



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

EVENT CATEGORIES

Junior: through grade 9

Senior: grades 10–12

See page 29 for more information on event categories.

ELIGIBILITY

1. States may submit two entries in each category of this event.
2. Participation is open to any nationally affiliated FCCLA *comprehensive* chapter member.
3. The Career Investigation project must be developed and completed within a one-year span beginning July 1 and ending June 30 of the school year before the National Leadership Conference.
4. The Career Investigation project must be planned and prepared by the participant(s) only. Supporting resources are acceptable as long as participants are coordinating their use and resources are cited appropriately verbally and/or in print during the presentation to avoid false credit for unoriginal or non-participant work.

PROCEDURES & TIME REQUIREMENTS

1. Each participant will submit a *portfolio* to the event room consultant at the designated participation time.
2. Room consultants and evaluators will have 15 minutes to preview the *portfolio* before the presentation begins.
3. The participant will have 5 minutes to set up for the event. Other persons may not assist.
4. The oral presentation **may be up to** 10 minutes in length. A one-minute warning will be given at 9 minutes. The participant will be stopped at 10 minutes.
5. Following the presentation, evaluators will have 5 minutes to interview the participant.
6. Evaluators will use the rubric to score and write comments for each participant. Then, evaluators will meet with each other to discuss the participant's strengths and suggestions for improvement.
7. The total time required for this event is approximately 35 minutes.

GENERAL INFORMATION

1. A table will be provided.
2. Spectators may not observe any portion of this event.
3. Words in *italics* are defined in the glossary.
4. **Allowable Presentation Elements.**
Allowed: *Costumes/Uniforms, Portfolio*. Not Allowed: *Audio, Easel(s), File Folders, Props/Pointers, Skits, Visual Equipment, Visuals*.

CAREER INVESTIGATION

Specifications

Portfolio

The *portfolio* is a collection of materials used to document and illustrate the work of the project. Materials must be contained in the official FCCLA STAR Events binder/notebook obtained from the FCCLA national emblematic supplier. A decorative and/or informative cover may be included. All materials, including the *divider pages* and tabs, must fit within the cover. The binder/notebook must contain no more than 35 pages: 1 *project identification page*, 1 table of contents page, 1 *Planning Process* summary page, 0-7 *divider pages*, and up to 25 *content pages* including the documents listed below. *Divider pages* may be tabbed and may contain a title, a section name, *graphic* elements, thematic decorations, and/or page numbers; they must not include any other *content*. All pages must be one-sided only. All pages except *divider pages* must be 8½" x 11". The *portfolio* will be turned in to the room consultant at the designated participation time.

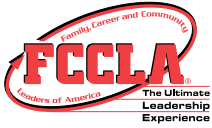
<i>Project Identification Page</i>	One 8½" x 11" page on <i>plain paper</i> , with no <i>graphics</i> or decorations; must include participant's name, chapter name, school, city, state, FCCLA national region, and career investigated.
FCCLA <i>Planning Process</i> Summary Page	One 8½" x 11" summary page of how each step of the <i>Planning Process</i> was used to plan and implement the project; use of the <i>Planning Process</i> may also be described in the oral presentation.
Self-Assessment	Document evidence of self-assessment. Examples include examining personal interests, values, aptitudes, skills, personality traits, and learning styles. Describe the role of self-assessment in the selection of the specific career.
Evidence of Career Research	Provide detailed research including job description; duties and responsibilities; qualifications; entry-level position and advancement opportunities; job outlook; and salary.
Experiences with Business, Industry, Agencies, and Organizations	Document experiences in selected career field. Examples of documentation may include but are not limited to written summaries of interviews from business, industry, agency, and organization personnel; written narrative of job shadowing or cooperative work experiences; and photographs.
Samples of School Work	Include examples or samples of Family and Consumer Sciences and academic coursework.
Use of Family and Consumer Sciences Coursework/Standards	Describe ways Family and Consumer Sciences coursework will be used in selected career.
Career Planning	State career goals and create a plan for achieving goals. Include plans for high school and further education and training as well as extracurricular and intra-curricular activities that will enhance possibilities for achieving goals.
Works Cited/ <i>Bibliography</i>	Use an organized, consistent format to cite all references in alphabetical order. Resources used should be reliable and current. MLA format required.
Appearance	<i>Portfolio</i> must be neat, legible, and <i>professional</i> and use correct grammar and spelling.

Career Investigation Specifications (continued)

Oral Presentation

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

Organization/Delivery	Deliver oral presentation in an organized, sequential manner; concisely and thoroughly summarize research.
Knowledge of Selected Career	Present current data and show evidence of knowledge of selected career.
Relationship of Family and Consumer Sciences Coursework	Describe the relationship of Family and Consumer Sciences coursework to selected career.
Use of <i>Portfolio</i>	Use <i>portfolio</i> to describe all phases of project.
Voice	Speak clearly with appropriate pitch, tempo, and volume.
Body Language/Clothing Choice	Use appropriate body language including gestures, posture, mannerisms, eye contact, and appropriate handling of notes or note cards if used. Wear appropriate clothing for the nature of the presentation.
Grammar/Word Usage/Pronunciation	Use proper grammar and pronunciation.
Responses to Evaluators' Questions	Provide clear and concise answers to evaluators' questions regarding project. Questions are asked after the presentation.



STAR Events Point Summary Form CAREER INVESTIGATION



Name(s) of Participant(s) _____

State _____ Team # _____ Group # _____

Category _____

DIRECTIONS:

1. Make sure all information at top is correct. If a student named is not participating, cross their name(s) off. If a team does not show, please write "No Show" across the top and return with other forms. Do **NOT** change team or group numbers.
2. Before student presentation, the room consultants must check participants' *portfolio* using the criteria and standards listed below and fill in the boxes.
3. At the conclusion of presentation, verify evaluator scores and fill in information below. Calculate the final score and ask for evaluators' verification. Place this form in front of the completed rubrics and paper clip all items related to the presentation together. Please do **NOT** staple.
4. At the end of competition in the room, double check all scores, names, and team numbers to ensure accuracy. Sort results by team order and turn in to the Lead or Assistant Lead Consultant.
5. Please check with the Lead or Assistant Lead Consultant if there are any questions regarding the evaluation process.

ROOM CONSULTANT CHECK				Points
Registration 0 or 5 points	0 Did not attend	5 Attended		
Portfolio 0–1 points	0 Binder is not the official FCCLA binder and/or materials do not fit within binder	1 Binder is the official FCCLA binder and material fit within the binder		
Portfolio Pages 0–1 points	0 Portfolio exceeds the page limit or is missing one or more pieces of required information	1 Portfolio contains no more than 35 single-sided pages including: • 1 project ID page • 1 table of contents page • 1 Planning Process summary page • Up to 7 divider pages • Up to 25 content pages		
Project Identification Page 0–2 points	0 Project ID page is missing	1 Project ID page is present but includes incorrect information	2 Project ID page is present and completed correctly	
Punctuality 0–1 points	0 Participant was late for presentation	1 Participant was on time for presentation		

EVALUATORS' SCORES

Evaluator 1 _____ Initials _____

Evaluator 2 _____ Initials _____

Evaluator 3 _____ Initials _____

Total Score _____ divided by number of evaluators

_____ = **AVERAGE EVALUATOR SCORE**

ROOM CONSULTANT TOTAL

(10 points possible)

AVERAGE EVALUATOR SCORE

(90 points possible)

FINAL SCORE

(Average Evaluator Score plus Room Consultant Total)

RATING ACHIEVED (circle one)

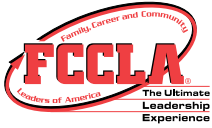
Gold: 90–100

Silver: 70–89.99

Bronze: 1–69.99

VERIFICATION OF FINAL SCORE AND RATING (please initial)

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



CAREER INVESTIGATION Rubric



Name(s) of Participant(s) _____

State _____ Team # _____ Group # _____

Category _____

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

Career Investigation Rubric (continued)

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

Evaluator's Comments:

TOTAL
(90 points possible)

Evaluator Initial _____

Room Consultant Initial _____