

# Competitive Events Rating Sheets

## FBLA

### TABLE OF CONTENTS

3-D Animation ( <i>Project</i> )	International Business
3-D Animation ( <i>Performance</i> )	Introduction to Business Presentation
American Enterprise Project ( <i>Report</i> )	Introduction to Event Planning
American Enterprise Project ( <i>Performance</i> )	Introduction to Public Speaking
Banking & Financial Systems	Introduction to Social Media Strategy
Broadcast Journalism	Job Interview ( <i>Interview Materials</i> )
Business Ethics	Job Interview ( <i>Preliminary</i> )
Business Financial Plan ( <i>Report</i> )	Job Interview ( <i>Final</i> )
Business Financial Plan ( <i>Performance</i> )	Local Chapter Annual Business Report ( <i>Report</i> )
Business Plan ( <i>Report</i> )	Local Chapter Annual Business Report ( <i>Performance</i> )
Business Plan ( <i>Performance</i> )	Management Decision Making
Client Service	Management Information Systems
Coding & Programming	Marketing
Community Service Project ( <i>Report</i> )	Mobile Application Development
Community Service Project ( <i>Performance</i> )	Network Design
Computer Game & Simulation Programming	Parliamentary Procedure
Digital Video Production ( <i>Project</i> )	Partnership with Business Project ( <i>Report</i> )
Digital Video Production ( <i>Performance</i> )	Partnership with Business Project ( <i>Performance</i> )
E-business	Public Service Announcement
Electronic Career Portfolio	Public Speaking
Entrepreneurship	Publication Design
Future Business Leader ( <i>Interview Materials</i> )	Sales Presentation
Future Business Leader ( <i>Preliminary</i> )	Social Media Strategies
Future Business Leader ( <i>Final</i> )	Sports & Entertainment Management
Graphic Design	Website Design
Help Desk	
Hospitality & Event Management	
Impromptu Speaking	

#### NOTE:

This documents contains the rating sheets for all FBLA competitive events. To see complete competitive event guidelines, please visit [www.fbla-pbl.org](http://www.fbla-pbl.org) and click on FBLA Competitive Events.



# FBLA 3-D 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	○	7	○	14	○	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	○	7	○	14	○	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	○	7	○	14	○	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	○	7	○	14	○	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	○	7	○	14	○	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	○	7	○	14	○	20	○		

### Project Evaluation

Overall Quality of 3-D elements and animation	Video does not incorporate 3-D elements		Video incorporates basic 3-D elements		Video incorporates 3-D elements that are functional		Video incorporates 3-D elements that clearly have been designed in multiple ways			
	0	○	14	○	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	○	14	○	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	○	7	○	14	○	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	○	7	○	14	○	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: \_\_\_\_\_



# FBLA 3-D ANIMATION

## Performance Rating Sheet Preliminary Round 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	○	3	○	7	○	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	○	3	○	7	○	10	○		
Describes the development process	No explanation of the development process		Explains the pre-production 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	○	5	○	10	○	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	○	5	○	10	○	15	○		
Describes software and equipment used	No explanation of software and equipment used		Explains software OR equipment used		Explains software AND equipment used		Explains software and equipment used as well as alternative options and reasoning for final choice			
	0	○	7	○	14	○	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	○	3	○	7	○	10	○		
Provides proper copyright documentation (pictures used, audio used, etc.)	No documentation provided				Substantiates compliance to copyright regulations and gives overview of how compliance was addressed					
	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	○	3	○	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	○	3	○	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	○	3	○	7	○	10	○		
<b>Performance Subtotal (100 max)</b>										

### Penalty Points (Mark all that apply)

Over allowed time (7 minutes)	-5	○	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: \_\_\_\_\_



# FBLA AMERICAN ENTERPRISE PROJECT

## Performance Rating Sheet

Preliminary Round     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	○	7	○	14	○	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	○	7	○	14	○	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	○	5	○	10	○	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	○	3	○	7	○	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	○	7	○	14	○	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	○	3	○	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	○	3	○	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	○	3	○	7	○	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	○	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	○	3	○	7	○	10	○		
<b>Performance Subtotal (100 max)</b>										

### Penalty Points (Mark all that apply)

Over allowed time (7 minutes)	-5	○	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: \_\_\_\_\_



# FBLA 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	○	3	○	7	○	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	○	3	○	7	○	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	○	5	○	10	○	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	○	7	○	14	○	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	○	3	○	7	○	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	○	3	○	7	○	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	○	3	○	7	○	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	○	3	○	7	○	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	○	3	○	7	○	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	○	3	○	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: \_\_\_\_\_



# FBLA 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	○	5	○	10	○	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	○	5	○	10	○	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	○	7	○	14	○	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	○	7	○	14	○	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	○	7	○	14	○	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	○	3	○	7	○	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	○	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	○	3	○	7	○	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: \_\_\_\_\_



# FBLA BROADCAST JOURNALISM

## Performance Rating Sheet

Preliminary Round     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	○	5	○	10	○	15	○		
Presentation represents a LIVE BROADCAST	Presentation is 100 percent pre-recorded		Presentation is pre-recorded with less than 10 percent LIVE		Presentation represents a LIVE broadcast with supporting features		Presentation represents a LIVE broadcast with creative techniques and supporting features			
	0	○	5	○	10	○	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	○	5	○	10	○	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	○	5	○	10	○	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	○	5	○	10	○	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	○	3	○	7	○	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	○	3	○	7	○	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	○	3	○	7	○	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	○	3	○	7	○	10	○		
<b>Performance Subtotal (100 max)</b>										

### Penalty Points (Mark all that apply)

Over allowed time (7 minutes)	-5	○	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: \_\_\_\_\_



# FBLA BUSINESS ETHICS

Performance Rating Sheet     Preliminary Round     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	○	3	○	7	○	10	○		
Identifies and defines the ethical topic	No identification of the ethical topic as it relates to the event guidelines		Identifies OR defines the ethical topic		Identifies and defines the ethical topic		Identification and definition of the ethical topic is stated using industry terminology			
	0	○	3	○	7	○	10	○		
Ethical dimensions of the topic are analyzed	No ethical dimensions are defined		Ethical dimensions of topic given but they are not analyzed		Ethical dimensions of the topic are given and analyzed with supporting evidence		Ethical dimensions are analyzed with multiple supporting evidence analyzed			
	0	○	5	○	10	○	15	○		
Identifies and offers an effective ethical solution	No ethical solution identified		One ethical solution provided with no plan		Ethical solution provided with supporting evidence and a plan developed		One feasible ethical solution recommended with a plan and necessary resources identified			
	0	○	7	○	14	○	20	○		
Researches quality and related information to the ethical topic	No research done with 3 or more inaccurate statements		Research is unrelated to the ethical topic and 1-2 inaccurate statements		Research is accurate		Research is accurate with supporting evidence			
	0	○	5	○	10	○	15	○		
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	○	3	○	7	○	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	○	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	○	3	○	7	○	10	○		
<b>Performance Subtotal (100 max)</b>										

## Penalty Points (Mark all that apply)

Over allowed time (7 minutes)	-5	○	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: \_\_\_\_\_





# FBLA BUSINESS FINANCIAL PLAN

## Performance Rating Sheet

Preliminary Round     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	○	5	○	10	○	15	○		
Describes company, operations, and management (current and projected)	No description 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	○	5	○	10	○	15	○		
Describes the financial plan and strategies to obtain loan	No description 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	○	5	○	10	○	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	○	5	○	10	○	15	○		
Identifies and analyzes risks and adverse results and provides plan to avoid adverse results	No of risks or adverse results identified		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	○	5	○	10	○	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	○	3	○	7	○	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	○	3	○	7	○	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	○	3	○	7	○	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	○	3	○	7	○	10	○		
<b>Performance Subtotal (100 max)</b>										

### Penalty Points (Mark all that apply)

Over allowed time (7 minutes)	-5	○	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: \_\_\_\_\_



# FBLA 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	○	10	○	20	○	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			
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			
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			
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			
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			
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			



# FBLA 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"/>	3	<input type="radio"/>	7	<input type="radio"/>	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"/>	3	<input type="radio"/>	7	<input type="radio"/>	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	<input type="radio"/>	3	<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: \_\_\_\_\_



# FBLA BUSINESS PLAN

## Performance Rating Sheet

Preliminary Round     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	○	5	○	10	○	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	○	5	○	10	○	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	○	5	○	10	○	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	○	5	○	10	○	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	○	3	○	7	○	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	○	3	○	7	○	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	○	3	○	7	○	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	○	3	○	7	○	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	○	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	○	3	○	7	○	10	○		
<b>Performance Subtotal (100 max)</b>										

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

Over allowed time (7 minutes)	-5	<input type="radio"/>	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>Performance Total</b>		
									<b>Report Total (200 max)</b>		
									<b>Grand Total</b>		

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

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

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

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

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



# FBLA 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	○	5	○	10	○	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			
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			
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			
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			
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			
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			
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			

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"/>	5	<input type="radio"/>	10	<input type="radio"/>	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"/>	7	<input type="radio"/>	14	<input type="radio"/>	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"/>	7	<input type="radio"/>	14	<input type="radio"/>	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"/>	5	<input type="radio"/>	10	<input type="radio"/>	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"/>	3	<input type="radio"/>	7	<input type="radio"/>	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"/>	3	<input type="radio"/>	7	<input type="radio"/>	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	<input type="radio"/>	3	<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: \_\_\_\_\_



# FBLA CLIENT SERVICE

## Performance Rating Sheet

Preliminary Round     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	○	3	○	7	○	10	○		
Demonstrates understanding of the case study and defines problem(s) to be solved	0	○	3	○	7	○	10	○		
Communicates position on problem of case study	0	○	7	○	14	○	20	○		
Identifies logical solution and aspects of implementation	0	○	7	○	14	○	20	○		
Displays empathy/diplomacy when responding to case study problem	0	○	7	○	14	○	20	○		

### Delivery Skills

Statements are well-organized and clearly stated	0	○	3	○	7	○	10	○		
Demonstrates self-confidence, poise, assertiveness, and good voice projection	0	○	3	○	7	○	10	○		
Demonstrates ability to effectively ask and answer questions	0	○	3	○	7	○	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: \_\_\_\_\_





# FBLA CODING & PROGRAMMING

## Demonstration Rating Sheet

Preliminary Round     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	○	7	○	14	○	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	○	7	○	14	○	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	○	7	○	14	○	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	○	3	○	7	○	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	○	7	○	14	○	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	○	7	○	14	○	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	○	7	○	14	○	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	○	7	○	14	○	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	○	7	○	14	○	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	○	7	○	14	○	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"/>	3	<input type="radio"/>	7	<input type="radio"/>	10	<input type="radio"/>		
Self-confidence, poise, assertiveness, and good voice projection	Competitor did not demonstrate self-confidence		Competitor demonstrated self-confidence and poise		Competitor demonstrated self-confidence, poise, and good voice projection		Competitor demonstrated self-confidence, poise, good voice projection, and assertiveness			
	0	<input type="radio"/>	3	<input type="radio"/>	7	<input type="radio"/>	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"/>	3	<input type="radio"/>	7	<input type="radio"/>	10	<input type="radio"/>		
<b>Demonstration Subtotal (200 max)</b>										

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

Over allowed time (7 minutes)	-5	<input type="radio"/>	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: \_\_\_\_\_



# FBLA COMMUNITY SERVICE PROJECT

## Performance Rating Sheet

Preliminary Round     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	○	7	○	14	○	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	○	7	○	14	○	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	○	5	○	10	○	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	○	3	○	7	○	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	○	7	○	14	○	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	○	3	○	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	○	3	○	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	○	3	○	7	○	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	○	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	○	3	○	7	○	10	○		
<b>Performance Subtotal (100 max)</b>										

### Penalty Points (Mark all that apply)

Over allowed time (7 minutes)	-5	○	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: \_\_\_\_\_



# FBLA 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
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	○	3	○	7	○	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	○	5	○	10	○	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	○	7	○	14	○	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	○	3	○	7	○	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	○	3	○	7	○	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	○	3	○	7	○	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	○	3	○	7	○	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	○	3	○	7	○	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	○	3	○	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: \_\_\_\_\_



# FBLA COMPUTER GAME & SIMULATION PROGRAMMING

## Demonstration Rating Sheet

Preliminary Round     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	○	7	○	14	○	20	○		
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	○	7	○	14	○	20	○		
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	○	7	○	14	○	20	○		
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	○	10	○	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	○	3	○	7	○	10	○		

### 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	○	3	○	7	○	10	○		
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	○	1	○	3	○	5	○		
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	○	1	○	3	○	5	○		
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	○	3	○	7	○	10	○		
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	○	7	○	14	○	20	○		

### 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	○	7	○	14	○	20	○		
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	○	7	○	14	○	20	○		
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	○	7	○	14	○	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	<input type="radio"/>	3	<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	<input type="radio"/>	3	<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"/>	3	<input type="radio"/>	7	<input type="radio"/>	10	<input type="radio"/>		
<b>Demonstration Subtotal (200 max)</b>										

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

Over allowed time (7 minutes)	-5	<input type="radio"/>	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: \_\_\_\_\_



# FBLA DIGITAL VIDEO PRODUCTION

## Performance Rating Sheet

Preliminary Round     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	○	3	○	7	○	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	○	3	○	7	○	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	○	7	○	14	○	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	○	7	○	14	○	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	○	3	○	7	○	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	○	7	○	14	○	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	○	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	○	3	○	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	○	3	○	7	○	10	○		
<b>Performance Subtotal (100 max)</b>										

### Penalty Points (Mark all that apply)

Over allowed time (7 minutes)	-5	○	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: \_\_\_\_\_



# FBLA 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	○	7	○	14	○	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	○	7	○	14	○	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	○	7	○	14	○	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	○	7	○	14	○	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	○	7	○	14	○	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	○	7	○	14	○	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	○	14	○	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	○	14	○	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	○	7	○	14	○	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	○	7	○	14	○	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: \_\_\_\_\_





# FBLA E-BUSINESS

## Demonstration Rating Sheet

Preliminary Round     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	○	7	○	14	○	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	○	7	○	14	○	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	○	3	○	7	○	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	○	3	○	7	○	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	○	7	○	14	○	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	○	7	○	14	○	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 free			
	0	○	3	○	7	○	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	○	3	○	7	○	10	○		
Site interactivity functions and is error free	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	○	7	○	14	○	20	○		
Ability to execute a sale	No checkout/shopping cart option available		Checkout/shopping cart created but not functional		Checkout/shopping cart created and functional (should not be activated)		Checkout/shopping cart created with multiple checkout options available (should not be activated)			
	0	○	7	○	14	○	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	○	7	○	14	○	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"/>	3	<input type="radio"/>	7	<input type="radio"/>	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"/>	3	<input type="radio"/>	7	<input type="radio"/>	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"/>	3	<input type="radio"/>	7	<input type="radio"/>	10	<input type="radio"/>		
<b>Demonstration Subtotal (200 max)</b>										

### Penalty Points (Mark all that apply)

Over allowed time (7 minutes)	-5	<input type="radio"/>	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: \_\_\_\_\_



# FBLA ELECTRONIC CAREER PORTFOLIO

## Performance Rating Sheet

Preliminary Round     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	○	3	○	7	○	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	○	3	○	7	○	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	○	3	○	7	○	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	○	7	○	14	○	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	○	7	○	14	○	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	○	3	○	7	○	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	○	3	○	7	○	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	○	3	○	7	○	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	○	3	○	7	○	10	○		
<b>Performance Subtotal (100 max)</b>										

### Penalty Points (Mark all that apply)

Over allowed time (7 minutes)	-5	○	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: \_\_\_\_\_



# FBLA 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	○	5	○	10	○	15	○		
Demonstrates understanding of the case study and defines problem(s) to be solved	0	○	5	○	10	○	15	○		
Identifies alternatives and the pro(s) and con(s) of each	0	○	7	○	14	○	20	○		
Identifies logical solution and aspects of implementation	0	○	7	○	14	○	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	0	○	7	○	14	○	20	○		

### Delivery Skills

Statements are well-organized and clearly stated	0	○	3	○	7	○	10	○		
Demonstrates self-confidence, poise, assertiveness, and good voice projection	0	○	1	○	3	○	5	○		
Demonstrates the ability to effectively answer questions	0	○	3	○	7	○	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: \_\_\_\_\_



# FBLA 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	○	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			
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			
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			

### 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			
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			
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			
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			

### 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			
<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: \_\_\_\_\_



# FBLA FUTURE BUSINESS LEADER

## Interview 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	○	5	○	10	○	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	○	5	○	10	○	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	○	5	○	10	○	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	○	5	○	10	○	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	○	5	○	10	○	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	○	5	○	10	○	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	○	3	○	7	○	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	○	3	○	7	○	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	<input type="radio"/>	Deduct 5 points for each instance of guidelines not being followed	-____	<input type="radio"/>	<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: \_\_\_\_\_



# FBLA FUTURE BUSINESS LEADER

## Interview 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	○	5	○	10	○	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	○	5	○	10	○	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	○	5	○	10	○	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	○	5	○	10	○	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	○	5	○	10	○	15	○		

### Professional Presentation Skills

Demonstrates proper greeting, introduction, and closing	Competitor does not use proper greeting, introduction, OR closing		Competitor's greeting, introduction, OR closing was weak		Competitor has strong greeting, introduction, AND closing		Competitor is creative in their introduction of themselves and asks for or provides follow-up action in the conclusion			
	0	○	5	○	10	○	15	○		
Demonstrates strong self-confidence, appropriate assertiveness, and enthusiasm	Competitor did not demonstrate self-confidence, assertiveness, OR enthusiasm		Competitor demonstrated minimal self-confidence, assertiveness, AND enthusiasm		Competitor used strong eye contact, appropriate assertiveness, AND enthusiasm		Competitor led the interview process and effectively used interview time			
	0	○	3	○	7	○	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	○	3	○	7	○	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>Grand Total</b>									

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

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

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

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

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





# FBLA GRAPHIC DESIGN

## Performance Rating Sheet

Preliminary Round     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	○	7	○	14	○	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	○	7	○	14	○	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	○	7	○	14	○	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	○	7	○	14	○	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	○	7	○	14	○	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	○	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	○	3	○	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	○	3	○	7	○	10	○		
<b>Performance Subtotal (100 max)</b>										

### Penalty Points (Mark all that apply)

Over allowed time (7 minutes)	-5	○	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: \_\_\_\_\_



# FBLA HELP DESK

## Performance Rating Sheet

Preliminary Round     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	○	3	○	7	○	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	○	3	○	7	○	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	○	3	○	7	○	10	○		
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	○	3	○	7	○	10	○		
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	○	3	○	7	○	10	○		
Shows knowledge of terminology and components related to the case study	No understanding of the case study demonstrated		Terminology is presented but not expanded on		Clear understanding of terminology and implementation into presentation		Terminology is communicated clear enough for client to proceed on own			
	0	○	3	○	7	○	10	○		
Demonstrates conflict resolution and closure to the case study	No closure was provided		Situation was closed OR conflict was resolved		Conflict was resolved, the situation has closure		Conflict was resolved, the situation has closure, and client is satisfied			
	0	○	7	○	14	○	20	○		

### 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	○	3	○	7	○	10	○		
Demonstrates self-confidence, poise, assertiveness, and good voice projection	Presenter did not demonstrate self-confidence		Presenter demonstrated self-confidence and poise		Presenter demonstrated self-confidence, poise, and good voice projection		Presenter demonstrated self-confidence, poise, good voice projection, and assertiveness			
	0	○	3	○	7	○	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	○	3	○	7	○	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: \_\_\_\_\_



# FBLA 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	○	5	○	10	○	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	○	5	○	10	○	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	○	7	○	14	○	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	○	7	○	14	○	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	○	7	○	14	○	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"/>	3	<input type="radio"/>	7	<input type="radio"/>	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	<input type="radio"/>	3	<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"/>	3	<input type="radio"/>	7	<input type="radio"/>	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: \_\_\_\_\_



# FBLA IMPROMPTU SPEAKING

## Performance Rating Sheet

Preliminary Round     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	○	3	○	7	○	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	○	3	○	7	○	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	○	3	○	7	○	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	○	3	○	7	○	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	○	3	○	7	○	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	○	7	○	14	○	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	○	3	○	7	○	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	○	5	○	10	○	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	○	5	○	10	○	15	○		
<b>Performance Subtotal (100 max)</b>										

### Penalty Points (Mark all that apply)

Time Penalty for under 3:31 or over 4:29	-5	○	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: \_\_\_\_\_



# FBLA 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	○	5	○	10	○	15	○		
Demonstrates understanding of the case study and defines problem(s) to be solved	0	○	5	○	10	○	15	○		
Identifies alternatives and the pro(s) and con(s) of each	0	○	7	○	14	○	20	○		
Identifies logical solution and aspects of implementation	0	○	7	○	14	○	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	0	○	7	○	14	○	20	○		

### Delivery Skills

Statements are well-organized and clearly stated	0	○	3	○	7	○	10	○		
Demonstrates self-confidence, poise, assertiveness, and good voice projection	0	○	1	○	3	○	5	○		
Demonstrates the ability to effectively answer questions	0	○	3	○	7	○	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: \_\_\_\_\_



# FBLA INTRODUCTION TO BUSINESS PRESENTATION

## Performance Rating Sheet

Preliminary Round     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	○	5	○	10	○	15	○			
Demonstrates understanding of the event topic in presentation	0	○	5	○	10	○	15	○			
Describes the purpose with a logical sequence of ideas	0	○	3	○	7	○	10	○			
Summarizes information from the event topic and identifies recommendations	0	○	5	○	10	○	15	○			
Uses technology for proper formatting, design elements, and business presentation features	0	○	7	○	14	○	20	○			
Uses suitable and accurate statements of information in presentation	0	○	3	○	7	○	10	○			
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	○	3	○	5	○			
Demonstrates self-confidence, poise, assertiveness, and good voice projection	0	○	1	○	3	○	5	○			
Demonstrates the ability to effectively answer questions	0	○	3	○	7	○	10	○			
<b>Performance Subtotal (100 max)</b>											

### Penalty Points (Mark all that apply)

Over allowed time (7 minutes)	-5	○	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: \_\_\_\_\_



# FBLA 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	○	5	○	10	○	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	○	5	○	10	○	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	○	7	○	14	○	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	○	7	○	14	○	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	No competencies demonstrated		One or two competencies are demonstrated		Three competencies are demonstrated		Four or more competencies are demonstrated			
	0	○	7	○	14	○	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	○	3	○	7	○	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	○	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	○	3	○	7	○	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: \_\_\_\_\_





# FBLA INTRODUCTION TO PUBLIC SPEAKING

## Performance Rating Sheet

Preliminary Round     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	○	3	○	7	○	10	○		
Incorporate FBLA-PBL goals into speech	No FBLA-PBL goals mentioned in speech		FBLA-PBL goals were not clearly incorporated into speech		FBLA-PBL goals were clearly incorporated into speech		FBLA-PBL goals were clearly incorporated and implemented throughout the speech			
	0	○	3	○	7	○	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	○	3	○	7	○	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	○	3	○	7	○	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	○	3	○	7	○	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	○	7	○	14	○	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	○	3	○	7	○	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	○	5	○	10	○	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	○	5	○	10	○	15	○		
<b>Performance Subtotal (100 max)</b>										

### Penalty Points (Mark all that apply)

Time Penalty for under 3:31 or over 4:29	-5	○	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: \_\_\_\_\_



# FBLA INTRODUCTION TO SOCIAL MEDIA STRATEGY

## Performance Rating Sheet

Preliminary Round     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	○	3	○	7	○	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	○	3	○	7	○	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	○	7	○	14	○	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	○	7	○	14	○	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	○	7	○	14	○	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	○	3	○	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	○	3	○	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	○	3	○	7	○	10	○		
<b>Performance Subtotal (100 max)</b>										

### Penalty Points (Mark all that apply)

Over allowed time (7 minutes)	-5	○	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: \_\_\_\_\_



# FBLA 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	○	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			
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			
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			

### 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			
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			
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			
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			

### 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			
<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: \_\_\_\_\_



# FBLA JOB INTERVIEW

## Interview 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"/>	5	<input type="radio"/>	10	<input type="radio"/>	15	<input type="radio"/>		
Demonstrates the ability to understand and respond to interview questions	0	<input type="radio"/>	5	<input type="radio"/>	10	<input type="radio"/>	15	<input type="radio"/>		
Relates previous experiences/activities with position's duties and skills necessary to succeed	0	<input type="radio"/>	5	<input type="radio"/>	10	<input type="radio"/>	15	<input type="radio"/>		
Possesses knowledge about the position and career field	0	<input type="radio"/>	5	<input type="radio"/>	10	<input type="radio"/>	15	<input type="radio"/>		
Asks questions that demonstrate and interest in the organization and understanding of the position	0	<input type="radio"/>	5	<input type="radio"/>	10	<input type="radio"/>	15	<input type="radio"/>		

### Professional Presentation Skills

Demonstrates proper greeting, introduction, and closing	0	<input type="radio"/>	5	<input type="radio"/>	10	<input type="radio"/>	15	<input type="radio"/>		
Demonstrates strong self-confidence, appropriate assertiveness, and enthusiasm	0	<input type="radio"/>	3	<input type="radio"/>	7	<input type="radio"/>	10	<input type="radio"/>		
Demonstrates proper verbal and nonverbal communication skills	0	<input type="radio"/>	3	<input type="radio"/>	7	<input type="radio"/>	10	<input type="radio"/>		

### Application Materials

Student brought application materials to interview	No materials were brought				Materials were brought					
	0	<input type="radio"/>			5	<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>Performance Total</b>								
<b>Materials Prejudged Score (50 max)</b>								
<b>Grand Total (150 max)</b>								

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

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

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

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

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



# FBLA JOB INTERVIEW

## Interview 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	<input type="radio"/>	5	<input type="radio"/>	10	<input type="radio"/>	15	<input type="radio"/>		
Demonstrates the ability to understand and respond to interview questions	Does not answer questions		Answers are not relevant to question asked		Answers are relevant to the question asked		Answers are relevant and fully support knowledge of position/duties			
Relates previous experiences/activities with position's duties and skills necessary to succeed	No evidence of previous experience/activities		One previous experience/activity mentioned but not related to position's duties or skills necessary for success		One previous experience/activity mentioned and is clearly related to position's duties or skills necessary for success		Multiple previous experiences/activities mentioned and are clearly related to position's duties or skills necessary for success			
Possesses knowledge about the position and career field	No evidence of position or career field knowledge		Has limited knowledge of the organization or understanding of the position		Comprehensive knowledge of the organization or understanding of the position demonstrated		Extensive knowledge of both the organization and career field demonstrated			
Asks questions that demonstrate and interest in the organization and understanding of the position	No question asked		Question asked, but it is not related to the organization or understanding of the position		Question asked that is related to the organization or understanding of the position		Question(s) asked that are directly related to both the organization and understanding of the position			

### Professional Presentation Skills

Demonstrates proper greeting, introduction, and closing	Competitor does not use proper greeting, introduction, OR closing		Competitor's greeting, introduction, OR closing was weak		Competitor has strong greeting, introduction, AND closing		Competitor is creative in their introduction of themselves and asks for or provides follow-up action in the conclusion			
Demonstrates strong self-confidence, appropriate assertiveness, and enthusiasm	Competitor did not demonstrate self-confidence, assertiveness, OR enthusiasm		Competitor demonstrated minimal self-confidence, assertiveness, AND enthusiasm		Competitor used strong eye contact, appropriate assertiveness, AND enthusiasm		Competitor led the interview process and effectively used interview time			
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			

### Application Materials

Student brought application materials to interview	No materials were brought				Materials were brought						
	0	<input type="radio"/>			5	<input type="radio"/>					
<b>Interview 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>									

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

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

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

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

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



# FBLA LOCAL CHAPTER ANNUAL BUSINESS REPORT

## Performance Rating Sheet

Preliminary Round     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	○	5	○	10	○	15	○		
Describe chapter's program of work and summary of year's activities	No evidence of chapter's program of work and summary of year's activities presented		Chapter's program of work and summary of year's activities explained briefly		Chapter's program of work and summary of year's activities clearly outlined		Chapter's program of work and summary of year's activities clearly outlined. Activities are chronological and clearly explained			
	0	○	5	○	10	○	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>	No evidence of activities		There is at least one activity described in four of the components		There is at least one activity described in each component listed		Multiple activities are described in all components listed			
	0	○	7	○	14	○	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>	No evidence of activities		There is at least one activity described in one component		There is at least one activity described in each component listed		Multiple activities are described in all components listed			
	0	○	7	○	14	○	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>	No evidence of conference attended, and recognition received		There is at least one activity described in one component		There is at least one activity described in each component listed in this section		Multiple activities are described in all components listed			
	0	○	7	○	14	○	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	○	3	○	7	○	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	○	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	○	3	○	7	○	10	○		
<b>Performance Subtotal (100 max)</b>										

### Penalty Points (Mark all that apply)

Over allowed time (7 minutes)	-5	○	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: \_\_\_\_\_



# FBLA 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"/>	5	<input type="radio"/>	10	<input type="radio"/>	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"/>	7	<input type="radio"/>	14	<input type="radio"/>	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"/>	5	<input type="radio"/>	10	<input type="radio"/>	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"/>	5	<input type="radio"/>	10	<input type="radio"/>	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"/>	3	<input type="radio"/>	7	<input type="radio"/>	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"/>	3	<input type="radio"/>	7	<input type="radio"/>	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	<input type="radio"/>	3	<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: \_\_\_\_\_



# FBLA MANAGEMENT DECISION MAKING

## 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	○	5	○	10	○	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)			
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			
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			
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			

### 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			
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			
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			
<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: \_\_\_\_\_





# FBLA 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	○	5	○	10	○	15	○		
Demonstrates understanding of the case study and defines problem(s) to be solved	0	○	5	○	10	○	15	○		
Identifies alternatives and the pro(s) and con(s) of each	0	○	7	○	14	○	20	○		
Identifies logical solution and aspects of implementation	0	○	7	○	14	○	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	0	○	7	○	14	○	20	○		

### Delivery Skills

Statements are well-organized and clearly stated	0	○	3	○	7	○	10	○		
Demonstrates self-confidence, poise, assertiveness, and good voice projection	0	○	1	○	3	○	5	○		
Demonstrates the ability to effectively answer questions	0	○	3	○	7	○	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: \_\_\_\_\_



# FBLA 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	○	5	○	10	○	15	○		
Demonstrates understanding of the case study and defines problem(s) to be solved	0	○	5	○	10	○	15	○		
Identifies alternatives and the pro(s) and con(s) of each	0	○	7	○	14	○	20	○		
Identifies logical solution and aspects of implementation	0	○	7	○	14	○	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	○	7	○	14	○	20	○		

### Delivery Skills

Statements are well-organized and clearly stated	0	○	3	○	7	○	10	○			
Demonstrates self-confidence, poise, assertiveness, and good voice projection	0	○	1	○	3	○	5	○			
Demonstrates the ability to effectively answer questions	0	○	3	○	7	○	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: \_\_\_\_\_



# FBLA MOBILE APPLICATION DEVELOPMENT

## Demonstration Rating Sheet

Preliminary Round     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	○	3	○	7	○	10	○		
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	○	3	○	7	○	10	○		
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	○	7	○	14	○	20	○		
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		○			

### 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	○	7	○	14	○	20	○		
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	○	7	○	14	○	20	○		
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	○	7	○	14	○	20	○		
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	○	7	○	14	○	20	○		
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	○	7	○	14	○	20	○		
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	○	7	○	14	○	20	○		
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	○	7	○	14	○	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	<input type="radio"/>	3	<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	<input type="radio"/>	3	<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"/>	3	<input type="radio"/>	7	<input type="radio"/>	10	<input type="radio"/>		
<b>Demonstration Subtotal (200 max)</b>										

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

Over allowed time (7 minutes)	-5	<input type="radio"/>	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: \_\_\_\_\_



# FBLA 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	○	5	○	10	○	15	○		
Demonstrates understanding of the case study and defines problem(s) to be solved	0	○	5	○	10	○	15	○		
Identifies alternatives and the pro(s) and con(s) of each	0	○	7	○	14	○	20	○		
Identifies logical solution and aspects of implementation	0	○	7	○	14	○	20	○		
Demonstrates knowledge and understanding of the event competencies: Network installation/ network function/ configuration of Internet resources/ backup and recovery/ configuring network/services	0	○	7	○	14	○	20	○		

### Delivery Skills

Statements are well-organized and clearly stated	0	○	3	○	7	○	10	○			
Demonstrates self-confidence, poise, assertiveness, and good voice projection	0	○	1	○	3	○	5	○			
Demonstrates the ability to effectively answer questions	0	○	3	○	7	○	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: \_\_\_\_\_



# FBLA PARLIAMENTARY PROCEDURE

## Performance Rating Sheet

Preliminary Round     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.)

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

### Business of Meeting

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

### Penalty Points (Mark all that apply)

Deduct 1 point for each full 30 seconds under 9 or over 11 minutes	- ____	○	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: \_\_\_\_\_



# FBLA PARTNERSHIP WITH BUSINESS PROJECT

## Performance Rating Sheet

Preliminary Round     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	○	7	○	14	○	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	○	7	○	14	○	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	○	5	○	10	○	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	○	3	○	7	○	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	○	7	○	14	○	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	○	3	○	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	○	3	○	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	○	3	○	7	○	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	○	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	○	3	○	7	○	10	○		
<b>Performance Subtotal (100 max)</b>										

### Penalty Points (Mark all that apply)

Over allowed time (7 minutes)	-5	○	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: \_\_\_\_\_



# FBLA 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	○	3	○	7	○	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	○	3	○	7	○	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	○	5	○	10	○	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	○	7	○	14	○	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	○	3	○	7	○	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	○	3	○	7	○	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	○	3	○	7	○	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	○	3	○	7	○	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	○	3	○	7	○	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	○	3	○	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: \_\_\_\_\_





# FBLA PUBLIC SERVICE ANNOUNCEMENT

## Performance Rating Sheet

Preliminary Round     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	○	3	○	7	○	10	○		
Demonstrates understanding of the topic and creates an objective toward the topic	0	○	3	○	7	○	10	○		
Includes elements that are related to the topic and directed toward a specific audience	0	○	7	○	14	○	20	○		
Researches quality and related information to the topic	0	○	3	○	7	○	10	○		
Explains the design, development, and script writing process	0	○	3	○	7	○	10	○		
Describes the use and implementation of innovative audio editing and video technology	0	○	3	○	7	○	10	○		
Copyright information is noted and documented, and video content is original	0	○	7	○	14	○	20	○		

### Delivery Skills

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

### Penalty Points (Mark all that apply)

Over allowed time (5 minutes)	-5	○	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: \_\_\_\_\_



# FBLA PUBLIC SPEAKING

## Performance Rating Sheet

Preliminary Round     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	○	3	○	7	○	10	○		
Incorporate FBLA-PBL goals into speech	No FBLA-PBL goals mentioned in speech		FBLA-PBL goals were not clearly incorporated into speech		FBLA-PBL goals were clearly incorporated into speech		FBLA-PBL goals were clearly incorporated and implemented throughout the speech			
	0	○	3	○	7	○	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	○	3	○	7	○	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	○	3	○	7	○	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	○	3	○	7	○	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	○	7	○	14	○	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	○	3	○	7	○	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	○	5	○	10	○	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	○	5	○	10	○	15	○		
<b>Performance Subtotal (100 max)</b>										

### Penalty Points (Mark all that apply)

Time Penalty for under 4:31 or over 5:29	-5	○	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: \_\_\_\_\_



# FBLA PUBLICATION DESIGN

## Performance Rating Sheet

Preliminary Round     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	○	7	○	14	○	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	○	7	○	14	○	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	○	7	○	14	○	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	○	7	○	14	○	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	○	5	○	10	○	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	○	3	○	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	○	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	○	3	○	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	○	3	○	7	○	10	○		
<b>Performance Subtotal (100 max)</b>										

### Penalty Points (Mark all that apply)

Over allowed time (7 minutes)	-5	○	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: \_\_\_\_\_



# FBLA SALES PRESENTATION

## Performance Rating Sheet

Preliminary Round     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	○	3	○	7	○	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	○	3	○	7	○	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	○	3	○	7	○	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	○	3	○	7	○	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	○	3	○	7	○	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	○	3	○	7	○	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	○	3	○	7	○	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	○	3	○	7	○	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	○	3	○	7	○	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	○	3	○	7	○	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	○	3	○	7	○	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: \_\_\_\_\_



# FBLA SOCIAL MEDIA STRATEGIES

## Performance Rating Sheet

Preliminary Round     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	○	3	○	7	○	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	○	3	○	7	○	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	○	7	○	14	○	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	○	7	○	14	○	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	○	7	○	14	○	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	○	3	○	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	○	3	○	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	○	3	○	7	○	10	○		
<b>Performance Subtotal (100 max)</b>										

### Penalty Points (Mark all that apply)

Over allowed time (7 minutes)	-5	○	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: \_\_\_\_\_



# FBLA 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	○	5	○	10	○	15	○		
Demonstrates understanding of the case study and defines problem(s) to be solved	0	○	5	○	10	○	15	○		
Identifies alternatives and the pro(s) and con(s) of each	0	○	7	○	14	○	20	○		
Identifies logical solution and aspects of implementation	0	○	7	○	14	○	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	0	○	7	○	14	○	20	○		

### Delivery Skills

Statements are well-organized and clearly stated	0	○	3	○	7	○	10	○			
Demonstrates self-confidence, poise, assertiveness, and good voice projection	0	○	1	○	3	○	5	○			
Demonstrates the ability to effectively answer questions	0	○	3	○	7	○	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: \_\_\_\_\_



# FBLA WEBSITE DESIGN

## Demonstration Rating Sheet

Preliminary Round     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	○	7	○	14	○	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	○	7	○	14	○	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	○	5	○	10	○	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	○	5	○	10	○	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	○	7	○	14	○	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	○	7	○	14	○	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	○	3	○	7	○	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	○	7	○	14	○	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	○	7	○	14	○	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	○	7	○	14	○	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"/>	3	<input type="radio"/>	7	<input type="radio"/>	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"/>	3	<input type="radio"/>	7	<input type="radio"/>	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"/>	3	<input type="radio"/>	7	<input type="radio"/>	10	<input type="radio"/>		
<b>Demonstration Subtotal (200 max)</b>										

### Penalty Points (Mark all that apply)

Over allowed time (7 minutes)	-5	<input type="radio"/>	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: \_\_\_\_\_