website contains grammar or spelling errors		Website contains 3 or less spelling or grammar errors		Website contains 1 grammar and no spelling errors		Website is grammar and spelling error free			
	0	○	1-3	○	4-7	○	8-10	○		
Site documentation and copyright compliance	Documentation and copyright information not addressed or addressed incorrectly				Documentation addressed and substantiated compliance to copyright regulations using visual representation					
	0	○		○	10		○			

### Project Evaluation

Site is compatible with multiple platforms	Site is not compatible with any platforms		Site is only compatible with one platform		Site opens appropriately on at least 2 platforms		Site opens appropriately on more than 2 platforms			
	0	○	1-3	○	4-7	○	8-10	○		
Site interactivity functions and is error free	Site contains errors that prevent the execution		Site contains errors that did not prevent execution		Site is error free		Site is error free and logically organized			
	0	○	1-7	○	8-14	○	15-20	○		
Site has e-commerce technology	No e-commerce technology demonstrated		E-commerce technology demonstrated		E-commerce technology functional (does not have to be activated)		E-commerce technology functional with advanced features (does not have to be activated)			
	0	○	1-7	○	8-14	○	15-20	○		
Website elements are consistent across all pages	Only one page is presented		Pages are not consistent		Pages are consistent		Pages are consistent and elements enhance the experience for the user			
	0	○	1-7	○	8-14	○	15-20	○		

### Penalty Points (Mark all that apply)

Dress Code not followed	-5	○	Deduct 5 points for each instance of guidelines not being followed	_____	○	<b>Total Penalty</b>	_____	
<b>Grand Total</b>								
(170 max)								

Name(s): \_\_\_\_\_

School: \_\_\_\_\_

State: \_\_\_\_\_

Judge's Signature: \_\_\_\_\_

Date: \_\_\_\_\_

# HIGH SCHOOL - E-BUSINESS

## Demonstration Rating Sheet

Final Round

(Mark one score per row **AND** write score in the Points Earned column. Use Tie Breaker column to add or subtract points to break ties.)

Project Usability	Not Demonstrated		Below Expectations		Meets Expectations		Exceeds Expectations		Points Earned	Tie Breaker
	0	○	1-7	○	8-14	○	15-20	○		
Website usability and navigation	Website is not usable		Website usable but does not follow event guidelines		Website usable and meets all guidelines		Website contains more features than what is required in the guidelines			
	0	○	1-7	○	8-14	○	15-20	○		
Color/contrast, backgrounds, and font are appropriate for the topic	No design principals applied		Color/contrast, font, or design choice is distracting		Color/contrast, font, and design choice are appropriate for the concept/topic		Color/contrast, font, and design choice enhance the experience for the user			
	0	○	1-3	○	4-7	○	8-10	○		
Graphics appropriate for the topic	No graphic design principals applied		Graphics are distracting		Graphics are appropriate for the concept/topic		Graphics enhance the experience for the user			
	0	○	1-3	○	4-7	○	8-10	○		

### Site Content

Fully address the topic	Topic is not followed		Topic is not fully addressed		Topic is fully addressed		User, with no knowledge of the topic, can identify based on site			
	0	○	1-7	○	8-14	○	15-20	○		
Site contains multiple elements providing evidence of production skill	No evidence of website production skill demonstrated		Website is designed using limited features		Website contains use of multiple technologies		Website contains advanced features			
	0	○	1-7	○	8-14	○	15-20	○		
Grammar, spelling, and punctuation	Website contains grammar or spelling errors		Website contains 3 or less spelling or grammar errors		Website contains 1 grammar and no spelling errors		Website is grammar and spelling error free			
	0	○	1-3	○	4-7	○	8-10	○		
Site documentation and copyright compliance	Documentation and copyright information not addressed or addressed incorrectly				Documentation addressed and substantiated compliance to copyright regulations using visual representation					
	0	○		○	10		○			

### Project Evaluation

Site is compatible with multiple platforms	Site is not compatible with any platforms		Site is only compatible with one platform		Site opens appropriately on at least 2 platforms		Site opens appropriately on more than 2 platforms			
	0	○	1-3	○	4-7	○	8-10	○		
Site interactivity functions and is error free	Site contains errors that prevent the execution		Site contains errors that did not prevent execution		Site is error free		Site is error free and logically organized			
	0	○	1-7	○	8-14	○	15-20	○		
Site has e-commerce technology	No e-commerce technology demonstrated		E-commerce technology demonstrated		E-commerce technology functional (does not have to be activated)		E-commerce technology functional with advanced features (does not have to be activated)			
	0	○	1-7	○	8-14	○	15-20	○		
Website elements are consistent across all pages	Only one page is presented		Pages are not consistent		Pages are consistent		Pages are consistent and elements enhance the experience for the user			
	0	○	1-7	○	8-14	○	15-20	○		

### Delivery Skills

Statements are well-organized and clearly stated	Presenter(s) did not appear prepared		Presenter(s) were prepared, but flow was not logical		Presentation flowed in logical sequence		Presentation flowed in a logical sequence, statements were well organized			
	0	<input type="radio"/>	1-3	<input type="radio"/>	4-7	<input type="radio"/>	8-10	<input type="radio"/>		
Self-confidence, poise, assertiveness, and good voice projection	Presenter(s) did not demonstrate self-confidence		Presenter(s) demonstrated self-confidence and poise		Presenter(s) demonstrated self-confidence, poise, and good voice projection		Presenter(s) demonstrated self-confidence, poise, good voice projection, and assertiveness			
	0	<input type="radio"/>	1-3	<input type="radio"/>	4-7	<input type="radio"/>	8-10	<input type="radio"/>		
Ability to effectively answer questions	Unable to answer questions		Does not completely answer questions		Completely answers questions		Interacted with the judges in the process of completely answering questions			
	0	<input type="radio"/>	1-3	<input type="radio"/>	4-7	<input type="radio"/>	8-10	<input type="radio"/>		
<b>Demonstration Subtotal (200 max)</b>										

### Penalty Points (Mark all that apply)

Dress Code not followed	-5	<input type="radio"/>	Deduct 5 points for each instance of guidelines not being followed	- _____	<input type="radio"/>	<b>Total Penalty</b>	- _____	
<b>Grand Total</b>								

Name(s): \_\_\_\_\_

School: \_\_\_\_\_

State: \_\_\_\_\_

Judge's Signature: \_\_\_\_\_

Date: \_\_\_\_\_

# HIGH SCHOOL - ELECTRONIC CAREER PORTFOLIO

## Performance Rating Sheet

Preliminary Round

(Mark one score per row **AND** write score in the Points Earned column. Use Tie Breaker column to add or subtract points to break ties.)

Expectation Item	Not Demonstrated		Below Expectations		Meets Expectations		Exceeds Expectations		Points Earned	Tie Breaker
	0	<input type="radio"/>	1-3	<input type="radio"/>	4-7	<input type="radio"/>	8-10	<input type="radio"/>		
Resume	Resume not included or demonstrated		Provides a review of resume including experiences, qualifications, and special skills		Provides a review of resume using multiple visual aids		Provides a review of resume and integrates interactive features of technology into presentation			
	0	<input type="radio"/>	1-3	<input type="radio"/>	4-7	<input type="radio"/>	8-10	<input type="radio"/>		
Career research	Career research not included or demonstrated		Shares research on desired career		Shares research on desired career and correlates personal qualifications to this career		Shares research and qualifications for career and incorporates statistics, data, salary, and obstacles			
	0	<input type="radio"/>	1-3	<input type="radio"/>	4-7	<input type="radio"/>	8-10	<input type="radio"/>		
Career related education	No demonstration of career related education		Shares information about school activities and work experiences		Shares information about school activities and work experiences and how one prepared for the other		Correlates experience and education and provides details about a career research project			
	0	<input type="radio"/>	1-7	<input type="radio"/>	8-14	<input type="radio"/>	15-20	<input type="radio"/>		
Special skills or proficiencies	No demonstration of special skills or proficiencies		Shares about one special skill or proficiency related to desired career		Shares about one special skill or proficiency related to desired career they have earned and how it makes them qualified for their selected career		Shares and correlates at least one special or proficiency related to desired career skill that is linked to a certification or endorsement			
	0	<input type="radio"/>	1-7	<input type="radio"/>	8-14	<input type="radio"/>	15-20	<input type="radio"/>		
Identifies sources	No sources identified		Identifies at least one data source used in development of presentation		Identifies at least two data sources used in development of presentation		Logically links sources and research to qualification, resume, and career			
	0	<input type="radio"/>	1-3	<input type="radio"/>	4-7	<input type="radio"/>	8-10	<input type="radio"/>		

### Penalty Points (Mark all that apply)

Dress Code not followed	-5	<input type="radio"/>	Deduct 5 points for each instance of guidelines not being followed	-	<input type="radio"/>	<b>Total Penalty</b>	-	
<b>Grand Total</b> (70 max)								

Name: \_\_\_\_\_

School: \_\_\_\_\_

State: \_\_\_\_\_

Judge's Signature: \_\_\_\_\_

Date: \_\_\_\_\_

# HIGH SCHOOL - ELECTRONIC CAREER PORTFOLIO

## Performance Rating Sheet

Final Round

(Mark one score per row **AND** write score in the Points Earned column. Use Tie Breaker column to add or subtract points to break ties.)

Expectation Item	Not Demonstrated		Below Expectations		Meets Expectations		Exceeds Expectations		Points Earned	Tie Breaker
	0	○	1-3	○	4-7	○	8-10	○		
Resume	Resume not included or demonstrated		Provides a review of resume including experiences, qualifications, and special skills		Provides a review of resume using multiple visual aids		Provides a review of resume and integrates interactive features of technology into presentation			
	0	○	1-3	○	4-7	○	8-10	○		
Career research	Career research not included or demonstrated		Shares research on desired career		Shares research on desired career and correlates personal qualifications to this career		Shares research and qualifications for career and incorporates statistics, data, salary, and obstacles			
	0	○	1-3	○	4-7	○	8-10	○		
Career related education	No demonstration of career related education		Shares information about school activities and work experiences		Shares information about school activities and work experiences and how one prepared for the other		Correlates experience and education and provides details about a career research project			
	0	○	1-7	○	8-14	○	15-20	○		
Special skills or proficiencies	No demonstration of special skills or proficiencies		Shares about one special skill or proficiency related to desired career		Shares about one special skill or proficiency related to desired career they have earned and how it makes them qualified for their selected career		Shares and correlates at least one special or proficiency related to desired career skill that is linked to a certification or endorsement			
	0	○	1-7	○	8-14	○	15-20	○		
Identifies sources	No sources identified		Identifies at least one data source used in development of presentation		Identifies at least two data sources used in development of presentation		Logically links sources and research to qualification, resume, and career			
	0	○	1-3	○	4-7	○	8-10	○		

### Delivery Skills

Statements are well-organized and clearly stated	Presenter did not appear prepared		Presenter was prepared, but flow was not logical		Presentation flowed in logical sequence		Presentation flowed in a logical sequence; statements were well organized			
	0	○	1-3	○	4-7	○	8-10	○		
Demonstrates self-confidence, poise, assertiveness, and good voice projection	Presenter(s) did not demonstrate self-confidence		Presenter(s) demonstrated self-confidence and poise		Presenter(s) demonstrated self-confidence, poise, and good voice projection		Presenter(s) demonstrated self-confidence, poise, good voice projection, and assertiveness			
	0	○	1-3	○	4-7	○	8-10	○		
Demonstrates the ability to effectively answer questions	Unable to answer questions		Does not completely answer questions		Completely answers questions		Interacted with the judges in the process of completely answering questions			
	0	○	1-3	○	4-7	○	8-10	○		
<b>Performance Subtotal (100 max)</b>										

### Penalty Points (Mark all that apply)

Dress Code not followed	-5	○	Deduct 5 points for each instance of guidelines not being followed	-	○	<b>Total Penalty</b>	-	
							<b>Grand Total</b>	

Name: \_\_\_\_\_

School: \_\_\_\_\_

State: \_\_\_\_\_

Judge's Signature: \_\_\_\_\_

Date: \_\_\_\_\_

# HIGH SCHOOL - ENTREPRENEURSHIP

## Performance Rating Sheet

(Mark one score per row **AND** write score in the Points Earned column. Use Tie Breaker column to add or subtract points to break ties.)

Expectation Item	Not Demonstrated		Below Expectations		Meets Expectations		Exceeds Expectations		Points Earned	Tie Breaker
	0	○	1-5	○	6-10	○	11-15	○		
Demonstrates understanding of the case study and defines problem(s) to be solved	No description or case study synopsis provided no problems defined		Describes and provides case study synopsis OR defines the problem(s)		Describes and provides case study synopsis AND defines the problem(s)		Demonstrates expertise of case study synopsis AND definition of the problem(s)			
	0	○	1-5	○	6-10	○	11-15	○		
Identifies alternatives and the pro(s) and con(s) of each	No alternatives identified		Alternative(s) given but pro(s) and/or con(s) are not analyzed		At least two alternatives given, and pro(s) and con(s) are analyzed		Multiple alternatives given and multiple pros and cons analyzed for each			
	0	○	1-7	○	8-14	○	15-20	○		
Identifies logical solution and aspects of implementation	No solution identified		Solution provided, but implementation plan not developed		Logical solution and implementation plan provided and developed		Feasible solution and implementation plan developed, and necessary resources identified			
	0	○	1-7	○	8-14	○	15-20	○		
Demonstrates knowledge and understanding of the event competencies:  Business Plan/ Community and business relations/ legal issues/ initial capital and credit/personnel management/ financial management/marketing management/taxes/ government regulations	No competencies demonstrated		One or two competencies are demonstrated		Three competencies are demonstrated		Four or more competencies are demonstrated			
	0	○	1-7	○	8-14	○	15-20	○		

### Delivery Skills

Statements are well-organized and clearly stated	Presenter(s) did not appear prepared		Presenter(s) were prepared, but flow was not logical		Presentation flowed in logical sequence		Presentation flowed in a logical sequence; statements were well organized			
	0	○	1-3	○	4-7	○	8-10	○		
Demonstrates self-confidence, poise, assertiveness, and good voice projection	Presenter(s) did not demonstrate self-confidence		Presenter(s) demonstrated self-confidence and poise		Presenter(s) demonstrated self-confidence, poise, and good voice projection		Presenter(s) demonstrated self-confidence, poise, good voice projection, and assertiveness			
	0	○	1-2	○	3-4	○	5	○		
Demonstrates the ability to effectively answer questions	Unable to answer questions		Does not completely answer questions		Completely answers questions		Interacted with the judges in the process of completely answering questions			
	0	○	1-3	○	4-7	○	8-10	○		
<b>Performance Subtotal (100 max)</b>										

### Penalty Points (Mark all that apply)

Dress Code not followed	-5	○	Deduct 5 points for each instance of guidelines not being followed	- ____	○	<b>Total Penalty</b>	- ____	
<b>Grand Total</b>								
<b>Objective Test Score</b> (to be used in the event of a tie)								

Name(s): \_\_\_\_\_

School: \_\_\_\_\_

State: \_\_\_\_\_

Judge's Signature: \_\_\_\_\_

Date: \_\_\_\_\_

# MIDDLE SCHOOL - FBLA MISSION & PLEDGE

## Rating Sheet

Preliminary Round

Final Round

Evaluation Item	Not Demonstrated	Does Not Meet Expectations	Meets Expectations	Exceeds Expectations	Points Earned
<b>Content</b>					
Recites FBLA mission from memory	0	1-5	6-10	11-15	
Reflection of FBLA mission is relevant and appropriate	0	1-5	6-10	11-15	
Recites FBLA pledge from memory	0	1-5	6-10	11-15	
Reflection of FBLA pledge is relevant and appropriate	0	1-5	6-10	11-15	
<b>Presentation</b>					
Smoothly-paced speech	0	1-3	4-7	8-10	
Confident, enthusiastic, professional	0	1-3	4-7	8-10	
Used appropriate eye contact, voice projection, gestures, and posture	0	1-3	4-7	8-10	
Effectively answered questions	0	1-3	4-7	8-10	
<b>Subtotal</b>					<b>/100 max.</b>
<b>Penalty</b> Deduct five (5) points for each instance of failure to follow guidelines.					
<b>Dress Code Penalty</b> Deduct five (5) points when dress code is not followed.					
<b>Final Score</b>					<b>/100 max.</b>
<b>Comments</b>					

Name(s): \_\_\_\_\_

School: \_\_\_\_\_ State: \_\_\_\_\_

Judge's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

# HIGH SCHOOL - FUTURE BUSINESS LEADER

## Interview Materials Rating Sheet

(Mark one score per row **AND** write score in the Points Earned column. Use Tie Breaker column to add or subtract points to break ties.)

Cover Letter	Not Demonstrated		Below Expectations		Meets Expectations		Exceeds Expectations		Points Earned	Tie Breaker
	0	○	1	○	2-3	○	4	○		
States award applying for	No award stated		Award stated does not match qualification		States award and shows match of award to qualifications		States award and shows match of award to qualifications with demonstrated experience			
	0	○	1	○	2-3	○	4	○		
Promotes self in letter: Lists skills, achievements, volunteerism, experience, etc.	No self-promotion included		Describes skills and academic achievements, but no volunteerism or experience included		Describes skills, academic achievements, and volunteerism or experience		Describes skills, academic achievements, and multiple volunteerism or experiences			
	0	○	1-3	○	4-6	○	7-8	○		
States that the resume is included with the letter and asks for interview	No resume statement nor interview requested		States resume included but does not ask for interview		States resume is included and asks interview		States resume is included, asks for interview, provides opportunity to request more information			
	0	○	1	○	2-3	○	4	○		

### Resume

Targets award on cover letter	No award targeted		Targeted award does not match cover letter		Targeted award matches cover letter		Resume supports targeted award on cover letter			
	0	○	1	○	2-3	○	4	○		
Reader friendly – categories can be found easily, white space utilized, professional fonts and font sizes	Resume is unreadable		Resume design is distracting		Resume is reader friendly		Resume is professional in design for targeted award			
	0	○	1-3	○	4-6	○	7-8	○		
Includes education, activities, and volunteerism or experience information	No education, activities, volunteerism, experience information listed		Two sections included		Three sections included		Three or more sections support targeted award			
	0	○	1-3	○	4-6	○	7-8	○		
Brief, concise information	Resume is longer than two pages		Information provided but in paragraph form		Sections are clearly identified with organized information		Clearly identified and organized information in each section supports targeted award			
	0	○	1	○	2-3	○	4	○		

### Spelling & Grammar

Documents are free of spelling, punctuation, and grammatical errors	Three or more errors		Two errors		No spelling errors, and not more than 1 punctuation or grammatical error		No spelling or grammatical errors, and not more than 1 punctuation error			
	0	○	1-3	○	4-7	○	8-10	○		
<b>Interview Materials Subtotal (50 max)</b>										

### Penalty Points (Mark all that apply)

Deduct 5 points for each instance of guidelines not being followed	- ____	○	<b>Total Penalty</b>	- ____	
			<b>Grand Total</b>		

Name: \_\_\_\_\_

School: \_\_\_\_\_

State: \_\_\_\_\_

Judge's Signature: \_\_\_\_\_

Date: \_\_\_\_\_

# HIGH SCHOOL - FUTURE BUSINESS LEADER

## Interview Rating Sheet

(Mark one score per row **AND** write score in the Points Earned column. Use Tie Breaker column to add or subtract points to break ties.)

Expectation Item	Not Demonstrated		Below Expectations		Meets Expectations		Exceeds Expectations		Points Earned	Tie Breaker
	0	○	1-5	○	6-10	○	11-15	○		
Illustrates participation in and leadership experiences in FBLA	Has not been involved in FBLA other than to pay membership dues and attend one state/national conference		Has limited participation in FBLA activities OR has had limited FBLA leadership opportunities		Is able to communicate participation in FBLA throughout high school and discuss leadership experiences in FBLA		Is able to explain how participation and leadership experiences in FBLA have transferred to other areas of his/her life			
	0	○	1-5	○	6-10	○	11-15	○		
Explains participation in other school and/or community organizations	No evidence of participation in other school and/or community organizations		Participates in only one additional school and/or community organization other than FBLA		Explains participation in other school and/or community organizations		Is able to explain how participation in FBLA has complemented or enhanced other school and/or community organizations			
	0	○	1-5	○	6-10	○	11-15	○		
Explains and shows areas of outstanding achievement	No other achievements outside of FBLA		Has limited areas of outstanding achievement other than FBLA		Is able to explain and show areas of outstanding achievement		Is able to explain how participation in FBLA has complemented or enhanced other areas of outstanding achievement			
	0	○	1-5	○	6-10	○	11-15	○		
Indicates understanding of career knowledge and career plans	No career plans at this time		May have an idea for a career but has developed no solid plans OR obtained any career knowledge		Knows career plans and shows some evidence that the career knowledge has been obtained		Is able to discuss how the career plans were decided and how the plans will be achieved. Can also discuss how the career knowledge was acquired and how it will be used			
	0	○	1-5	○	6-10	○	11-15	○		

### Professional Presentation Skills

Demonstrates proper greeting, introduction, and closing	Participant does not use proper greeting, introduction, OR closing		Participants greeting, introduction, OR closing was weak		Participant has strong greeting, introduction, AND closing		Participant is creative in their introduction of themselves and asks for or provides follow-up action in the conclusion			
	0	○	1-5	○	6-10	○	11-15	○		
Demonstrates strong self-confidence, appropriate assertiveness, and enthusiasm	Participant did not demonstrate self-confidence, assertiveness, OR enthusiasm		Participant demonstrated minimal self-confidence, assertiveness, AND enthusiasm		Participant used strong eye contact, appropriate assertiveness, AND enthusiasm		Participant led the interview process and effectively used interview time			
	0	○	1-3	○	4-7	○	8-10	○		
Demonstrates proper verbal and nonverbal communication skills	Verbal AND nonverbal communication skills are inappropriate		Verbal and/or nonverbal communication skills are weak or distracting		All questions were clearly answered using good grammar and appropriate body language		Verbal communications skills are excellent; nonverbal communication is natural			
	0	○	1-3	○	4-7	○	8-10	○		

### Application Materials

Student brought application materials to interview	No materials were brought				Materials were brought.						
	0	○			5	○					
<b>Interview Subtotal (100 max)</b>											

### Penalty Points (Mark all that apply)

Dress Code not followed	-5	○	Deduct 5 points for each instance of guidelines not being followed	-	○	<b>Total Penalty</b>	-	
<b>Interview Total</b>								
<b>Test Total (100 max)</b>								
<b>Materials Prejudged Score (50 max)</b>								
<b>Grand Total (250 max)</b>								

Name: \_\_\_\_\_

School: \_\_\_\_\_

State: \_\_\_\_\_

Judge's Signature: \_\_\_\_\_

Date: \_\_\_\_\_

# HIGH SCHOOL - GRAPHIC DESIGN

## Performance Rating Sheet

Preliminary Round

(Mark one score per row **AND** write score in the Points Earned column. Use Tie Breaker column to add or subtract points to break ties.)

Expectation Item	Not Demonstrated		Below Expectations		Meets Expectations		Exceeds Expectations		Points Earned	Tie Breaker
	0	○	1-7	○	8-14	○	15-20	○		
Description of the event topic and materials	Materials not described and/or one or more elements are missing or incomplete		Event topic and at least one of the materials described		Event topic and all materials described		All materials and event topic described, and the presenters connect the different pieces together			
	0	○	1-7	○	8-14	○	15-20	○		
Explains the design and development process	No explanation or description of the design and process		Explains the design OR development process		Explain both the design and the development process		Expert industry explanation of both design and development process			
	0	○	1-7	○	8-14	○	15-20	○		
Create interest and desire for the design	Does not create interest or desire for the design		Describes two or more features of the design that would assist in selling the product		Describes four or more features of the design that would assist in selling the product		Describes at least four features that would assist in selling the product and identify how the design is connected to the existing brand of the company			
	0	○	1-7	○	8-14	○	15-20	○		
Consistency in graphic design to theme	Consistency in graphic design to theme not addressed		Explains how graphic design is consistent with theme		Demonstrates with visual aids the consistency between graphic design and theme		Emphasize interpretation of the topic and design as it relates to graphic design and theme including use of visual aids			
	0	○	1-7	○	8-14	○	15-20	○		

### Penalty Points (Mark all that apply)

Dress Code not followed	-5	○	Deduct 5 points for each instance of guidelines not being followed	- ____	○	<b>Total Penalty</b>	- ____	
						<b>Grand Total</b>		
						<b>(80 max)</b>		

Name(s): \_\_\_\_\_

School: \_\_\_\_\_

State: \_\_\_\_\_

Judge's Signature: \_\_\_\_\_

Date: \_\_\_\_\_

# HIGH SCHOOL - GRAPHIC DESIGN

## Performance Rating Sheet

Final Round

(Mark one score per row **AND** write score in the Points Earned column. Use Tie Breaker column to add or subtract points to break ties.)

Expectation Item	Not Demonstrated		Below Expectations		Meets Expectations		Exceeds Expectations		Points Earned	Tie Breaker
	0	○	1-7	○	8-14	○	15-20	○		
Description of the event topic and materials	Materials not described and/or one or more elements are missing or incomplete		Event topic and at least one of the materials described		Event topic and all materials described		All materials and event topic described, and the presenters connect the different pieces together			
	0	○	1-7	○	8-14	○	15-20	○		
Explains the design and development process	No explanation or description of the design and process		Explains the design OR development process		Explain both the design and the development process		Expert industry explanation of both design and development process			
	0	○	1-7	○	8-14	○	15-20	○		
Create interest and desire for the design	Does not create interest or desire for the design		Describes two or more features of the design that would assist in selling the product		Describes four or more features of the design that would assist in selling the product		Describes at least four features that would assist in selling the product and identify how the design is connected to the existing brand of the company			
	0	○	1-7	○	8-14	○	15-20	○		
Consistency in graphic design to theme	Consistency in graphic design to theme not addressed		Explains how graphic design is consistent with theme		Demonstrates with visual aids the consistency between graphic design and theme		Emphasize interpretation of the topic and design as it relates to graphic design and theme including use of visual aids			
	0	○	1-7	○	8-14	○	15-20	○		

### Delivery Skills

Statements are well-organized and clearly stated	Presenter(s) did not appear prepared		Presenter(s) were prepared, but flow was not logical		Presentation flowed in logical sequence		Presentation flowed in a logical sequence; statements were well organized			
	0	○	1-2	○	3-4	○	5	○		
Demonstrates self-confidence, poise, assertiveness, and good voice projection	Presenter(s) did not demonstrate self-confidence		Presenter(s) demonstrated self-confidence and poise		Presenter(s) demonstrated self-confidence, poise, and good voice projection		Presenter(s) demonstrated self-confidence, poise, good voice projection, and assertiveness			
	0	○	1-2	○	3-4	○	5	○		
Demonstrates the ability to effectively answer questions	Unable to answer questions		Does not completely answer questions		Completely answers questions		Interacted with the judges in the process of completely answering questions			
	0	○	1-3	○	4-7	○	8-10	○		
<b>Performance Subtotal (100 max)</b>										

### Penalty Points (Mark all that apply)

Dress Code not followed	-5	○	Deduct 5 points for each instance of guidelines not being followed	-	○	<b>Total Penalty</b>	-	
<b>Grand Total</b>								

Name(s): \_\_\_\_\_

School: \_\_\_\_\_

State: \_\_\_\_\_

Judge's Signature: \_\_\_\_\_

Date: \_\_\_\_\_

# HIGH SCHOOL - HELP DESK

## Performance Rating Sheet

(Mark one score per row **AND** write score in the Points Earned column. Use Tie Breaker column to add or subtract points to break ties.)

Expectation Item	Not Demonstrated		Below Expectations		Meets Expectations		Exceeds Expectations		Points Earned	Tie Breaker
	0	○	1-3	○	4-7	○	8-10	○		
Demonstrates understanding of the case study and defines problem(s) to be solved	0	○	1-3	○	4-7	○	8-10	○		
Communicates position on problem of case study	0	○	1-3	○	4-7	○	8-10	○		
Identifies logical solution and aspects of implementation	0	○	1-3	○	4-7	○	8-10	○		
Displays empathy/diplomacy when responding to case study problem	0	○	1-3	○	4-7	○	8-10	○		
Shows knowledge of terminology and components related to the case study	0	○	1-3	○	4-7	○	8-10	○		
Demonstrates conflict resolution and closure to the case study	0	○	1-7	○	8-14	○	15-20	○		

### Delivery Skills

Statements are well-organized and clearly stated	0	○	1-3	○	4-7	○	8-10	○		
Demonstrates self-confidence, poise, assertiveness, and good voice projection	0	○	1-3	○	4-7	○	8-10	○		
Demonstrates ability to effectively ask and answer questions	0	○	1-3	○	4-7	○	8-10	○		
<b>Performance Subtotal (100 max)</b>										

### Penalty Points (Mark all that apply)

Dress Code not followed	-5	○	Deduct 5 points for each instance of guidelines not being followed	-	○	<b>Total Penalty</b>	-	
							<b>Grand Total</b>	
							<b>Objective Test Score</b> (to be used in case of tie)	

Name: \_\_\_\_\_

School: \_\_\_\_\_

State: \_\_\_\_\_

Judge's Signature: \_\_\_\_\_

Date: \_\_\_\_\_

# HIGH SCHOOL - HOSPITALITY & EVENT MANAGEMENT

## Performance Rating Sheet

(Mark one score per row **AND** write score in the Points Earned column. Use Tie Breaker column to add or subtract points to break ties.)

Expectation Item	Not Demonstrated		Below Expectations		Meets Expectations		Exceeds Expectations		Points Earned	Tie Breaker
	0	○	1-5	○	6-10	○	11-15	○		
Demonstrates understanding of the case study and defines problem(s) to be solved	No description or case study synopsis provided no problems defined		Describes and provides case study synopsis OR defines the problem(s)		Describes and provides case study synopsis AND defines the problem(s)		Demonstrates expertise of case study synopsis AND definition of the problem(s)			
	0	○	1-5	○	6-10	○	11-15	○		
Identifies alternatives and the pro(s) and con(s) of each	No alternatives identified		Alternative(s) given but pro(s) and/or con(s) are not analyzed		At least two alternatives given, and pro(s) and con(s) are analyzed		Multiple alternatives given and multiple pros and cons analyzed for each			
	0	○	1-7	○	8-14	○	15-20	○		
Identifies logical solution and aspects of implementation	No solution identified		Solution provided, but implementation plan not developed		Logical solution and implementation plan provided and developed		Feasible solution and implementation plan developed, and necessary resources identified			
	0	○	1-7	○	8-14	○	15-20	○		
Demonstrates knowledge and understanding of the event competencies:  Manage strategic plan/hospitality marketing concepts/hospitality markets and customers/operation and management/customer service/human resource management/hotel sales process/project management/financial resources/meeting design and layout/event site selection and management/marketing the event/communication and professionalism/legal issues, financial management, and budgeting/current trends/environmental, ethical, and global issues/manage the event/develop financial resources/manage event budget/human resources/train and manage staff and volunteers/design the program/ manage stakeholder relationships/engage speakers and performers/food and beverage sales/managing movement of attendees	No competencies demonstrated		One or two competencies are demonstrated		Three competencies are demonstrated		Four or more competencies are demonstrated			
	0	○	1-7	○	8-14	○	15-20	○		

### Delivery Skills

Statements are well-organized and clearly stated	Presenter(s) did not appear prepared		Presenter(s) were prepared, but flow was not logical		Presentation flowed in logical sequence		Presentation flowed in a logical sequence; statements were well organized			
	0	<input type="radio"/>	1-3	<input type="radio"/>	4-7	<input type="radio"/>	8-10	<input type="radio"/>		
Demonstrates self-confidence, poise, assertiveness, and good voice projection	Presenter(s) did not demonstrate self-confidence		Presenter(s) demonstrated self-confidence and poise		Presenter(s) demonstrated self-confidence, poise, and good voice projection		Presenter(s) demonstrated self-confidence, poise, good voice projection, and assertiveness			
	0	<input type="radio"/>	1-2	<input type="radio"/>	3-4	<input type="radio"/>	5	<input type="radio"/>		
Demonstrates the ability to effectively answer questions	Unable to answer questions		Does not completely answer questions		Completely answers questions		Interacted with the judges in the process of completely answering questions			
	0	<input type="radio"/>	1-3	<input type="radio"/>	4-7	<input type="radio"/>	8-10	<input type="radio"/>		
<b>Performance Subtotal (100 max)</b>										

### Penalty Points (Mark all that apply)

Dress Code not followed	-5	<input type="radio"/>	Deduct 5 points for each instance of guidelines not being followed	-_____	<input type="radio"/>	<b>Total Penalty</b>	-_____	
							<b>Grand Total</b>	
							<b>Objective Test Score</b> (to be used in the event of a tie)	

Name(s): \_\_\_\_\_

School: \_\_\_\_\_

State: \_\_\_\_\_

Judge's Signature: \_\_\_\_\_

Date: \_\_\_\_\_

# HIGH SCHOOL - IMPROMPTU SPEAKING

## Performance Rating Sheet

(Mark one score per row **AND** write score in the Points Earned column. Use Tie Breaker column to add or subtract points to break ties.)

Expectation Item	Not Demonstrated		Below Expectations		Meets Expectations		Exceeds Expectations		Points Earned	Tie Breaker
	0	○	1-3	○	4-7	○	8-10	○		
Incorporate provided topic	Provided topic is not mentioned in speech		Topic is not clearly incorporated into speech		Topic was clearly incorporated into speech		Topic was clearly incorporated and expanded thoroughly throughout the speech			
	0	○	1-3	○	4-7	○	8-10	○		
Identify and execute a consistent theme	No theme presented		Theme was identified, but not consistent throughout speech		Theme identified and consistent throughout speech		Personal stories are utilized expand on the central theme			
	0	○	1-3	○	4-7	○	8-10	○		
Include accurate and appropriate supporting information	No supporting information provided OR inappropriate material used		One example of supporting information provided		Multiple examples of supporting information provided		Multiple examples of supporting information included to develop enhance the speech			
	0	○	1-3	○	4-7	○	8-10	○		

### Delivery Skills

Introduce the topic immediately (Intro)	Topic was not introduced		Introduction was not clearly presented		Introduction was clearly presented, and topic was defined immediately		Introduction was clearly presented, and topic was defined immediately with an effective transition into the speech body			
	0	○	1-3	○	4-7	○	8-10	○		
Support the topic(s) throughout (Body)	Speech did not have a topic		Multiple topics presented without clear connections		Central topic(s) were identified, connected, and supported throughout the speech		Smooth transitions were effectively utilized to support the central topic(s)			
	0	○	1-7	○	8-14	○	15-20	○		
Provide effective conclusion	Speech did not have a conclusion		Conclusion was not clearly presented		Effective conclusion was presented		Conclusion provides connection to entire presentation			
	0	○	1-3	○	4-7	○	8-10	○		
Delivers extemporaneous presentation	Does not address audience at all		Reads speech directly from notes with minimal eye contact		Glances at notes occasionally while keeping appropriate eye contact with audience		Glances at notes occasionally, keeps appropriate eye contact, and utilizes appropriate body language and hand gestures			
	0	○	1-5	○	6-10	○	11-15	○		
Demonstrates self-confidence, poise, assertiveness, and good voice projection	Presenter did not demonstrate self confidence		Presenter maintained eye contact and poise		Presenter had strong eye contact, poise, and had good voice projection		Presenter demonstrated confidence, poise, voice projection, and was assertive in presentation			
	0	○	1-5	○	6-10	○	11-15	○		
<b>Performance Subtotal (100 max)</b>										

### Penalty Points (Mark all that apply)

Dress Code not followed	-5	○	Deduct 5 points for each instance of guidelines not being followed	-	○	<b>Total Penalty</b>	-	
<b>Grand Total</b>								

Name: \_\_\_\_\_

School: \_\_\_\_\_

State: \_\_\_\_\_

Judge's Signature: \_\_\_\_\_

Date: \_\_\_\_\_

# HIGH SCHOOL - INTERNATIONAL BUSINESS

## Performance Rating Sheet

(Mark one score per row **AND** write score in the Points Earned column. Use Tie Breaker column to add or subtract points to break ties.)

Expectation Item	Not Demonstrated		Below Expectations		Meets Expectations		Exceeds Expectations		Points Earned	Tie Breaker
	0	○	1-5	○	6-10	○	11-15	○		
Demonstrates understanding of the case study and defines problem(s) to be solved	No description or case study synopsis provided no problems defined		Describes and provides case study synopsis OR defines the problem(s)		Describes and provides case study synopsis AND defines the problem(s)		Demonstrates expertise of case study synopsis AND definition of the problem(s)			
	0	○	1-5	○	6-10	○	11-15	○		
Identifies alternatives and the pro(s) and con(s) of each	No alternatives identified		Alternative(s) given but pro(s) and/or con(s) are not analyzed		At least two alternatives given, and pro(s) and con(s) are analyzed		Multiple alternatives given and multiple pros and cons analyzed for each			
	0	○	1-7	○	8-14	○	15-20	○		
Identifies logical solution and aspects of implementation	No solution identified		Solution provided, but implementation plan not developed		Logical solution and implementation plan provided and developed		Feasible solution and implementation plan developed, and necessary resources identified			
	0	○	1-7	○	8-14	○	15-20	○		
Demonstrates knowledge and understanding of the event competencies:  Basic international concepts/ownership and management/ marketing/finance/ communication (including culture and language)/ ethics/taxes and government regulations/ currency exchange/ international travel/career development	No competencies demonstrated		One or two competencies are demonstrated		Three competencies are demonstrated		Four or more competencies are demonstrated			
	0	○	1-7	○	8-14	○	15-20	○		

### Delivery Skills

Statements are well-organized and clearly stated	Presenter(s) did not appear prepared		Presenter(s) were prepared, but flow was not logical		Presentation flowed in logical sequence		Presentation flowed in a logical sequence; statements were well organized			
	0	○	1-3	○	4-7	○	8-10	○		
Demonstrates self-confidence, poise, assertiveness, and good voice projection	Presenter(s) did not demonstrate self-confidence		Presenter(s) demonstrated self-confidence and poise		Presenter(s) demonstrated self-confidence, poise, and good voice projection		Presenter(s) demonstrated self-confidence, poise, good voice projection, and assertiveness			
	0	○	1-2	○	3-4	○	5	○		
Demonstrates the ability to effectively answer questions	Unable to answer questions		Does not completely answer questions		Completely answers questions		Interacted with the judges in the process of completely answering questions			
	0	○	1-3	○	4-7	○	8-10	○		
<b>Performance Subtotal (100 max)</b>										

### Penalty Points (Mark all that apply)

Dress Code not followed	-5	○	Deduct 5 points for each instance of guidelines not being followed	- ____	○	<b>Total Penalty</b>	- ____	
							<b>Grand Total</b>	
							<b>Objective Test Score</b> (to be used in case of a tie)	

Name(s): \_\_\_\_\_

School: \_\_\_\_\_

State: \_\_\_\_\_

Judge's Signature: \_\_\_\_\_

Date: \_\_\_\_\_

# HIGH SCHOOL - INTRODUCTION TO BUSINESS PRESENTATION

## Performance Rating Sheet

Preliminary Round

(Mark one score per row **AND** write score in the Points Earned column. Use Tie Breaker column to add or subtract points to break ties.)

Expectation Item	Not Demonstrated		Below Expectations		Meets Expectations		Exceeds Expectations		Points Earned	Tie Breaker
	0	○	1-5	○	6-10	○	11-15	○		
Demonstrates understanding of the event topic in presentation	No understanding of event topic OR incorrect topic used		Understanding of topic inconsistent from the event guidelines		Demonstrates the topic through presentation		Demonstrates use of industry terminology in the topic			
	0	○	1-5	○	6-10	○	11-15	○		
Describes the purpose with a logical sequence of ideas	No evidence of purpose and logical sequence		Purpose stated OR logical sequence of ideas given		Purpose is described using a logical sequence of ideas		Purpose is well-defined and in a logical sequence of ideas			
	0	○	1-3	○	4-7	○	8-10	○		
Summarizes information from the event topic and identifies recommendations	No summary or recommendations identified		Recommendations or summary provided, but plan not developed		Summary was effective and logical recommendations developed		Summary provided logical connection to all aspects of the event topic through entire presentation, with feasible recommendations identified			
	0	○	1-5	○	6-10	○	11-15	○		
Uses technology for proper formatting, design elements, and business presentation features	No use of technology		Demonstrates the use of 1-2 technology and design features		Demonstrates the use of 3-4 technology and design features		Demonstrates the use of 5 or more technology and design features			
	0	○	1-7	○	8-14	○	15-20	○		
Uses suitable and accurate statements of information in presentation	More than 3 statements are inaccurate		Only 1-2 statements are inaccurate		All statements of information are accurate		All statements of information are accurate with supporting evidence			
	0	○	1-3	○	4-7	○	8-10	○		
Provides proper documentation to comply with state and federal copyright laws	No documentation provided				Substantiates compliance to copyright regulations using visual representation					
	0	○			10	○				

### Penalty Points (Mark all that apply)

Dress Code not followed	-5	○	Deduct 5 points for each instance of guidelines not being followed	- ____	○	<b>Total Penalty</b>	- ____	
						<b>Performance Grand Total</b>		
						<b>(80 max)</b>		

Name(s): \_\_\_\_\_

School: \_\_\_\_\_

State: \_\_\_\_\_

Judge's Signature: \_\_\_\_\_

Date: \_\_\_\_\_

# HIGH SCHOOL - INTRODUCTION TO BUSINESS PRESENTATION

## Performance Rating Sheet

Final Round

(Mark one score per row **AND** write score in the Points Earned column. Use Tie Breaker column to add or subtract points to break ties.)

Expectation Item	Not Demonstrated		Below Expectations		Meets Expectations		Exceeds Expectations		Points Earned	Tie Breaker
	0	○	1-5	○	6-10	○	11-15	○		
Demonstrates understanding of the event topic in presentation	No understanding of event topic OR incorrect topic used		Understanding of topic inconsistent from the event guidelines		Demonstrates the topic through presentation		Demonstrates use of industry terminology in the topic			
	0	○	1-5	○	6-10	○	11-15	○		
Describes the purpose with a logical sequence of ideas	No evidence of purpose and logical sequence		Purpose stated OR logical sequence of ideas given		Purpose is described using a logical sequence of ideas		Purpose is well-defined and in a logical sequence of ideas			
	0	○	1-3	○	4-7	○	8-10	○		
Summarizes information from the event topic and identifies recommendations	No summary or recommendations identified		Recommendations or summary provided, but plan not developed		Summary was effective and logical recommendations developed		Summary provided logical connection to all aspects of the event topic through entire presentation, with feasible recommendations identified			
	0	○	1-5	○	6-10	○	11-15	○		
Uses technology for proper formatting, design elements, and business presentation features	No use of technology		Demonstrates the use of 1-2 technology and design features		Demonstrates the use of 3-4 technology and design features		Demonstrates the use of 5 or more technology and design features			
	0	○	1-7	○	8-14	○	15-20	○		
Uses suitable and accurate statements of information in presentation	More than 3 statements are inaccurate		Only 1-2 statements are inaccurate		All statements of information are accurate		All statements of information are accurate with supporting evidence			
	0	○	1-3	○	4-7	○	8-10	○		
Provides proper documentation to comply with state and federal copyright laws	No documentation provided				Substantiates compliance to copyright regulations using visual representation					
	0	○		○	10	○		○		

### Delivery Skills

Statements are well-organized and clearly stated with use of industry language	Presenter(s) did not appear prepared		Presenter(s) were prepared, but flow was not logical		Presentation flowed in logical sequence		Presentation flowed in a logical sequence; statements were well organized			
	0	○	1-2	○	3-4	○	5	○		
Demonstrates self-confidence, poise, assertiveness, and good voice projection	Presenter(s) did not demonstrate self-confidence		Presenter(s) demonstrated self-confidence and poise		Presenter(s) demonstrated self-confidence, poise, and good voice projection		Presenter(s) demonstrated self-confidence, poise, good voice projection, and assertiveness			
	0	○	1-2	○	3-4	○	5	○		
Demonstrates the ability to effectively answer questions	Unable to answer questions		Does not completely answer questions		Completely answers questions		Interacted with the judges in the process of completely answering questions			
	0	○	1-3	○	4-7	○	8-10	○		
<b>Performance Subtotal (100 max)</b>										

### Penalty Points (Mark all that apply)

Dress Code not followed	-5	○	Deduct 5 points for each instance of guidelines not being followed	- ____	○	<b>Total Penalty</b>	- ____	
<b>Performance Grand Total</b>								

Name(s): \_\_\_\_\_

School: \_\_\_\_\_

State: \_\_\_\_\_

Judge's Signature: \_\_\_\_\_

Date: \_\_\_\_\_

# HIGH SCHOOL - INTRODUCTION TO EVENT PLANNING

## Performance Rating Sheet

(Mark one score per row **AND** write score in the Points Earned column. Use Tie Breaker column to add or subtract points to break ties.)

Expectation Item	Not Demonstrated		Below Expectations		Meets Expectations		Exceeds Expectations		Points Earned	Tie Breaker
	0	○	1-5	○	6-10	○	11-15	○		
Demonstrates understanding of the case study and defines problem(s) to be solved	0	○	1-5	○	6-10	○	11-15	○		
Identifies alternatives and the pro(s) and con(s) of each	0	○	1-7	○	8-14	○	15-20	○		
Identifies logical solution and aspects of implementation	0	○	1-7	○	8-14	○	15-20	○		
Demonstrates knowledge and understanding of the event competencies: Customer service skills/management skills/event staffing/legal aspects/convention management/designing and executing an event/crowd control/pricing/careers in event planning/supply chain management	0	○	1-7	○	8-14	○	15-20	○		

### Delivery Skills

Statements are well-organized and clearly stated	0	○	1-3	○	4-7	○	8-10	○		
Demonstrates self-confidence, poise, assertiveness, and good voice projection	0	○	1-2	○	3-4	○	5	○		
Demonstrates the ability to effectively answer questions	0	○	1-3	○	4-7	○	8-10	○		
<b>Performance Subtotal (100 max)</b>										

### Penalty Points (Mark all that apply)

Dress Code not followed	-5	○	Deduct 5 points for each instance of guidelines not being followed	-	○	<b>Total Penalty</b>	-	
<b>Grand Total</b>								
<b>Objective Test Score</b> (to be used in the event of a tie)								

Name(s): \_\_\_\_\_

School: \_\_\_\_\_

State: \_\_\_\_\_

Judge's Signature: \_\_\_\_\_

Date: \_\_\_\_\_

# HIGH SCHOOL - INTRODUCTION TO PUBLIC SPEAKING

## Performance Rating Sheet

(Mark one score per row **AND** write score in the Points Earned column. Use Tie Breaker column to add or subtract points to break ties.)

Expectation Item	Not Demonstrated		Below Expectations		Meets Expectations		Exceeds Expectations		Points Earned	Tie Breaker
	0	○	1-3	○	4-7	○	8-10	○		
Incorporate provided topic	Provided topic is not mentioned in speech		Topic is not clearly incorporated into speech		Topic was clearly incorporated into speech		Topic was clearly incorporated and expanded thoroughly throughout the speech			
	0	○	1-3	○	4-7	○	8-10	○		
Identify and execute a consistent theme	No theme presented		Theme was identified, but not consistent throughout speech		Theme identified and consistent throughout speech		Personal stories are utilized expand on the central theme			
	0	○	1-3	○	4-7	○	8-10	○		
Include accurate and appropriate supporting information	No supporting information provided OR inappropriate material used		One example of supporting information provided		Multiple examples of supporting information provided		Multiple examples of supporting information included to develop enhance the speech			
	0	○	1-3	○	4-7	○	8-10	○		

### Delivery Skills

Introduce the topic immediately (Intro)	Topic was not introduced		Introduction was not clearly presented		Introduction was clearly presented and topic was defined immediately		Introduction was clearly presented and topic was defined immediately with an effective transition into the speech body			
	0	○	1-3	○	4-7	○	8-10	○		
Support the topic(s) throughout (Body)	Speech did not have a topic		Multiple topics presented without clear connections		Central topic(s) were identified, connected, and supported throughout the speech		Smooth transitions were effectively utilized to support the central topic(s)			
	0	○	1-7	○	8-14	○	15-20	○		
Provide effective conclusion	Speech did not have a conclusion		Conclusion was not clearly presented		Effective conclusion was presented		Conclusion provides connection to entire presentation			
	0	○	1-3	○	4-7	○	8-10	○		
Delivers quality presentation	Does not address audience at all		Reads speech directly from notes with minimal eye contact		Glances at notes occasionally while keeping appropriate eye contact with audience		Delivers memorized presentation and utilizes appropriate body language and hand gestures			
	0	○	1-5	○	6-10	○	11-15	○		
Demonstrates self-confidence, poise, assertiveness, and good voice projection	Presenter did not demonstrate self confidence		Presenter maintained eye contact and poise		Presenter had strong eye contact, poise, and had good voice projection		Presenter demonstrated confidence, poise, voice projection, and was assertive in presentation			
	0	○	1-5	○	6-10	○	11-15	○		
<b>Performance Subtotal (100 max)</b>										

### Penalty Points (Mark all that apply)

Dress Code not followed	-5	○	Deduct 5 points for each instance of guidelines not being followed	-	○	<b>Total Penalty</b>	-	
<b>Grand Total</b>								

Name: \_\_\_\_\_

School: \_\_\_\_\_

State: \_\_\_\_\_

Judge's Signature: \_\_\_\_\_

Date: \_\_\_\_\_

# HIGH SCHOOL - INTRODUCTION TO SOCIAL MEDIA STRATEGY

## Performance Rating Sheet

Preliminary Round

(Mark one score per row **AND** write score in the Points Earned column. Use Tie Breaker column to add or subtract points to break ties.)

Expectation Item	Not Demonstrated		Below Expectations		Meets Expectations		Exceeds Expectations		Points Earned	Tie Breaker
	0	○	1-3	○	4-7	○	8-10	○		
Demonstrates understanding of the event topic	No understanding of event topic OR incorrect topic used		Understanding of topic inconsistent during presentation		Demonstrates the topic during presentation		Demonstrates expertise of the topic during presentation			
	0	○	1-3	○	4-7	○	8-10	○		
Describes the use and implementation of innovative technology	No explanation of use or implementation of technology		Identification OR implementation of innovative technology		Implementation and demonstration of innovative technology		Expert description, implementation, and demonstration of innovative technology			
	0	○	1-7	○	8-14	○	15-20	○		
Explains the design and development process	No explanation or description of the design and process		Explains the design OR development process		Explains both the design and the development process		Expert industry explanation of both design and development process			
	0	○	1-7	○	8-14	○	15-20	○		
Incorporates campaign into presentation	Does not present campaign		Campaign is presented but contains less than 3 models of social media OR contains 3 models that are not well developed		Campaign is presented with 3 models of social media and is well developed		Campaign is presented with 3 models of social media and is fully developed			
	0	○	1-7	○	8-14	○	15-20	○		
Provides proper documentation to comply with state and federal copyright laws	No documentation provided				Substantiates compliance to copyright regulations using visual representation					
	0		○		10		○			

### Penalty Points (Mark all that apply)

Dress Code not followed	-5	○	Deduct 5 points for each instance of guidelines not being followed	-_____	○	<b>Total Penalty</b>	-_____	
<b>Grand Total</b>								
<b>(80 max)</b>								

Name(s): \_\_\_\_\_

School: \_\_\_\_\_

State: \_\_\_\_\_

Judge's Signature: \_\_\_\_\_

Date: \_\_\_\_\_

# HIGH SCHOOL - INTRODUCTION TO SOCIAL MEDIA STRATEGY

## Performance Rating Sheet

Final Round

(Mark one score per row **AND** write score in the Points Earned column. Use Tie Breaker column to add or subtract points to break ties.)

Expectation Item	Not Demonstrated		Below Expectations		Meets Expectations		Exceeds Expectations		Points Earned	Tie Breaker
	0	○	1-3	○	4-7	○	8-10	○		
Demonstrates understanding of the event topic	No understanding of event topic OR incorrect topic used		Understanding of topic inconsistent during presentation		Demonstrates the topic during presentation		Demonstrates expertise of the topic during presentation			
	0	○	1-3	○	4-7	○	8-10	○		
Describes the use and implementation of innovative technology	No explanation of use or implementation of technology		Identification OR implementation of innovative technology		Implementation and demonstration of innovative technology		Expert description, implementation, and demonstration of innovative technology			
	0	○	1-7	○	8-14	○	15-20	○		
Explains the design and development process	No explanation or description of the design and process		Explains the design OR development process		Explains both the design and the development process		Expert industry explanation of both design and development process			
	0	○	1-7	○	8-14	○	15-20	○		
Incorporates campaign into presentation	Does not present campaign		Campaign is presented but contains less than 3 models of social media OR contains 3 models that are not well developed		Campaign is presented with 3 models of social media and is well developed		Campaign is presented with 3 models of social media and is fully developed			
	0	○	1-7	○	8-14	○	15-20	○		
Provides proper documentation to comply with state and federal copyright laws	No documentation provided				Substantiates compliance to copyright regulations using visual representation					
	0		○		10		○			

### Delivery Skills

Statements are well-organized and clearly stated	Presenter(s) did not appear prepared		Presenter(s) were prepared, but flow was not logical		Presentation flowed in logical sequence		Presentation flowed in a logical sequence; statements were well organized			
	0	○	1-2	○	3-4	○	5	○		
Demonstrates self-confidence, poise, assertiveness, and good voice projection	Presenter(s) did not demonstrate self-confidence		Presenter(s) demonstrated self-confidence and poise		Presenter(s) demonstrated self-confidence, poise, and good voice projection		Presenter(s) demonstrated self-confidence, poise, good voice projection, and assertiveness			
	0	○	1-2	○	3-4	○	5	○		
Demonstrates the ability to effectively answer questions	Unable to answer questions		Does not completely answer questions		Completely answers questions		Interacted with the judges in the process of completely answering questions			
	0	○	1-3	○	4-7	○	8-10	○		
<b>Performance Subtotal (100 max)</b>										

### Penalty Points (Mark all that apply)

Dress Code not followed	-5	○	Deduct 5 points for each instance of guidelines not being followed	-_____	○	<b>Total Penalty</b>	-_____
<b>Grand Total</b>							

Name(s): \_\_\_\_\_

School: \_\_\_\_\_

State: \_\_\_\_\_

Judge's Signature: \_\_\_\_\_

Date: \_\_\_\_\_

# HIGH SCHOOL - JOB INTERVIEW

## Interview Materials Rating Sheet

(Mark one score per row **AND** write score in the Points Earned column. Use Tie Breaker column to add or subtract points to break ties.)

Cover Letter	Not Demonstrated		Below Expectations		Meets Expectations		Exceeds Expectations		Points Earned	Tie Breaker
	0	○	1	○	2-3	○	4	○		
States job applying for	No job stated		Job stated does not match qualification		States job and shows match of job to qualifications		States job and shows match of job to qualifications with demonstrated experience			
	0	○	1	○	2-3	○	4	○		
Promotes self in letter: Lists skills, achievements, experience, etc.	No self-promotion included		Describes skills and academic achievements, but no experience included		Describes skills, academic achievements, and experience		Describes skills, academic achievements, and multiple experiences			
	0	○	1-3	○	4-6	○	7-8	○		
States that the resume is included with the letter and asks for interview	No resume statement or interview requested		States resume included but does not ask for interview		States resume is included and asks interview		States resume is included, asks for interview, provides opportunity to request more information			
	0	○	1	○	2-3	○	4	○		

### Resume

Targets job on cover letter	No job targeted		Targeted job does not match cover letter		Targeted job matches cover letter		Resume supports targeted job on cover letter			
	0	○	1	○	2-3	○	4	○		
Reader friendly – categories can be found easily, white space utilized, professional fonts and font sizes	Resume is unreadable		Resume design is distracting		Resume is reader friendly		Resume is professional in design for targeted job			
	0	○	1-3	○	4-6	○	7-8	○		
Includes education, activities, and experience information	No education, activities, or experience information listed		Two sections included		All three sections included		All three sections support targeted job			
	0	○	1-3	○	4-6	○	7-8	○		
Brief, concise information	Resume is longer than two pages		Information provided but in paragraph form		Sections are clearly identified with organized information		Clearly identified and organized information in each section supports targeted job			
	0	○	1	○	2-3	○	4	○		

### Spelling & Grammar

Documents are free of spelling, punctuation, and grammatical errors	Three or more errors		Two errors		No spelling errors, and not more than 1 punctuation or grammatical error		No spelling or grammatical errors, and not more than 1 punctuation error			
	0	○	1-3	○	4-7	○	8-10	○		

**Interview Materials Subtotal (50 max)**

### Penalty Points (Mark all that apply)

Deduct 5 points for each instance of guidelines not being followed	-	○	<b>Total Penalty</b>	-	
			<b>Grand Total</b>		

Name: \_\_\_\_\_

School: \_\_\_\_\_

State: \_\_\_\_\_

Judge's Signature: \_\_\_\_\_

Date: \_\_\_\_\_

# HIGH SCHOOL - JOB INTERVIEW

## Interview Rating Sheet

(Mark one score per row **AND** write score in the Points Earned column. Use Tie Breaker column to add or subtract points to break ties.)

Expectation Item	Not Demonstrated		Below Expectations		Meets Expectations		Exceeds Expectations		Points Earned	Tie Breaker
	0	○	1-5	○	6-10	○	11-15	○		
Demonstrates the ability to understand and respond to interview questions	0	○	1-5	○	6-10	○	11-15	○		
Relates previous experiences/activities with position's duties and skills necessary to succeed	0	○	1-5	○	6-10	○	11-15	○		
Possesses knowledge about the position and career field	0	○	1-5	○	6-10	○	11-15	○		
Asks questions that demonstrate and interest in the organization and understanding of the position	0	○	1-5	○	6-10	○	11-15	○		

### Professional Presentation Skills

Demonstrates proper greeting, introduction, and closing	0	○	1-5	○	6-10	○	11-15	○		
Demonstrates strong self-confidence, appropriate assertiveness, and enthusiasm	0	○	1-3	○	4-7	○	8-10	○		
Demonstrates proper verbal and nonverbal communication skills	0	○	1-3	○	4-7	○	8-10	○		

### Application Materials

Student brought application materials to interview	No materials were brought				Materials were brought					
	0	○			5	○				
<b>Performance Subtotal (100 max)</b>										

### Penalty Points (Mark all that apply)

Dress Code not followed	-5	○	Deduct 5 points for each instance of guidelines not being followed	- ____	○	<b>Total Penalty</b>	- ____	
<b>Performance Total</b>								
<b>Materials Prejudged Score (50 max)</b>								
<b>Grand Total (150 max)</b>								

Name: \_\_\_\_\_

School: \_\_\_\_\_

State: \_\_\_\_\_

Judge's Signature: \_\_\_\_\_

Date: \_\_\_\_\_

# HIGH SCHOOL - LOCAL CHAPTER ANNUAL BUSINESS REPORT

## Report Rating Sheet

(Mark one score per row AND write score in the Points Earned column. Use Tie Breaker column to add or subtract points to break ties.)

Expectation Item	Not Demonstrated		Below Expectations		Meets Expectations		Exceeds Expectations		Points Earned	Tie Breaker
Include "State of the Chapter" remarks to current members by chapter president. Report on membership numbers and size of school and community.	This section is missing in the report		Part of this information is missing		All the information is included and easy to find		All the information is included, easy to find, and additional school and/or community information is given			
	0	<input type="radio"/>	1-5	<input type="radio"/>	6-10	<input type="radio"/>	11-15	<input type="radio"/>		
Report activities to benefit chapter and its members: <ul style="list-style-type: none"> <li>Recruitment</li> <li>Leadership development</li> <li>Career exploration and preparation</li> <li>Business partnerships</li> <li>Chapter fundraising</li> <li>Public relations and chapter publicity</li> </ul>	This section is missing in the report		There is at least one activity listed in four of the components		There is at least one activity mentioned in each component listed in this section		Multiple activities are reported in all components listed			
	0	<input type="radio"/>	1-7	<input type="radio"/>	8-14	<input type="radio"/>	15-20	<input type="radio"/>		
Describe activities to benefit other individuals and organizations: <ul style="list-style-type: none"> <li>State and national projects</li> <li>Other community service projects</li> </ul>	This section is missing in the report		There is at least one activity listed in one component		There is at least one activity mentioned in each component listed in this section		Multiple activities are reported in all components listed			
	0	<input type="radio"/>	1-5	<input type="radio"/>	6-10	<input type="radio"/>	11-15	<input type="radio"/>		
Include conferences attended and recognition received: <ul style="list-style-type: none"> <li>Participation in FBLA conferences</li> <li>Other chapter and individual recognition earned</li> <li>Competitive event winners and participation</li> </ul>	This section is missing in the report		There is at least one activity listed in one component		There is at least one activity mentioned in each component listed in this section		Multiple activities are reported in all components listed			
	0	<input type="radio"/>	1-5	<input type="radio"/>	6-10	<input type="radio"/>	11-15	<input type="radio"/>		
Program of Work	Program of Work not included in report				Program of Work included in report					
	0		<input type="radio"/>		10		<input type="radio"/>			

### Report Format

Arrange information according to rating sheet (See above expectation items)	Missing one or more sections and/or does not follow rating sheet		All information presented, but order inconsistent with rating sheet		Information arranged according to the rating sheet		Presented in the correct order and includes written transitions between sections			
	0	<input type="radio"/>	1-3	<input type="radio"/>	4-7	<input type="radio"/>	8-10	<input type="radio"/>		
Format and design a business report	Does not format document		Inconsistent formatting, excessive white space, and/or unrelated graphics and/or photos		Consistent formatting throughout the report		Utilizes full bleed, effective use of space, related defined graphics, and consistent formatting			
	0	<input type="radio"/>	1-3	<input type="radio"/>	4-7	<input type="radio"/>	8-10	<input type="radio"/>		
Include correct grammar, punctuation, and spelling	More than 5 grammar, punctuation, or spelling errors		3-4 grammar, punctuation, or spelling errors		No spelling errors. and not more than 2 grammar or punctuation errors		No spelling errors, and not more than 1 grammar or punctuation error			
	0	<input type="radio"/>	1-2	<input type="radio"/>	3-4	<input type="radio"/>	5	<input type="radio"/>		
<b>Report Subtotal (100 max)</b>										

### Penalty Points

Deduct 5 points for each instance of report/project guidelines not being followed	- ____	<input type="radio"/>	<b>Total Penalty</b>	- ____	
<b>Grand Total</b>					

School: \_\_\_\_\_

State: \_\_\_\_\_

Judge's Signature: \_\_\_\_\_

Date: \_\_\_\_\_

# HIGH SCHOOL - LOCAL CHAPTER ANNUAL BUSINESS REPORT

## Performance Rating Sheet

Final Round

(Mark one score per row AND write score in the Points Earned column. Use Tie Breaker column to add or subtract points to break ties.)

Expectation Item	Not Demonstrated		Below Expectations		Meets Expectations		Exceeds Expectations		Points Earned	Tie Breaker
	0	○	1-5	○	6-10	○	11-15	○		
Describe chapter's program of work and summary of year's activities	0	○	1-5	○	6-10	○	11-15	○		
Describe activities to benefit chapter and its members: <ul style="list-style-type: none"> <li>Recruitment</li> <li>Leadership development</li> <li>Career exploration and preparation</li> <li>Business partnerships</li> <li>Chapter fundraising</li> <li>Public relations and chapter publicity</li> </ul>	0	○	1-7	○	8-14	○	15-20	○		
Describe activities to benefit other individuals and organizations: <ul style="list-style-type: none"> <li>State and national projects</li> <li>Other community service projects</li> </ul>	0	○	1-7	○	8-14	○	15-20	○		
Describe conferences attended and recognition received: <ul style="list-style-type: none"> <li>Participation in FBLA conferences</li> <li>Other chapter and individual recognition earned</li> <li>Competitive event winners and participation</li> </ul>	0	○	1-7	○	8-14	○	15-20	○		

### Delivery Skills

Statements are well-organized and clearly stated	0	○	1-3	○	4-7	○	8-10	○		
Demonstrates self-confidence, poise, assertiveness, and good voice projection	0	○	1-2	○	3-4	○	5	○		
Demonstrates the ability to effectively answer questions	0	○	1-3	○	4-7	○	8-10	○		
<b>Performance Subtotal (100 max)</b>										

### Penalty Points (Mark all that apply)

Dress Code not followed	-5	○	Deduct 5 points for each instance of guidelines not being followed	-	○	<b>Total Penalty</b>	-	
<b>Performance Total</b>								
<b>Report Total (100 max)</b>								
<b>Grand Total</b>								

School: \_\_\_\_\_

State: \_\_\_\_\_

Judge's Signature: \_\_\_\_\_

Date: \_\_\_\_\_

# HIGH SCHOOL - MANAGEMENT INFORMATION SYSTEMS

## Performance Rating Sheet

(Mark one score per row **AND** write score in the Points Earned column. Use Tie Breaker column to add or subtract points to break ties.)

Expectation Item	Not Demonstrated		Below Expectations		Meets Expectations		Exceeds Expectations		Points Earned	Tie Breaker
	0	○	1-5	○	6-10	○	11-15	○		
Demonstrates understanding of the case study and defines problem(s) to be solved	No description or case study synopsis provided no problems defined		Describes and provides case study synopsis OR defines the problem(s)		Describes and provides case study synopsis AND defines the problem(s)		Demonstrates expertise of case study synopsis AND definition of the problem(s)			
	0	○	1-5	○	6-10	○	11-15	○		
Identifies alternatives and the pro(s) and con(s) of each	No alternatives identified		Alternative(s) given but pro(s) and/or con(s) are not analyzed		At least two alternatives given, and pro(s) and con(s) are analyzed		Multiple alternatives given and multiple pros and cons analyzed for each			
	0	○	1-7	○	8-14	○	15-20	○		
Identifies logical solution and aspects of implementation	No solution identified		Solution provided, but implementation plan not developed		Logical solution and implementation plan provided and developed		Feasible solution and implementation plan developed, and necessary resources identified			
	0	○	1-7	○	8-14	○	15-20	○		
Demonstrates knowledge and understanding of the event competencies:  Business size and scope/ systems analysis and design/object-oriented analysis and design/user interfaces/system controls/defining systems	No competencies demonstrated		One or two competencies are demonstrated		Three competencies are demonstrated		Four or more competencies are demonstrated			
	0	○	1-7	○	8-14	○	15-20	○		

### Delivery Skills

Statements are well-organized and clearly stated	Presenter(s) did not appear prepared		Presenter(s) were prepared, but flow was not logical		Presentation flowed in logical sequence		Presentation flowed in a logical sequence; statements were well organized			
	0	○	1-3	○	4-7	○	8-10	○		
Demonstrates self-confidence, poise, assertiveness, and good voice projection	Presenter(s) did not demonstrate self-confidence		Presenter(s) demonstrated self-confidence and poise		Presenter(s) demonstrated self-confidence, poise, and good voice projection		Presenter(s) demonstrated self-confidence, poise, good voice projection, and assertiveness			
	0	○	1-2	○	3-4	○	5	○		
Demonstrates the ability to effectively answer questions	Unable to answer questions		Does not completely answer questions		Completely answers questions		Interacted with the judges in the process of completely answering questions			
	0	○	1-3	○	4-7	○	8-10	○		
<b>Performance Subtotal (100 max)</b>										

### Penalty Points (Mark all that apply)

Dress Code not followed	-5	○	Deduct 5 points for each instance of guidelines not being followed	-	○	<b>Total Penalty</b>	-	
							<b>Grand Total</b>	
							<b>Objective Test Score (to be used in the event of a tie)</b>	

Name(s): \_\_\_\_\_

School: \_\_\_\_\_

State: \_\_\_\_\_

Judge's Signature: \_\_\_\_\_

Date: \_\_\_\_\_

# HIGH SCHOOL - MARKETING

## Performance Rating Sheet

(Mark one score per row **AND** write score in the Points Earned column. Use Tie Breaker column to add or subtract points to break ties.)

Expectation Item	Not Demonstrated		Below Expectations		Meets Expectations		Exceeds Expectations		Points Earned	Tie Breaker
	0	○	1-5	○	6-10	○	11-15	○		
Demonstrates understanding of the case study and defines problem(s) to be solved	0	○	1-5	○	6-10	○	11-15	○		
Identifies alternatives and the pro(s) and con(s) of each	0	○	1-7	○	8-14	○	15-20	○		
Identifies logical solution and aspects of implementation	0	○	1-7	○	8-14	○	15-20	○		
Demonstrates knowledge and understanding of the event competencies:  Basic marketing fundamentals/economics/selling and merchandising/channels of distribution/marketing, information research, and planning/promotion and advertising media/legal, ethical, and social marketing aspects/e-commerce	0	○	1-7	○	8-14	○	15-20	○		

### Delivery Skills

Statements are well-organized and clearly stated	0	○	1-3	○	4-7	○	8-10	○			
Demonstrates self-confidence, poise, assertiveness, and good voice projection	0	○	1-2	○	3-4	○	5	○			
Demonstrates the ability to effectively answer questions	0	○	1-3	○	4-7	○	8-10	○			
<b>Performance Subtotal (100 max)</b>											

### Penalty Points (Mark all that apply)

Dress Code not followed	-5	○	Deduct 5 points for each instance of guidelines not being followed	-	○	<b>Total Penalty</b>	-	
<b>Grand Total</b>								
<b>Objective Test Score</b> (to be used in the event of a tie)								

Name(s): \_\_\_\_\_

School: \_\_\_\_\_

State: \_\_\_\_\_

Judge's Signature: \_\_\_\_\_

Date: \_\_\_\_\_

# HIGH SCHOOL - MOBILE APPLICATION DEVELOPMENT

## Demonstration Rating Sheet

Preliminary Round

(Mark one score per row **AND** write score in the Points Earned column. Use Tie Breaker column to add or subtract points to break ties.)

Application Readability	Not Demonstrated		Below Expectations		Meets Expectations		Exceeds Expectations		Points Earned	Tie Breaker
	0	<input type="radio"/>	1-3	<input type="radio"/>	4-7	<input type="radio"/>	8-10	<input type="radio"/>		
Packaged with complete file, readme, and instructions	Incomplete package		All elements of package are included		All elements of package are included, clearly labeled, and functional		Packaging is clear to the point that even though instructions are included, they are unnecessary			
	0	<input type="radio"/>	1-3	<input type="radio"/>	4-7	<input type="radio"/>	8-10	<input type="radio"/>		
Application functionality	Application does not launch		Application launches		Application launches in appropriate IDE (Xcode, Eclipse, Visual Studio)		Application appears to be compatible with more than one platform when launched			
	0	<input type="radio"/>	1-7	<input type="radio"/>	8-14	<input type="radio"/>	15-20	<input type="radio"/>		
Documentation and copyright compliance	Documentation and copyright information not addressed or addressed incorrectly				Documentation addressed and substantiated compliance to copyright regulations using visual representation					
	0		<input type="radio"/>		10		<input type="radio"/>			

### Application Design

Application addresses the topic/problem	Application does not address the topic/problem		Application addresses the topic/problem at a minimal level		Application fully addresses the topic/problem		Application fully addresses the topic/problem and the correlation is explained in the instructions			
	0	<input type="radio"/>	1-7	<input type="radio"/>	8-14	<input type="radio"/>	15-20	<input type="radio"/>		
Planning process	No explanation or description of the planning process		Explains the process but does not share tangible planning documents		Explains the process and shares tangible planning documents		Explains process using industry terminology and displays tangible planning documents			
	0	<input type="radio"/>	1-7	<input type="radio"/>	8-14	<input type="radio"/>	15-20	<input type="radio"/>		
Navigation	App navigation is unclear		App navigation contains errors		App navigation is clear and contains no more than one error		App navigation is error free and can be used without instruction			
	0	<input type="radio"/>	1-7	<input type="radio"/>	8-14	<input type="radio"/>	15-20	<input type="radio"/>		
Code	Code is incorrectly written		Code has 3 or more errors		Code is error free and commented appropriately		Code is error free, commented, and written in a consistent language			
	0	<input type="radio"/>	1-7	<input type="radio"/>	8-14	<input type="radio"/>	15-20	<input type="radio"/>		
Icon and graphics	App does not have a custom icon or graphics		App has a basic custom icon and graphics		App has an icon that tells something about the app		App has an icon that tells something about the app and is integrated into app graphics			
	0	<input type="radio"/>	1-7	<input type="radio"/>	8-14	<input type="radio"/>	15-20	<input type="radio"/>		
Social media	Social media is not incorporated		One social media platform is incorporated		Two or more social media platforms are incorporated		App is integrated to work directly with at least one social media application			
	0	<input type="radio"/>	1-7	<input type="radio"/>	8-14	<input type="radio"/>	15-20	<input type="radio"/>		
Bugs	App has multiple bugs that impair use		App has bugs that do not impair use		App is bug free and operates without errors		App is bug free and offers a bug reporting system should a user later discover a bug			
	0	<input type="radio"/>	1-7	<input type="radio"/>	8-14	<input type="radio"/>	15-20	<input type="radio"/>		

**Penalty Points** (Mark all that apply)

Dress Code not followed	-5	<input type="radio"/>	Deduct 5 points for each instance of guidelines not being followed	- _____	<input type="radio"/>	<b>Total Penalty</b>	- _____		
							<b>Grand Total</b> (180 max)		

Name(s): \_\_\_\_\_

School: \_\_\_\_\_

State: \_\_\_\_\_

Judge's Signature: \_\_\_\_\_

Date: \_\_\_\_\_

# HIGH SCHOOL - MOBILE APPLICATION DEVELOPMENT

## Demonstration Rating Sheet

Final Round

(Mark one score per row **AND** write score in the Points Earned column. Use Tie Breaker column to add or subtract points to break ties.)

Application Readability	Not Demonstrated		Below Expectations		Meets Expectations		Exceeds Expectations		Points Earned	Tie Breaker
	0	<input type="radio"/>	1-3	<input type="radio"/>	4-7	<input type="radio"/>	8-10	<input type="radio"/>		
Packaged with complete file, readme, and instructions	Incomplete package		All elements of package are included		All elements of package are included, clearly labeled, and functional		Packaging is clear to the point that even though instructions are included, they are unnecessary			
	0	<input type="radio"/>	1-3	<input type="radio"/>	4-7	<input type="radio"/>	8-10	<input type="radio"/>		
Application functionality	Application does not launch		Application launches		Application launches in appropriate IDE (Xcode, Eclipse, Visual Studio)		Application appears to be compatible with more than one platform when launched			
	0	<input type="radio"/>	1-7	<input type="radio"/>	8-14	<input type="radio"/>	15-20	<input type="radio"/>		
Documentation and copyright compliance	Documentation and copyright information not addressed or addressed incorrectly				Documentation addressed and substantiated compliance to copyright regulations using visual representation					
	0		<input type="radio"/>		10		<input type="radio"/>			

### Application Design

Application addresses the topic/problem	Application does not address the topic/problem		Application addresses the topic/problem at a minimal level		Application fully addresses the topic/problem		Application fully addresses the topic/problem and the correlation is explained in the instructions			
	0	<input type="radio"/>	1-7	<input type="radio"/>	8-14	<input type="radio"/>	15-20	<input type="radio"/>		
Planning process	No explanation or description of the planning process		Explains the process but does not share tangible planning documents		Explains the process and shares tangible planning documents		Explains process using industry terminology and displays tangible planning documents			
	0	<input type="radio"/>	1-7	<input type="radio"/>	8-14	<input type="radio"/>	15-20	<input type="radio"/>		
Navigation	App navigation is unclear		App navigation contains errors		App navigation is clear and contains no more than one error		App navigation is error free and can be used without instruction			
	0	<input type="radio"/>	1-7	<input type="radio"/>	8-14	<input type="radio"/>	15-20	<input type="radio"/>		
Code	Code is incorrectly written		Code has 3 or more errors		Code is error free and commented appropriately		Code is error free, commented, and written in a consistent language			
	0	<input type="radio"/>	1-7	<input type="radio"/>	8-14	<input type="radio"/>	15-20	<input type="radio"/>		
Icon and graphics	App does not have a custom icon or graphics		App has a basic custom icon and graphics		App has an icon that tells something about the app		App has an icon that tells something about the app and is integrated into app graphics			
	0	<input type="radio"/>	1-7	<input type="radio"/>	8-14	<input type="radio"/>	15-20	<input type="radio"/>		
Social media	Social media is not incorporated		One social media platform is incorporated		Two or more social media platforms are incorporated		App is integrated to work directly with at least one social media application			
	0	<input type="radio"/>	1-7	<input type="radio"/>	8-14	<input type="radio"/>	15-20	<input type="radio"/>		
Bugs	App has multiple bugs that impair use		App has bugs that do not impair use		App is bug free and operates without errors		App is bug free and offers a bug reporting system should a user later discover a bug			
	0	<input type="radio"/>	1-7	<input type="radio"/>	8-14	<input type="radio"/>	15-20	<input type="radio"/>		

### Delivery Skills

Statements are well-organized and clearly stated	Presenter(s) did not appear prepared		Presenter(s) were prepared, but flow was not logical		Presentation flowed in logical sequence		Presentation flowed in a logical sequence; statements were well organized			
	0	<input type="radio"/>	1-2	<input type="radio"/>	3-4	<input type="radio"/>	5	<input type="radio"/>		
Self-confidence, poise, assertiveness, and good voice projection	Presenter(s) did not demonstrate self-confidence		Presenter(s) demonstrated self-confidence and poise		Presenter(s) demonstrated self-confidence, poise, and good voice projection		Presenter(s) demonstrated self-confidence, poise, good voice projection, and assertiveness			
	0	<input type="radio"/>	1-2	<input type="radio"/>	3-4	<input type="radio"/>	5	<input type="radio"/>		
Ability to effectively answer questions	Unable to answer questions		Does not completely answer questions		Completely answers questions		Interacted with the judges in the process of completely answering questions			
	0	<input type="radio"/>	1-3	<input type="radio"/>	4-7	<input type="radio"/>	8-10	<input type="radio"/>		
<b>Demonstration Subtotal (200 max)</b>										

### Penalty Points (Mark all that apply)

Dress Code not followed	-5	<input type="radio"/>	Deduct 5 points for each instance of guidelines not being followed	- ____	<input type="radio"/>	<b>Total Penalty</b>	- ____	
<b>Grand Total</b>								

Name(s): \_\_\_\_\_

School: \_\_\_\_\_

State: \_\_\_\_\_

Judge's Signature: \_\_\_\_\_

Date: \_\_\_\_\_

# HIGH SCHOOL - NETWORK DESIGN

## Performance Rating Sheet

(Mark one score per row **AND** write score in the Points Earned column. Use Tie Breaker column to add or subtract points to break ties.)

Expectation Item	Not Demonstrated		Below Expectations		Meets Expectations		Exceeds Expectations		Points Earned	Tie Breaker
	0	○	1-5	○	6-10	○	11-15	○		
Demonstrates understanding of the case study and defines problem(s) to be solved	0	○	1-5	○	6-10	○	11-15	○		
Identifies alternatives and the pro(s) and con(s) of each	0	○	1-7	○	8-14	○	15-20	○		
Identifies logical solution and aspects of implementation	0	○	1-7	○	8-14	○	15-20	○		
Demonstrates knowledge and understanding of the event competencies:  Network installation/ network function/ configuration of Internet resources/ backup and recovery/ configuring network/services	0	○	1-7	○	8-14	○	15-20	○		

### Delivery Skills

Statements are well-organized and clearly stated	0	○	1-3	○	4-7	○	8-10	○		
Demonstrates self-confidence, poise, assertiveness, and good voice projection	0	○	1-2	○	3-4	○	5	○		
Demonstrates the ability to effectively answer questions	0	○	1-3	○	4-7	○	8-10	○		
<b>Performance Subtotal (100 max)</b>										

### Penalty Points (Mark all that apply)

Dress Code not followed	-5	○	Deduct 5 points for each instance of guidelines not being followed	- ____	○	<b>Total Penalty</b>	- ____	
							<b>Grand Total</b>	
							<b>Objective Test Score</b> (to be used in the event of a tie)	

Name(s): \_\_\_\_\_

School: \_\_\_\_\_

State: \_\_\_\_\_

Judge's Signature: \_\_\_\_\_

Date: \_\_\_\_\_

# HIGH SCHOOL - PARLIAMENTARY PROCEDURE

## Performance Rating Sheet

(Mark one score per row **AND** write score in the Points Earned column. Use Tie Breaker column to add or subtract points to break ties.)

Motions Classification	Comments	Not Completed		Completed		Completed & Correct		Points Earned	Tie Breaker
		0	○	1-5	○	6-10	○		
Main Motion		0	○	1-5	○	6-10	○		
Subsidiary Motion		0	○	1-5	○	6-10	○		
Privileged Motion		0	○	1-5	○	6-10	○		
Incidental Motion		0	○	1-5	○	6-10	○		
Bring Again Motion		0	○	1-5	○	6-10	○		

### Business of Meeting

Problem Addressed		0	○	1-5	○	6-10	○		
Proper Use of Parliamentary Terms		0	○	1-5	○	6-10	○		
Voices Projected and Expressions Clear		0	○	1-5	○	6-10	○		
Presiding Official Remained Impartial		0	○	1-5	○	6-10	○		
Members took initiative in meeting		0	○	1-5	○	6-10	○		
<b>Performance Subtotal (100 max)</b>									

### Penalty Points (Mark all that apply)

Dress Code not followed	-5	○	Deduct 5 points for each instance of guidelines not being followed	-	○	<b>Total Penalty</b>	-	
<b>Grand Total</b>								
<b>Objective Test Score</b> (to be used in the event of a tie)								

Name: \_\_\_\_\_

School: \_\_\_\_\_

State: \_\_\_\_\_

Judge's Signature: \_\_\_\_\_

Date: \_\_\_\_\_

# HIGH SCHOOL - PARTNERSHIP WITH BUSINESS PROJECT

## Report Rating Sheet

(Mark one score per row **AND** write score in the Points Earned column. Use Tie Breaker column to add or subtract points to break ties.)

Expectation Item	Not Demonstrated		Below Expectations		Meets Expectations		Exceeds Expectations		Points Earned	Tie Breaker
	0	○	1-3	○	4-7	○	8-10	○		
Project has specific partnership goals and partnership involves a FBLA chapter and a business	This partnership does not involve a FBLA chapter and a business		Partnership goals are listed but not well defined		Project has specific partnership goals		Project has quantitatively defined goals and indicates future activities or steps that could be taken to further the work started			
	0	○	1-3	○	4-7	○	8-10	○		
Explain the responsibilities of the business and chapter leaders	No leadership roles explained		Leaders were identified but responsibilities were not explained		Leaders were identified and responsibilities explained		Project leaders and leadership roles evident throughout project			
	0	○	1-5	○	6-10	○	11-15	○		
Describe planning, development, and implementation of project	No evidence of planning, development, or implementation of project		Planning, development, OR implementation explanation is missing		Planning, development, AND implementation activities/steps are clearly described		Planning, development, and implementation activities/steps are described and rationale for types of activities is given			
	0	○	1-7	○	8-14	○	15-20	○		
Show evidence of publicity received	No evidence of publicity received		Information about publicity was written in the report but no evidence of publicity is available		Project was recognized by the partners		Project was recognized in more than one way by the partners			
	0	○	1-3	○	4-7	○	8-10	○		
Discuss benefits and concepts learned from the partnership and degree of impact on both partners as a result of project	No benefits, concepts learned, or impact is stated		Project was completed and served a purpose		Benefits, concepts learned, and degree of impact for both partners is discussed with tangible results		Project impacted the partners to a level that something has dynamically changed with one or both partners			
	0	○	1-3	○	4-7	○	8-10	○		
Evaluate the project	No evidence of project evaluation is provided		Project was evaluated		Project was evaluated and the evaluation was assessed		Project was evaluated and recommendations for change were given			
	0	○	1-3	○	4-7	○	8-10	○		

### Report Format

Arrange information according to rating sheet (See above Expectation Items)	Missing 1 or more sections and/or does not follow rating sheet		All information presented, but order inconsistent with rating sheet		Information arranged according to the rating sheet		Presented in the correct order and includes written transitions between sections			
	0	○	1-3	○	4-7	○	8-10	○		
Format and design a business report	Does not format document		Inconsistent formatting, excessive white space, and/or unrelated graphics and/or photos		Consistent formatting throughout the report		Utilizes full bleed, effective use of space, related defined graphics, and consistent formatting			
	0	○	1-3	○	4-7	○	8-10	○		
Include correct grammar, punctuation, and spelling	More than 5 grammar, punctuation, or spelling errors		3-4 grammar, punctuation, or spelling errors		No spelling errors, and not more than 2 grammar or punctuation errors		No spelling errors, and not more than 1 grammar or punctuation error			
	0	○	1-2	○	3-4	○	5	○		
<b>Report Subtotal (100 max)</b>										

### Penalty Points

Deduct 5 points for each instance of report/project guidelines not being followed	- ____	○	<b>Total Penalty</b>	- ____	
			<b>Grand Total</b>		

School:

State:

Judge's Signature:

Date:

# HIGH SCHOOL - PARTNERSHIP WITH BUSINESS PROJECT

## Performance Rating Sheet

Final Round

(Mark one score per row **AND** write score in the Points Earned column. Use Tie Breaker column to add or subtract points to break ties.)

Expectation Item	Not Demonstrated		Below Expectations		Meets Expectations		Exceeds Expectations		Points Earned	Tie Breaker
	0	○	1-7	○	8-14	○	15-20	○		
Describes project development and strategies used to implement partnership	No evidence of partnership development or strategies presented		Project development is explained briefly; very limited strategies are utilized to implement the partnership		Project development is clearly outlined. More than one strategy is outlined to implement the partnership		Project development is clearly outlined. Strategies are chronological and clearly explained to implement the partnership			
	0	○	1-7	○	8-14	○	15-20	○		
Explain the responsibilities of the business and chapter leaders	No leadership roles explained		Leaders were identified but responsibilities were not explained		Leaders were identified and responsibilities explained		Project leaders and leadership roles evident throughout project			
	0	○	1-5	○	6-10	○	11-15	○		
Appropriate level of chapter member involvement in project	Chapter involvement is not explained		Participation was limited to a small number of members		Partnership was clearly a chapter project and participated in by multiple members		Entire chapter participated in the partnership and clear evidence is provided of the impact			
	0	○	1-3	○	4-7	○	8-10	○		
Show evidence of information learned from partnership;  Business planning/organization/control/objectives/goal setting	No evidence of information obtained from partnership		One example of information obtained from partnership is presented		Multiple examples of information obtained from partnership is presented		Multiple examples of information obtained from partnership is presented and implementation of knowledge described			
	0	○	1-7	○	8-14	○	15-20	○		
Evidence of publicity received	No evidence of publicity received		Information was shared with the media, but no evidence of publicity is shared		Project was recognized by the partners		Project was recognized in more than one way by the partners			
	0	○	1-2	○	3-4	○	5	○		
Student evaluation of project effectiveness	No evidence of project evaluation is provided		Project was evaluated		Project was evaluated and the evaluation was assessed		Project was evaluated and the team has created recommendations for change should the project be repeated			
	0	○	1-2	○	3-4	○	5	○		

### Delivery Skills

Statements are well-organized and clearly stated	Presenter(s) did not appear prepared		Presenter(s) were prepared, but flow was not logical		Presentation flowed in logical sequence		Presentation flowed in a logical sequence; statements were well organized			
	0	○	1-3	○	4-7	○	8-10	○		
Demonstrates self-confidence, poise, assertiveness, and good voice projection	Presenter(s) did not demonstrate self-confidence		Presenter(s) demonstrated self-confidence and poise		Presenter(s) demonstrated self-confidence, poise, and good voice projection		Presenter(s) demonstrated self-confidence, poise, good voice projection, and assertiveness			
	0	○	1-2	○	3-4	○	5	○		
Demonstrates the ability to effectively answer questions	Unable to answer questions		Does not completely answer questions		Completely answers questions		Interacted with the judges in the process of completely answering questions			
	0	○	1-3	○	4-7	○	8-10	○		
<b>Performance Subtotal (100 max)</b>										

### Penalty Points (Mark all that apply)

Dress Code not followed	-5	○	Deduct 5 points for each instance of guidelines not being followed	-	○	<b>Total Penalty</b>	-	
<b>Performance Total</b>								
<b>Report Total (100 max)</b>								
<b>Grand Total</b>								

School: \_\_\_\_\_

State: \_\_\_\_\_

Judge's Signature: \_\_\_\_\_

Date: \_\_\_\_\_

# HIGH SCHOOL - PUBLIC SERVICE ANNOUNCEMENT

## Performance Rating Sheet

Preliminary Round

(Mark one score per row **AND** write score in the Points Earned column. Use Tie Breaker column to add or subtract points to break ties.)

Expectation Item	Not Demonstrated		Below Expectations		Meets Expectations		Exceeds Expectations		Points Earned	Tie Breaker
	0	○	1-3	○	4-7	○	8-10	○		
Demonstrates understanding of the topic and creates an objective toward the topic	No understanding of event topic OR incorrect topic used, and no objective created		Understanding of topic inconsistent from video to performance with no clear objective created		Demonstrates topic through presentation and video with an objective created		Demonstrates expertise of topic through presentation and video with a strong objective created			
	0	○	1-3	○	4-7	○	8-10	○		
Includes elements that are related to the topic and directed toward a specific audience	Elements are not related to the topic or a specific audience		Elements are related to the topic OR directed toward a specific audience		Elements are related to the topic AND directed toward a specific audience		Elements are creative, enhancing the message resulting in audience participation			
	0	○	1-7	○	8-14	○	15-20	○		
Researches quality and related information to the topic	No research done with 3 or more inaccurate statements		Research is unrelated to the topic and 1-2 inaccurate statements		Research is accurate		Research is accurate with supporting evidence			
	0	○	1-3	○	4-7	○	8-10	○		
Explains the design, development, and script writing process	No explanation or description of the design, development, or script writing process		Explains the design OR development OR script writing process		Explains the design, development, and script writing process		Expert industry explanation or design, development, and script writing process			
	0	○	1-3	○	4-7	○	8-10	○		
Describes the use and implementation of innovative audio editing and video technology, including equipment and software used	No explanation of use or implementation of audio or video		Audio editing OR video uses 1 camera angle or not in focus and poor sound quality		Audio editing has appropriate volume and quality AND video technology uses multiple angles, steady, and focused		Expert description and demonstration of innovative video techniques, equipment, and software			
	0	○	1-3	○	4-7	○	8-10	○		
Copyright information is noted and documented, and video content is original	Copyright information not addressed or addressed incorrectly AND video content is not original		Material violates copyright guidelines OR video content is not original		Copyright information is documented, and video content is original		Copyright compliance is documented using visual representation, and video content is original			
	0	○	1-7	○	8-14	○	15-20	○		

### Penalty Points (Mark all that apply)

Dress Code not followed	-5	○	Deduct 5 points for each instance of guidelines not being followed	-_____	○	<b>Total Penalty</b>	-_____	
<b>Grand Total</b>								
<b>(80 max)</b>								

Name(s): \_\_\_\_\_

School: \_\_\_\_\_

State: \_\_\_\_\_

Judge's Signature: \_\_\_\_\_

Date: \_\_\_\_\_

# HIGH SCHOOL - PUBLIC SERVICE ANNOUNCEMENT

## Performance Rating Sheet

Final Round

(Mark one score per row AND write score in the Points Earned column. Use Tie Breaker column to add or subtract points to break ties.)

Expectation Item	Not Demonstrated		Below Expectations		Meets Expectations		Exceeds Expectations		Points Earned	Tie Breaker
	0	○	1-3	○	4-7	○	8-10	○		
Demonstrates understanding of the topic and creates an objective toward the topic	No understanding of event topic OR incorrect topic used, and no objective created		Understanding of topic inconsistent from video to performance with no clear objective created	○	Demonstrates topic through presentation and video with an objective created		Demonstrates expertise of topic through presentation and video with a strong objective created			
	0	○	1-3	○	4-7	○	8-10	○		
Includes elements that are related to the topic and directed toward a specific audience	Elements are not related to the topic or a specific audience		Elements are related to the topic OR directed toward a specific audience	○	Elements are related to the topic AND directed toward a specific audience		Elements are creative, enhancing the message resulting in audience participation			
	0	○	1-7	○	8-14	○	15-20	○		
Researches quality and related information to the topic	No research done with 3 or more inaccurate statements		Research is unrelated to the topic and 1-2 inaccurate statements	○	Research is accurate		Research is accurate with supporting evidence			
	0	○	1-3	○	4-7	○	8-10	○		
Explains the design, development, and script writing process	No explanation or description of the design, development, or script writing process		Explains the design OR development OR script writing process	○	Explains the design, development, and script writing process		Expert industry explanation or design, development, and script writing process			
	0	○	1-3	○	4-7	○	8-10	○		
Describes the use and implementation of innovative audio editing and video technology, including equipment and software used	No explanation of use or implementation of audio or video		Audio editing OR video uses 1 camera angle or not in focus and poor sound quality	○	Audio editing has appropriate volume and quality AND video technology uses multiple angles, steady, and focused		Expert description and demonstration of innovative video techniques, equipment, and software			
	0	○	1-3	○	4-7	○	8-10	○		
Copyright information is noted and documented, and video content is original	Copyright information not addressed or addressed incorrectly AND video content is not original		Material violates copyright guidelines OR video content is not original	○	Copyright information is documented, and video content is original		Copyright compliance is documented using visual representation, and video content is original			
	0	○	1-7	○	8-14	○	15-20	○		

### Delivery Skills

Statements are well-organized and clearly stated	Presenter(s) did not appear prepared		Presenter(s) were prepared, but flow was not logical		Presentation flowed in logical sequence		Presentation flowed in a logical sequence; statements were well organized			
	0	○	1-2	○	3-4	○	5	○		
Demonstrates self-confidence, poise, assertiveness, and good voice projection	Presenter(s) did not demonstrate self-confidence		Presenter(s) demonstrated self-confidence and poise		Presenter(s) demonstrated self-confidence, poise, and good voice projection		Presenter(s) demonstrated self-confidence, poise, good voice projection, and assertiveness			
	0	○	1-2	○	3-4	○	5	○		
Demonstrates the ability to effectively answer questions	Unable to answer questions		Does not completely answer questions		Completely answers questions		Interacted with the judges in the process of completely answering questions			
	0	○	1-3	○	4-7	○	8-10	○		
<b>Performance Subtotal (100 max)</b>										

### Penalty Points (Mark all that apply)

Dress Code not followed	-5	○	Deduct 5 points for each instance of guidelines not being followed	-	○	<b>Total Penalty</b>	-	
<b>Grand Total</b>								

Name(s): \_\_\_\_\_

School: \_\_\_\_\_

State: \_\_\_\_\_

Judge's Signature: \_\_\_\_\_

Date: \_\_\_\_\_

# HIGH SCHOOL - PUBLIC SPEAKING

## Performance Rating Sheet

(Mark one score per row **AND** write score in the Points Earned column. Use Tie Breaker column to add or subtract points to break ties.)

Expectation Item	Not Demonstrated		Below Expectations		Meets Expectations		Exceeds Expectations		Points Earned	Tie Breaker
	0	○	1-3	○	4-7	○	8-10	○		
Incorporate provided topic	Provided topic is not mentioned in speech		Topic is not clearly incorporated into speech		Topic was clearly incorporated into speech		Topic was clearly incorporated and expanded thoroughly throughout the speech			
	0	○	1-3	○	4-7	○	8-10	○		
Identify and execute a consistent theme	No theme presented		Theme was identified, but not consistent throughout speech		Theme identified and consistent throughout speech		Personal stories are utilized expand on the central theme			
	0	○	1-3	○	4-7	○	8-10	○		
Include accurate and appropriate supporting information	No supporting information provided OR inappropriate material used		One example of supporting information provided		Multiple examples of supporting information provided		Multiple examples of supporting information included to develop enhance the speech			
	0	○	1-3	○	4-7	○	8-10	○		

### Delivery Skills

Introduce the topic immediately (Intro)	Topic was not introduced		Introduction was not clearly presented		Introduction was clearly presented, and topic was defined immediately		Introduction was clearly presented, and topic was defined immediately with an effective transition into the speech body			
	0	○	1-3	○	4-7	○	8-10	○		
Support the topic(s) throughout (Body)	Speech did not have a topic		Multiple topics presented without clear connections		Central topic(s) were identified, connected, and supported throughout the speech		Smooth transitions were effectively utilized to support the central topic(s)			
	0	○	1-7	○	8-14	○	15-20	○		
Provide effective conclusion	Speech did not have a conclusion		Conclusion was not clearly presented		Effective conclusion was presented		Conclusion provides connection to entire presentation			
	0	○	1-3	○	4-7	○	8-10	○		
Delivers quality presentation	Does not address audience at all		Reads speech directly from notes with minimal eye contact		Glances at notes occasionally while keeping appropriate eye contact with audience		Delivers memorized presentation and utilizes appropriate body language and hand gestures			
	0	○	1-5	○	6-10	○	11-15	○		
Demonstrates self-confidence, poise, assertiveness, and good voice projection	Presenter did not demonstrate self confidence		Presenter maintained eye contact and poise		Presenter had strong eye contact, poise, and had good voice projection		Presenter demonstrated confidence, poise, voice projection, and was assertive in presentation			
	0	○	1-5	○	6-10	○	11-15	○		
<b>Performance Subtotal (100 max)</b>										

### Penalty Points (Mark all that apply)

Dress Code not followed	-5	○	Deduct 5 points for each instance of guidelines not being followed	-____	○	<b>Total Penalty</b>	-____	
<b>Grand Total</b>								

Name: \_\_\_\_\_

School: \_\_\_\_\_

State: \_\_\_\_\_

Judge's Signature: \_\_\_\_\_

Date: \_\_\_\_\_

# HIGH SCHOOL - PUBLICATION DESIGN

## Performance Rating Sheet

Preliminary Round

(Mark one score per row **AND** write score in the Points Earned column. Use Tie Breaker column to add or subtract points to break ties.)

Expectation Item	Not Demonstrated		Below Expectations		Meets Expectations		Exceeds Expectations		Points Earned	Tie Breaker
	0	○	1-7	○	8-14	○	15-20	○		
Describe the event topic and materials	Materials not described and/or one or more elements are missing or incomplete		Event topic and at least one of the materials described		Event topic and all materials described		All materials described and the presenters connect the different pieces together			
	0	○	1-7	○	8-14	○	15-20	○		
Explains the design and development process	No explanation or description of the design and process		Explains the design OR development process		Explain both the design AND the development process		Industry explanation of both design and development process			
	0	○	1-7	○	8-14	○	15-20	○		
Create interest and desire of the design for the intended target audience	Does not create interest or desire of the design for the target audience		Describes two or more features of the design that would assist in selling the publication		Describes four or more features of the design that would assist in selling the publication		Describes at least four features that would assist in selling the publication and how the design connects to target audience			
	0	○	1-7	○	8-14	○	15-20	○		
Incorporates a consistency in graphic design to theme	Consistency in publication design to theme not addressed		Explains how publication design is consistent with theme		Demonstrates with promotional materials the consistency between publication design and theme		Emphasize interpretation of the topic and design as it relates to publication design and theme including use of promotional materials			
	0	○	1-5	○	6-10	○	11-15	○		
Includes correct grammar, punctuation, spelling, and information related to event topic	More than 5 grammar, punctuation, or spelling errors and unrelated information		3-4 grammar, punctuation, or spelling errors with 2-3 unrelated ideas		No spelling errors, 1-2 grammar, punctuation errors. All information relates to topic		No spelling errors; only 1 grammar or punctuation error. All information relates to topic using industry terminology			
	0	○	1-2	○	3-4	○	5	○		

### Penalty Points (Mark all that apply)

Dress Code not followed	-5	○	Deduct 5 points for each instance of guidelines not being followed	-_____	○	<b>Total Penalty</b>	-_____	
<b>Grand Total</b>								
(80 max)								

Name(s): \_\_\_\_\_

School: \_\_\_\_\_

State: \_\_\_\_\_

Judge's Signature: \_\_\_\_\_

Date: \_\_\_\_\_

# HIGH SCHOOL - PUBLICATION DESIGN

## Performance Rating Sheet

Final Round

(Mark one score per row **AND** write score in the Points Earned column. Use Tie Breaker column to add or subtract points to break ties.)

Expectation Item	Not Demonstrated		Below Expectations		Meets Expectations		Exceeds Expectations		Points Earned	Tie Breaker
	0	○	1-7	○	8-14	○	15-20	○		
Describe the event topic and materials	Materials not described and/or one or more elements are missing or incomplete		Event topic and at least one of the materials described		Event topic and all materials described		All materials described and the presenters connect the different pieces together			
	0	○	1-7	○	8-14	○	15-20	○		
Explains the design and development process	No explanation or description of the design and process		Explains the design OR development process		Explain both the design AND the development process		Industry explanation of both design and development process			
	0	○	1-7	○	8-14	○	15-20	○		
Create interest and desire of the design for the intended target audience	Does not create interest or desire of the design for the target audience		Describes two or more features of the design that would assist in selling the publication		Describes four or more features of the design that would assist in selling the publication		Describes at least four features that would assist in selling the publication and how the design connects to target audience			
	0	○	1-7	○	8-14	○	15-20	○		
Incorporates a consistency in graphic design to theme	Consistency in publication design to theme not addressed		Explains how publication design is consistent with theme		Demonstrates with promotional materials the consistency between publication design and theme		Emphasize interpretation of the topic and design as it relates to publication design and theme including use of promotional materials			
	0	○	1-5	○	6-10	○	11-15	○		
Includes correct grammar, punctuation, spelling, and information related to event topic	More than 5 grammar, punctuation, or spelling errors and unrelated information		3-4 grammar, punctuation, or spelling errors with 2-3 unrelated ideas		No spelling errors, 1-2 grammar, punctuation errors. All information relates to topic		No spelling errors; only 1 grammar or punctuation error. All information relates to topic using industry terminology			
	0	○	1-2	○	3-4	○	5	○		

### Delivery Skills

Statements are well-organized and clearly stated	Presenter(s) did not appear prepared		Presenter(s) were prepared, but flow was not logical		Presentation flowed in logical sequence		Presentation flowed in a logical sequence; statements were well organized			
	0	○	1-2	○	3-4	○	5	○		
Demonstrates self-confidence, poise, assertiveness, and good voice projection	Presenter(s) did not demonstrate self-confidence		Presenter(s) demonstrated self-confidence and poise		Presenter(s) demonstrated self-confidence, poise, and good voice projection		Presenter(s) demonstrated self-confidence, poise, good voice projection, and assertiveness			
	0	○	1-2	○	3-4	○	5	○		
Demonstrates the ability to effectively answer questions	Unable to answer questions		Does not completely answer questions		Completely answers questions		Interacted with the judges in the process of completely answering questions			
	0	○	1-3	○	4-7	○	8-10	○		
<b>Performance Subtotal (100 max)</b>										

### Penalty Points (Mark all that apply)

Dress Code not followed	-5	○	Deduct 5 points for each instance of guidelines not being followed	-	○	<b>Total Penalty</b>	-	
<b>Grand Total</b>								

Name(s): \_\_\_\_\_

School: \_\_\_\_\_

State: \_\_\_\_\_

Judge's Signature: \_\_\_\_\_

Date: \_\_\_\_\_

# HIGH SCHOOL - SALES PRESENTATION

## Performance Rating Sheet

(Mark one score per row **AND** write score in the Points Earned column. Use Tie Breaker column to add or subtract points to break ties.)

Expectation Item	Not Demonstrated		Below Expectations		Meets Expectations		Exceeds Expectations		Points Earned	Tie Breaker
	0	○	1-3	○	4-7	○	8-10	○		
Presents appropriate greeting	No introduction was presented		The conversation began, but the customer had to start the presentation		The conversation was initiated by the presenter		Presenter is creative in their introduction and includes the product			
	0	○	1-3	○	4-7	○	8-10	○		
Able to determine needs	No questions were utilized to determine needs		Presenter asks questions but specific needs are not determined		Presenter uses questions to determine the need of the customer		Presenter uses questions to determine the need of the customer and relates the needs to the product			
	0	○	1-3	○	4-7	○	8-10	○		
Presenting the product/service	No product/service was presented		Presenter was unable to create interest in the product/service or the product features		Presenter was able to create interest in the product/service through knowledge of its features		Presenter was able to convert unnecessary item(s)(wants) into needed item(s)(needs)			
	0	○	1-3	○	4-7	○	8-10	○		
Able to overcome objections	Objections were not addressed or overcome		1 objective was overcome		2-3 objections were overcome		All objections were overcome, and sale resulted			
	0	○	1-3	○	4-7	○	8-10	○		
Demonstrates suggestion selling	No additional items were offered		Additional items were suggested, but did not relate to the product/service		Additional items were suggested that relate to the product/service		Additional items were suggested that relate to product/service and enhance the sale			
	0	○	1-3	○	4-7	○	8-10	○		
Able to close the sale	Sale was not suggested		Presenter asks for the sale but not all objections were addressed		Presenter asks for the sale and there is little apprehension in agreeing		The salesperson didn't have to ask for the sale, the presentation confirmed the customer's intent to buy			
	0	○	1-3	○	4-7	○	8-10	○		
Demonstrates the ability to develop relationship	No follow up was mentioned		Non-effective follow up was mention		Sale was finalized and interest in product/service was established		Relationship was established resulting in customer loyalty			
	0	○	1-3	○	4-7	○	8-10	○		

### Delivery Skills

Statements are well-organized and clearly stated	Presenter(s) did not appear prepared		Presenter(s) were prepared, but flow was not logical		Presentation flowed in logical sequence		Presentation flowed in a logical sequence; statements were well organized			
	0	○	1-3	○	4-7	○	8-10	○		
Demonstrates self-confidence, poise, assertiveness, and good voice projection	Presenter(s) did not demonstrate self-confidence		Presenter(s) demonstrated self-confidence and poise		Presenter(s) demonstrated self-confidence, poise, and good voice projection		Presenter(s) demonstrated self-confidence, poise, good voice projection, and assertiveness			
	0	○	1-3	○	4-7	○	8-10	○		
Demonstrates the ability to effectively answer questions	Unable to answer questions		Does not completely answer questions		Completely answers questions		Interacted with the judges in the process of completely answering questions			
	0	○	1-3	○	4-7	○	8-10	○		
<b>Performance Subtotal (100 max)</b>										

### Penalty Points (Mark all that apply)

Dress Code not followed	-5	○	Deduct 5 points for each instance of guidelines not being followed	-	○	<b>Total Penalty</b>	-	
<b>Grand Total</b>								

Name: \_\_\_\_\_

School: \_\_\_\_\_

State: \_\_\_\_\_

Judge's Signature: \_\_\_\_\_

Date: \_\_\_\_\_

# HIGH SCHOOL - SOCIAL MEDIA STRATEGIES

## Performance Rating Sheet

Preliminary Round

(Mark one score per row **AND** write score in the Points Earned column. Use Tie Breaker column to add or subtract points to break ties.)

Expectation Item	Not Demonstrated		Below Expectations		Meets Expectations		Exceeds Expectations		Points Earned	Tie Breaker
	0	○	1-3	○	4-7	○	8-10	○		
Demonstrates understanding of the event topic	No understanding of event topic OR incorrect topic used		Understanding of topic inconsistent during presentation		Demonstrates the topic during presentation		Demonstrates expertise of the topic during presentation			
	0	○	1-3	○	4-7	○	8-10	○		
Describes the use and implementation of innovative technology	No explanation of use or implementation of technology		Identification OR implementation of innovative technology		Implementation and demonstration of innovative technology		Expert description, implementation, and demonstration of innovative technology			
	0	○	1-7	○	8-14	○	15-20	○		
Explains the design and development process	No explanation or description of the design and process		Explains the design OR development process		Explains both the design and the development process		Expert industry explanation of both design and development process			
	0	○	1-7	○	8-14	○	15-20	○		
Incorporates campaign into presentation	Does not present campaign		Campaign is presented but contains less than 3 models of social media OR contains 3 models that are not well developed		Campaign is presented with 3 models of social media and is well developed		Campaign is presented with 3 models of social media and is fully developed			
	0	○	1-7	○	8-14	○	15-20	○		
Provides proper documentation to comply with state and federal copyright laws	No documentation provided				Substantiates compliance to copyright regulations using visual representation					
	0		○		10		○			

### Penalty Points (Mark all that apply)

Dress Code not followed	-5	○	Deduct 5 points for each instance of guidelines not being followed	-_____	○	<b>Total Penalty</b>	-_____	
						<b>Grand Total</b>		
						<b>(80 max)</b>		

Name(s): \_\_\_\_\_

School: \_\_\_\_\_

State: \_\_\_\_\_

Judge's Signature: \_\_\_\_\_

Date: \_\_\_\_\_

# HIGH SCHOOL - SOCIAL MEDIA STRATEGIES

## Performance Rating Sheet

Final Round

(Mark one score per row **AND** write score in the Points Earned column. Use Tie Breaker column to add or subtract points to break ties.)

Expectation Item	Not Demonstrated		Below Expectations		Meets Expectations		Exceeds Expectations		Points Earned	Tie Breaker
	0	○	1-3	○	4-7	○	8-10	○		
Demonstrates understanding of the event topic	No understanding of event topic OR incorrect topic used		Understanding of topic inconsistent during presentation		Demonstrates the topic during presentation		Demonstrates expertise of the topic during presentation			
	0	○	1-3	○	4-7	○	8-10	○		
Describes the use and implementation of innovative technology	No explanation of use or implementation of technology		Identification OR implementation of innovative technology		Implementation and demonstration of innovative technology		Expert description, implementation, and demonstration of innovative technology			
	0	○	1-7	○	8-14	○	15-20	○		
Explains the design and development process	No explanation or description of the design and process		Explains the design OR development process		Explains both the design and the development process		Expert industry explanation of both design and development process			
	0	○	1-7	○	8-14	○	15-20	○		
Incorporates campaign into presentation	Does not present campaign		Campaign is presented but contains less than 3 models of social media OR contains 3 models that are not well developed		Campaign is presented with 3 models of social media and is well developed		Campaign is presented with 3 models of social media and is fully developed			
	0	○	1-7	○	8-14	○	15-20	○		
Provides proper documentation to comply with state and federal copyright laws	No documentation provided				Substantiates compliance to copyright regulations using visual representation					
	0		○		10		○			

### Delivery Skills

Statements are well-organized and clearly stated	Presenter(s) did not appear prepared		Presenter(s) were prepared, but flow was not logical		Presentation flowed in logical sequence		Presentation flowed in a logical sequence; statements were well organized			
	0	○	1-2	○	3-4	○	5	○		
Demonstrates self-confidence, poise, assertiveness, and good voice projection	Presenter(s) did not demonstrate self-confidence		Presenter(s) demonstrated self-confidence and poise		Presenter(s) demonstrated self-confidence, poise, and good voice projection		Presenter(s) demonstrated self-confidence, poise, good voice projection, and assertiveness			
	0	○	1-2	○	3-4	○	5	○		
Demonstrates the ability to effectively answer questions	Unable to answer questions		Does not completely answer questions		Completely answers questions		Interacted with the judges in the process of completely answering questions			
	0	○	1-3	○	4-7	○	8-10	○		
<b>Performance Subtotal (100 max)</b>										

### Penalty Points (Mark all that apply)

Dress Code not followed	-5	○	Deduct 5 points for each instance of guidelines not being followed	-_____	○	<b>Total Penalty</b>	-_____
<b>Grand Total</b>							

Name(s): \_\_\_\_\_

School: \_\_\_\_\_

State: \_\_\_\_\_

Judge's Signature: \_\_\_\_\_

Date: \_\_\_\_\_

# HIGH SCHOOL - SPORTS AND ENTERTAINMENT MANAGEMENT

## Performance Rating Sheet

(Mark one score per row **AND** write score in the Points Earned column. Use Tie Breaker column to add or subtract points to break ties.)

Expectation Item	Not Demonstrated		Below Expectations		Meets Expectations		Exceeds Expectations		Points Earned	Tie Breaker
	0	○	1-5	○	6-10	○	11-15	○		
Demonstrates understanding of the case study and defines problem(s) to be solved	No description or case study synopsis provided no problems defined		Describes and provides case study synopsis OR defines the problem(s)		Describes and provides case study synopsis AND defines the problem(s)		Demonstrates expertise of case study synopsis AND definition of the problem(s)			
	0	○	1-5	○	6-10	○	11-15	○		
Identifies alternatives and the pro(s) and con(s) of each	No alternatives identified		Alternative(s) given but pro(s) and/or con(s) are not analyzed		At least two alternatives given and pro(s) and con(s) are analyzed		Multiple alternatives given and multiple pros and cons analyzed for each			
	0	○	1-7	○	8-14	○	15-20	○		
Identifies logical solution and aspects of implementation	No solution identified		Solution provided, but implementation plan not developed		Logical solution and implementation plan provided and developed		Feasible solution and implementation plan developed and necessary resources identified			
	0	○	1-7	○	8-14	○	15-20	○		
Demonstrates knowledge and understanding of the event competencies:  Event management/ decision making/strategic planning/delegation/ leadership/ethics/ entertainment industry/ marketing and promotion/sales/ entrepreneurship/human resources/careers	No competencies demonstrated		One or two competencies are demonstrated		Three competencies are demonstrated		Four or more competencies are demonstrated			
	0	○	1-7	○	8-14	○	15-20	○		

### Delivery Skills

Statements are well-organized and clearly stated	Presenter(s) did not appear prepared		Presenter(s) were prepared, but flow was not logical		Presentation flowed in logical sequence		Presentation flowed in a logical sequence; statements were well organized			
	0	○	1-3	○	4-7	○	8-10	○		
Demonstrates self-confidence, poise, assertiveness, and good voice projection	Presenter(s) did not demonstrate self-confidence		Presenter(s) demonstrated self-confidence and poise		Presenter(s) demonstrated self-confidence, poise, and good voice projection		Presenter(s) demonstrated self-confidence, poise, good voice projection, and assertiveness			
	0	○	1-2	○	3-4	○	5	○		
Demonstrates the ability to effectively answer questions	Unable to answer questions		Does not completely answer questions		Completely answers questions		Interacted with the judges in the process of completely answering questions			
	0	○	1-3	○	4-7	○	8-10	○		
<b>Performance Subtotal (100 max)</b>										

### Penalty Points (Mark all that apply)

Dress Code not followed	-5	○	Deduct 5 points for each instance of guidelines not being followed	- ____	○	<b>Total Penalty</b>	- ____	
							<b>Grand Total</b>	
							<b>Objective Test Score</b> (to be used in the event of a tie)	

Name(s): \_\_\_\_\_

School: \_\_\_\_\_

State: \_\_\_\_\_

Judge's Signature: \_\_\_\_\_

Date: \_\_\_\_\_

# HIGH SCHOOL - WEBSITE DESIGN

## Demonstration Rating Sheet

Preliminary Round

(Mark one score per row **AND** write score in the Points Earned column. Use Tie Breaker column to add or subtract points to break ties.)

Project Usability	Not Demonstrated		Below Expectations		Meets Expectations		Exceeds Expectations		Points Earned	Tie Breaker
	0	○	1-7	○	8-14	○	15-20	○		
Website usability and navigation	Website is not usable		Website usable but does not follow event guidelines		Website usable and meets all guidelines		Website contains more features than what is required in the guidelines			
	0	○	1-7	○	8-14	○	15-20	○		
Color/contrast, backgrounds, and font are appropriate for the topic	No design principles applied		Color/contrast, font, or design choice is distracting		Color/contrast, font, and design choice are appropriate for the concept/topic		Color/contrast, font, and design choice enhance the experience for the user			
	0	○	1-5	○	6-10	○	11-15	○		
Graphics appropriate for topic	No graphic design principles applied		Graphics are distracting		Graphics are appropriate for the concept/topic		Graphics enhance the experience for the user			
	0	○	1-5	○	6-10	○	11-15	○		

### Site Content

Fully address the topic	Topic is not followed		Topic is not fully addressed		Topic is fully addressed		User with no knowledge of the topic can identify based on site			
	0	○	1-7	○	8-14	○	15-20	○		
Site contains multiple elements providing evidence of production skill	No evidence of website production skill demonstrated		Website is designed using limited features		Website contains use of multiple technologies		Website contains advanced features			
	0	○	1-7	○	8-14	○	15-20	○		
Grammar, spelling, and punctuation	Site contains grammar or spelling errors		Site contains 3 or less spelling or grammar errors		Site contains 1 grammar and no spelling errors		Site is free of grammar and spelling errors			
	0	○	1-3	○	4-7	○	8-10	○		
Site documentation and copyright compliance	Documentation and copyright information not addressed or addressed incorrectly				Documentation addressed and substantiated compliance to copyright regulations using visual representation					
	0		○		10		○			

### Project Evaluation

Site is compatible with multiple platforms	Site is not compatible with any platforms		Site is only compatible with one platform		Site opens appropriately on at least 2 platforms		Site opens appropriately on more than 2 platforms			
	0	○	1-7	○	8-14	○	15-20	○		
Site interactivity functions and is error free	Site interactivity contains errors that prevent the execution		Site interactivity contains errors that did not prevent execution		Site interactivity is error free		Site interactivity is error free and enhances the experience for the user			
	0	○	1-7	○	8-14	○	15-20	○		
Website elements are consistent across all pages	Only one page is presented		Pages are not consistent		Pages are consistent		Pages are consistent and elements enhance the experience for the user			
	0	○	1-7	○	8-14	○	15-20	○		

### Penalty Points (Mark all that apply)

Dress Code not followed	-5	○	Deduct 5 points for each instance of guidelines not being followed	_____	○	<b>Total Penalty</b>	_____	
						<b>Grand Total</b>		

(170 max)

Name(s): \_\_\_\_\_

School: \_\_\_\_\_

State: \_\_\_\_\_

Judge's Signature: \_\_\_\_\_

Date: \_\_\_\_\_

# HIGH SCHOOL - WEBSITE DESIGN

## Demonstration Rating Sheet

Final Round

(Mark one score per row **AND** write score in the Points Earned column. Use Tie Breaker column to add or subtract points to break ties.)

Project Usability	Not Demonstrated		Below Expectations		Meets Expectations		Exceeds Expectations		Points Earned	Tie Breaker
	0	○	1-7	○	8-14	○	15-20	○		
Website usability and navigation	Website is not usable		Website usable but does not follow event guidelines		Website usable and meets all guidelines		Website contains more features than what is required in the guidelines			
	0	○	1-7	○	8-14	○	15-20	○		
Color/contrast, backgrounds, and font are appropriate for the topic	No design principles applied		Color/contrast, font, or design choice is distracting		Color/contrast, font, and design choice are appropriate for the concept/topic		Color/contrast, font, and design choice enhance the experience for the user			
	0	○	1-5	○	6-10	○	11-15	○		
Graphics appropriate for topic	No graphic design principles applied		Graphics are distracting		Graphics are appropriate for the concept/topic		Graphics enhance the experience for the user			
	0	○	1-5	○	6-10	○	11-15	○		

### Site Content

Fully address the topic	Topic is not followed		Topic is not fully addressed		Topic is fully addressed		User with no knowledge of the topic can identify based on site			
	0	○	1-7	○	8-14	○	15-20	○		
Site contains multiple elements providing evidence of production skill	No evidence of website production skill demonstrated		Website is designed using limited features		Website contains use of multiple technologies		Website contains advanced features			
	0	○	1-7	○	8-14	○	15-20	○		
Grammar, spelling, and punctuation	Site contains grammar or spelling errors		Site contains 3 or less spelling or grammar errors		Site contains 1 grammar and no spelling errors		Site is free of grammar and spelling errors			
	0	○	1-3	○	4-7	○	8-10	○		
Site documentation and copyright compliance	Documentation and copyright information not addressed or addressed incorrectly				Documentation addressed and substantiated compliance to copyright regulations using visual representation					
	0		○		10		○			

### Project Evaluation

Site is compatible with multiple platforms	Site is not compatible with any platforms		Site is only compatible with one platform		Site opens appropriately on at least 2 platforms		Site opens appropriately on more than 2 platforms			
	0	○	1-7	○	8-14	○	15-20	○		
Site interactivity functions and is error free	Site interactivity contains errors that prevent the execution		Site interactivity contains errors that did not prevent execution		Site interactivity is error free		Site interactivity is error free and enhances the experience for the user			
	0	○	1-7	○	8-14	○	15-20	○		
Website elements are consistent across all pages	Only one page is presented		Pages are not consistent		Pages are consistent		Pages are consistent and elements enhance the experience for the user			
	0	○	1-7	○	8-14	○	15-20	○		

**Delivery Skills**

Statements are well-organized and clearly stated	Presenter(s) did not appear prepared		Presenter(s) were prepared, but flow was not logical		Presentation flowed in logical sequence		Presentation flowed in a logical sequence, statements were well organized			
	0	<input type="radio"/>	1-3	<input type="radio"/>	4-7	<input type="radio"/>	8-10	<input type="radio"/>		
Self-confidence, poise, assertiveness, and good voice projection	Presenter(s) did not demonstrate self-confidence		Presenter(s) demonstrated self-confidence and poise		Presenter(s) demonstrated self-confidence, poise, and good voice projection		Presenter(s) demonstrated self-confidence, poise, good voice projection, and assertiveness			
	0	<input type="radio"/>	1-3	<input type="radio"/>	4-7	<input type="radio"/>	8-10	<input type="radio"/>		
Ability to effectively answer questions	Unable to answer questions		Does not completely answer questions		Completely answers questions		Interacted with the judges in the process of completely answering questions			
	0	<input type="radio"/>	1-3	<input type="radio"/>	4-7	<input type="radio"/>	8-10	<input type="radio"/>		
<b>Demonstration Subtotal (200 max)</b>										

**Penalty Points** (Mark all that apply)

Dress Code not followed	-5	<input type="radio"/>	Deduct 5 points for each instance of guidelines not being followed	- _____	<input type="radio"/>	<b>Total Penalty</b>	- _____	
<b>Grand Total</b>								

Name(s): \_\_\_\_\_

School: \_\_\_\_\_

State: \_\_\_\_\_

Judge's Signature: \_\_\_\_\_

Date: \_\_\_\_\_