



3-D ANIMATION Production 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
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 principles 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 principles 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 & 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.	- ____	○	Total Penalty	-	
			Grand Total (200 Max)		

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
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 pre-production process		Explains the pre-production process but does not share tangible planning documents		Explains the pre-production process and shares tangible planning documents		Explains pre-production 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 hardware used		Explains software OR hardware used		Explains software AND hardware used		Explains software and hardware used as well as alternative options and reasoning for final choice			
	0	○	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 using visual representation					
	0		○		10		○			



FBLA 3-D ANIMATION Performance Rating Sheet (continued)

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"/>		
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"/>		
Performance Subtotal (100 max)										

Penalty Points (Mark all that apply)

Time over 7 minutes	-5	<input type="radio"/>		Deduct 5 points for each instance of guidelines not being followed	-	<input type="radio"/>	Total Penalty	-	
							Performance Total		
							Project Total (200 max)		
							Grand Total		

Name(s):

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
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 & 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	○		
Report Subtotal (100 max)										

Penalty Points

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

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
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	○		
Performance Subtotal (100 max)										

Penalty Points

Deduct 5 points for each instance of guidelines not being followed.	—	○		Total Penalty		-	
				Grand Total			
				Objective Test Score (to be used in the event of a tie)			

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
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 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 fairly 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 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 judges in the process of completely answering questions			
	0	○	3	○	7	○	10	○		
Performance Subtotal (100 max)										

Penalty Points (Mark all that apply)

Time over 7 minutes	-5	○	Deduct 5 points for each guideline not being followed	-	○		Total Penalty	-	
Performance Grand Total									

Name(s):

School

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
Identifies and defines the ethical topic	No identification of an ethical topic as it relates to the event guidelines		Identifies OR defines the ethical topic		Identifies and defines the ethical topic		Definition of the ethical topic is stated using industry terminology			
	0	○	3	○	7	○	10	○		
Ethical dimensions of the topic are clearly defined	No ethical dimensions are defined		Ethical dimensions of topic given but they are not analyzed		Dimensions of the topic are given and analyzed with supporting evidence		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	<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"/>	10	<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"/>		
Performance Subtotal (100 max)										

Penalty Points (Mark all that apply)

Time over 7 minutes	-5	<input type="radio"/>	Deduct 5 points for each instance of guidelines not being followed	—	<input type="radio"/>		Total Penalty	-	
Performance Grand Total									

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
Description of business, assumptions, and strategies to obtain loan	No description of business, assumptions OR strategies to obtain the loan is given		Description of the business, assumptions, and strategies to obtain a loan are given, but one or more descriptions are vague		Description of business, assumptions, and strategies to obtain the loan are provided and well written		Description of business, assumptions, and strategies to obtain loan serves as a strong introduction and transitions into the remainder of the report			
	0	○	10	○	20	○	30	○		
Describe Company: Legal form of business Company governance Company location(s) Long- and short-term goals	More than one of the components listed is not addressed		Description of one or more components is limited OR one or more components is not described		All components are described adequately		All components are described adequately with supporting documentation			
	0	○	10	○	20	○	30	○		
Discuss Operations and Management Business facilities described Management personnel identified Workforce described (current and projected)	More than one of the components listed is not addressed		Description of one or more components is limited OR one or more components is not described		All components are described adequately		All components are described adequately with supporting documentation			
	0	○	10	○	20	○	30	○		
Present Target Market: Target market defined (size, growth potential, needs) Risks and potential adverse results identified, analyzed, and planned for	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	○	10	○	20	○	30	○		
Include Financial Institution Information: Name and type of financial institution for loan needs Discuss Loan Request Purpose of loan & amount requested Itemized planned expenditures Projections for future financial stability	More than one of the components listed is not addressed		Description of one or more components is limited OR one or more components is not described		All components are described adequately		All components are described adequately with supporting documentation			
	0	○	10	○	20	○	30	○		
Include supporting documentation	No Work Cited page is included in the report		Project has a correctly formatted Work Cited page but other supporting documentation is missing or limited		Project has a correctly formatted Work Cited page and other supporting documentation is provided		Project has a correctly formatted Work Cited page and other supporting documentation in each section			
	0	○	8	○	18	○	25	○		



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"/>		
Report Subtotal (200 max)										

Penalty Points

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

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



FBLA BUSINESS PLAN

Report Rating Sheet (continued)

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"/>		
Report Subtotal (200 max)						

Penalty Points

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

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
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	○	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	○		
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	○	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	○		
Performance Subtotal (100 max)										

Penalty Points

Deduct 5 points for each instance of guidelines not being followed	—	○		Total Penalty	-	
				Grand Total		

Name: _____

School: _____

State: _____

Judge's Signature: _____

Date: _____



FBLA CODING & PROGRAMMING

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.)

Program Readability	Not Demonstrated		Below Expectations		Meets Expectations		Exceeds Expectations		Points Earned	Tie Breaker
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		Logical and useful commentary provided		Commentary assists the user throughout the testing process			
	0	○	7	○	14	○	20	○		
General 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	○	7	○	14	○	20	○		

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 help 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	○	14	○	21	○	30	○		
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		Reports allow user to customize and analyze information			
	0	○	14	○	21	○	30	○		
Project Subtotal (200 max)										

Penalty Points

Deduct 5 points for each instance of guidelines not being followed	- _____	○	Total Penalty	-	
Grand Total					

Name: _____

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 & 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 & 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 & 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	○		
Report Subtotal (100 max)										

Penalty Points

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

School:

State:

Judge's Signature:

Date:



FBLA COMPUTER GAME & SIMULATION PROGRAMMING

Project Rating Sheet (Mark one score per row/ 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
Storage media, uploaded folder, and shortcuts formatted properly	Media not usable		Media usable but not submitted according to event guidelines		Media usable with all necessary files needed to execute the program		Media usable with Read Me and Executable file in _root structure			
	0	○	7	○	14	○	20	○		
Instructions clear and executable launches from shortcuts without modifications	No instructions provided		Instructions provided but incomplete or incorrect		Complete and accurate instructions given		Instructions provided, but programming allows user to execute without			
	0	○	7	○	14	○	20	○		
User Interface and navigation	User interface and/or instructions not obvious		Instructions are not clear OR user interface is not defined		User interface and instructions clearly identified on title slide and are fully functional		More than one fully functional user interface is available & 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		No errors existed					
	0	○	10	○	20	○				

Project Concept & Design

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 use of project			
	0	○	3	○	7	○	10	○		
Color, backgrounds, font, and sounds are appropriate for the concept/topic	No graphic design principles applied		Contrast, font, sound or design choice is distracting		Contrast, font, sound, & design choice are appropriate for the concept/topic		Contrast, font, sound, and design choice enhance the experience for the user			
	0	○	3	○	7	○	10	○		
Graphics appropriate for concept and/or topic	No graphic design principles applied		Graphics are distracting		Graphics are appropriate for the concept/topic		Graphics enhance the experience for the user			
	0	○	3	○	7	○	10	○		
Title slide functions and provides working instructions	No title slide provided		Title slide has limited instructions and/or functionality		Title slide functions and provides clear instructions		Title slide 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 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	○		
The 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 defined		User can navigate and complete the game following the rules		Game includes an operating multi-player function			
	0	○	7	○	14	○	20	○		
Project Subtotal (200 max)										

Penalty Points

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

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
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	<input type="radio"/>	7	<input type="radio"/>	14	<input type="radio"/>	20	<input type="radio"/>		

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 concept and/or topic can identify based on video			
	0	<input type="radio"/>	7	<input type="radio"/>	14	<input type="radio"/>	20	<input type="radio"/>		
Video contains multiple elements providing evidence of production skill	No evidence of video production skill demonstrated		Video is designed using limited video editing skills		Video contains transitions and use of multiple technologies		Video contains advanced features such as animation			
	0	<input type="radio"/>	7	<input type="radio"/>	14	<input type="radio"/>	20	<input type="radio"/>		
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	<input type="radio"/>	7	<input type="radio"/>	14	<input type="radio"/>	20	<input type="radio"/>		
Copyright information is noted and documented; 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	<input type="radio"/>	7	<input type="radio"/>	14	<input type="radio"/>	20	<input type="radio"/>		

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, & end		Presentation is logical and includes a call to action at the end			
	0	<input type="radio"/>	14	<input type="radio"/>	21	<input type="radio"/>	30	<input type="radio"/>		
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 serves as a logical component of the video		Multiple types of transitions are used and all flow seamlessly			
	0	<input type="radio"/>	14	<input type="radio"/>	21	<input type="radio"/>	30	<input type="radio"/>		
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 includes special effects			
	0	<input type="radio"/>	7	<input type="radio"/>	14	<input type="radio"/>	20	<input type="radio"/>		
Use of video technology	Video technology use not evident		Video incorporates use of technology		Video incorporates advanced use of technology such as special effects		Video contains multiple advanced features such as special effects			
	0	<input type="radio"/>	7	<input type="radio"/>	14	<input type="radio"/>	20	<input type="radio"/>		
						Project Subtotal (200 max)				

Penalty Points

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

Name(s): _____

School: _____

State: _____

Judge's Signature: _____

Date: _____



FBLA DIGITAL VIDEO PRODUCTION

Performance Rating Sheet

☐ Final Round

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

Expectation Item	Not Demonstrated		Below Expectations		Meets Expectations		Exceeds Expectations		Points Earned	Tie Breaker
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	<input type="radio"/>	3	<input type="radio"/>	7	<input type="radio"/>	10	<input type="radio"/>		
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	<input type="radio"/>	7	<input type="radio"/>	14	<input type="radio"/>	20	<input type="radio"/>		
Explains the design and development process	No explanation or description of the design and process		Presenter(s) Explains the design OR development process		Presenter(s) Explain both the design and the development process		Expert industry explanation of both design and development process			
	0	<input type="radio"/>	7	<input type="radio"/>	14	<input type="radio"/>	20	<input type="radio"/>		
Incorporates video into presentation	Does not present video		Less than 2 minutes of video presented		Up to 2 minutes of video presented and is incorporated into the presentation		Entire video is presented, adequate introduction and transition back into presentation			
	0	<input type="radio"/>	7	<input type="radio"/>	14	<input type="radio"/>	20	<input type="radio"/>		
Provides proper documentation of pictures, audio, etc.	No documentation provided				Substantiates compliance to copyright regulations using visual representation					
	0		<input type="radio"/>		10		<input type="radio"/>			

Delivery Skills

Statements are well-organized and clearly stated	Presenter(s) did not appear prepared		Presenter(s) were prepared, but flow was not logical		Presentation flowed in logical sequence		Presentation flowed in a logical sequence, statements were well organized			
	0	<input type="radio"/>	1	<input type="radio"/>	3	<input type="radio"/>	5	<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"/>		
Performance Subtotal (100 max)										

Penalty Points (Mark all that apply)

Time over 7 minutes	-5	<input type="radio"/>	Deduct 5 points for each instance of project guidelines not being followed.	-	<input type="radio"/>				Total Penalty	-	
									Performance Total		
									Project Total (200 max)		
									Grand Total		

Name(s):

School:

State:

Judge's Signature:

Date:



FBLA E-BUSINESS

Project Rating Sheet

☐ Preliminary Round

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

Project Usability	Not Demonstrated		Below Expectations		Meets Expectations		Exceeds Expectations		Points Earned	Tie Breaker
Website usability and navigation	Website is not usable		Website usable but not submitted according to 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		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 topic	No graphic design principles applied		Graphics are distracting		Graphics are appropriate for the concept/topic		Graphics enhance the experience for the user			
	0	○	7	○	14	○	20	○		

Site Content

Fully address the topic	Topic is not followed		Topic is not fully developed		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 error free			
	0	○	7	○	14	○	20	○		
Site documentation and copyright compliance	Copyright information not addressed or addressed incorrectly				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 available but not functional		Checkout/shopping cart available and functional		Checkout/shopping cart available with multiple checkout options available			
	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	○		
Project Subtotal (200 Max)										

Penalty Points

Deduct 5 points for each instance of project guidelines not being followed.	- ____	○	Total Penalty	-	
				Grand Total	

Name(s)

School:

State:

Judge's Signature:

Date:



FBLA E-BUSINESS

Performance Rating Sheet

☐ Final Round

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

Expectation Item	Not Demonstrated		Below Expectations		Meets Expectations		Exceeds Expectations		Points Earned	Tie Breaker
Fully addresses the topic	Topic is not followed		Topic is not fully addressed		Topic is fully addressed		User, with no knowledge of topic, can identify based on site			
	0	○	3	○	7	○	10	○		
Explains the 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	○		
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	○		
Explains the development of media elements such as graphics, video, etc.	No explanation of media elements		Explains two media elements used		Explains three or more media elements used		Explains three or more media elements used and identifies why they were selected			
	0	○	7	○	14	○	20	○		
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		○			

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	○		
Performance Subtotal (100 max)										

Penalty Points (Mark all that apply)

Time over 7 minutes	-5	○	Deduct 5 points for each instance of guidelines not being followed.	—	○		Total Penalty	-	
							Performance Total		
							Project Total (200 max)		
							Grand Total		

Name(s):

School:

State:

Judge's Signature:

Date:



FBLA ELECTRONIC CAREER PORTFOLIO

Project 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
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	○		

Portfolio Usability

Navigation is easy and effective	Navigation made no sense		Navigation was difficult		Navigation was somewhat effective		Navigation was easy and effective			
	0	○	3	○	7	○	15	○		
Clear presentation with logical arrangement of information	Presentation was not clear		Presentation had very little logical arrangement		Presentation flowed in somewhat logical sequence		Presentation flowed in a very logical sequence			
	0	○	3	○	7	○	15	○		
Performance Subtotal (100 max)										

Penalty Points

Deduct 5 points for each instance of guidelines not being followed.	-	○		Total Penalty	-	
				Grand Total		

Name:

School:

State:

Judge's Signature:

Date:



FBLA ELECTRONIC CAREER PORTFOLIO

Performance Rating Sheet

☐ Final Round

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

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

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	<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 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	<input type="radio"/>	3	<input type="radio"/>	7	<input type="radio"/>	10	<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"/>		
Performance Subtotal (100 max)										

Penalty Points (Mark all that apply)

Time over 7 minutes	-5	<input type="radio"/>	Deduct 5 points for each instance of guidelines not being followed.	-5	<input type="radio"/>		Total Penalty	-	
							Grand Total		

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
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: Business Plan/ Community and business relations/ legal issues/ initial capital and credit/personnel management/ financial management marketing management/taxes/ government regulations	No competencies demonstrated		One or two competencies are demonstrated		Three competencies are demonstrated		Four or more competencies are demonstrated			
	0	○	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	○		
Performance Subtotal (100 max)										

Penalty Points

Deduct 5 points for each instance of guidelines not being followed.	- ____	○		Total Penalty	-	
				Grand Total		
				Objective Test Score (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
States award applying for	No award stated		Award stated does not match qualification		States award and shows match of award to qualifications		States award and shows match of award to qualifications with demonstrated experience			
	0	○	2	○	3	○	4	○		
Promotes self in letter: Lists skills, achievements, volunteerism, experience, etc.	No promotion of self included		Describes skills and academic achievements, but no volunteerism or experience included		Describes skills, academic achievements, and volunteerism or experience		Describes skills, academic achievements, and multiple volunteerism or experiences			
	0	○	4	○	6	○	8	○		
States that the resume is included with the letter and asks for interview	No resume statement nor interview requested		States resume included but does not ask for interview		States resume is included and asks interview		States resume is included, asks for interview, provides opportunity to request more information			
	0	○	2	○	3	○	4	○		

Resume

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

Spelling & Grammar

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

Penalty Points

Deduct 5 points for each instance of guidelines not being followed.	- ____	○	Total Penalty	-	
			Grand Total		

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
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		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	○		
Interview Subtotal (100 max)						

Penalty Points

Deduct 5 points for each instance of guidelines not being followed.	-	○		Total Penalty	-	
				Interview Total		
				Test Total (100 max)		
				Materials Prejudged Score (50 max)		
				Grand Total (250 max)		

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
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	<input type="radio"/>	5	<input type="radio"/>	10	<input type="radio"/>	15	<input type="radio"/>		
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	<input type="radio"/>	5	<input type="radio"/>	10	<input type="radio"/>	15	<input type="radio"/>		
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	<input type="radio"/>	5	<input type="radio"/>	10	<input type="radio"/>	15	<input type="radio"/>		
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	<input type="radio"/>	5	<input type="radio"/>	10	<input type="radio"/>	15	<input type="radio"/>		

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	<input type="radio"/>	5	<input type="radio"/>	10	<input type="radio"/>	15	<input type="radio"/>		
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	<input type="radio"/>	3	<input type="radio"/>	7	<input type="radio"/>	10	<input type="radio"/>		
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	<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"/>		
Interview Subtotal (100 max)										

Penalty Points

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

Name: _____

School: _____

State: _____

Judge's Signature: _____

Date: _____



FBLA GRAPHIC DESIGN

Production 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
Theme	Topic is not addressed		At least one of the promotional materials addresses the topic		All materials address the topic		All promotional materials shows the fully and properly developed theme/topic			
	0	○	7	○	14	○	20	○		
Elements included	Elements are not suitable or appropriate		Elements are appropriate but do not direct the audience to a specific item		Elements are suitable and appropriate		Elements are suitable, appropriate and directed towards a specific audience			
	0	○	7	○	14	○	20	○		
Layout	Does not create interest or desire for the design		Has two or more features of the design that have balance		Layout has direction		All items of layout demonstrate direction and balance			
	0	○	2	○	6	○	10	○		
Fonts and type style	Inconsistent and/or inappropriate		Uses consistent fonts		The fonts and type styles are appropriate for the design		The fonts and type style support the look and feel of the overall image			
	0	○	2	○	6	○	10	○		

Format	Inconsistent and/or inappropriate		Format is consistent throughout materials		Format is appropriate for the intended audience		Format is consistent and appropriate and enhances aesthetic appeal			
	0	○	2	○	6	○	10	○		
Graphic Design	Lacks creativity		Shows support of the topic		Shows creativity		Shows creativity, originality, and supports topic			
	0	○	3	○	7	○	15	○		
Attention and eye appeal	Lacks eye appeal		Has one element that grabs attention		Is appealing to look at		Catches the attention and eye appeal of the audience			
	0	○	3	○	7	○	15	○		
Performance Subtotal (100 max)										

Penalty Points

	Deduct 5 points for each instance of guidelines not being followed.	- ____	○	Total Penalty	-	
				Grand Total		

Name(s):

School:

State:

Judge's Signature:

Date:



FBLA GRAPHIC DESIGN

Performance Rating Sheet

☐ Final Round

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

Expectation Item	Not Demonstrated		Below Expectations		Meets Expectations		Exceeds Expectations		Points Earned	Tie Breaker
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 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	○		
Performance Subtotal (100 max)										

Penalty Points (Mark all that apply)

Time over 7 minutes	-5	○	Deduct 5 points for each instance of guidelines not being followed.	-	○	Total Penalty	-	
Grand Total								

Name(s):

School:

State:

Judge's Signature:

Date:



FBLA HELP DESK

Performance Rating Sheet

☐ Final Round

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

Expectation Item	Not Demonstrated		Below Expectations		Meets Expectations		Exceeds Expectations		Points Earned	Tie Breaker
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	<input type="radio"/>	3	<input type="radio"/>	7	<input type="radio"/>	10	<input type="radio"/>		
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	<input type="radio"/>	3	<input type="radio"/>	7	<input type="radio"/>	10	<input type="radio"/>		
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	<input type="radio"/>	3	<input type="radio"/>	7	<input type="radio"/>	10	<input type="radio"/>		
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	<input type="radio"/>	3	<input type="radio"/>	7	<input type="radio"/>	10	<input type="radio"/>		
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	<input type="radio"/>	3	<input type="radio"/>	7	<input type="radio"/>	10	<input type="radio"/>		
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	<input type="radio"/>	7	<input type="radio"/>	14	<input type="radio"/>	20	<input type="radio"/>		

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	<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 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	<input type="radio"/>	3	<input type="radio"/>	7	<input type="radio"/>	10	<input type="radio"/>		
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	<input type="radio"/>	3	<input type="radio"/>	7	<input type="radio"/>	10	<input type="radio"/>		
Performance Subtotal (100 max)										

Penalty Points

Deduct 5 points for each instance of guidelines not being followed.	-	<input type="radio"/>		Total Penalty	-	
				Grand Total		
				Objective Test Score (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
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 & definition of the problem(s)			
	0	<input type="radio"/>	5	<input type="radio"/>	10	<input type="radio"/>	15	<input type="radio"/>		
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	<input type="radio"/>	7	<input type="radio"/>	14	<input type="radio"/>	20	<input type="radio"/>		
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	<input type="radio"/>	7	<input type="radio"/>	14	<input type="radio"/>	20	<input type="radio"/>		
Demonstrates knowledge and understanding of the event competencies: Manage strategic plan/hospitality marketing concepts/hospitality markets and customers/operation and 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	<input type="radio"/>	7	<input type="radio"/>	14	<input type="radio"/>	20	<input type="radio"/>		

Delivery Skills

Statements are well-organized and clearly stated	Presenter(s) did not appear prepared		Presenter(s) were prepared, but flow was not logical		Presentation flowed in logical sequence		Presentation flowed in a logical sequence, statements were well organized			
	0	○	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	○		
Performance Subtotal (100 max)										

Penalty Points

Deduct 5 points for each instance of guidelines not being followed.					- ____	○		Total Penalty	-	
								Grand Total		
								Objective Test Score (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
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	○	5	○	10	○	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	○		
Performance Subtotal (100 max)										

Penalty Points

Time Penalty for under 3:31 or over 4:29	-5	○	Deduct 5 points for each instance of guidelines not being followed.	Total Penalty	-	
				Grand Total		

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
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: Basic international concepts/ownership and management/ marketing/finance/ communication (including culture and language)/ ethics/taxes and government regulations/ currency exchange/ international travel/career development	No competencies demonstrated		One or two competencies are demonstrated		Three competencies are demonstrated		Four or more competencies are demonstrated			
	0	○	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	○		
Performance Subtotal (100 max)										

Penalty Points

Deduct 5 points for each instance of guidelines not being followed.	-	○		Total Penalty	-	
				Grand Total		
				Objective Test Score (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
Demonstrates understanding of the event topic in presentation	No understanding of event topic OR incorrect topic used		Understanding of topic inconsistent from the event guidelines		Demonstrates the topic through presentation		Demonstrates use of industry terminology in the topic			
	0	○	5	○	10	○	15	○		
Describes the purpose with a logical sequence of ideas	No evidence of purpose and logical sequence		Purpose stated OR logical sequence of ideas given		Purpose is described using a logical sequence of ideas		Purpose is well-defined in a logical sequence to accomplish it			
	0	○	3	○	7	○	10	○		
Summarizes information from the event topic and identifies recommendations	No summary or recommendations identified		Recommendations or summary provided, but plan not developed		Summary was effective and logical recommendations developed		Summary provided logical connection to all aspects of the event topic through entire presentation, with feasible recommendations identified			
	0	○	5	○	10	○	15	○		
Uses technology for proper formatting, design elements, and business presentation features	No use of technology		Demonstrates the use of 1–2 technology features		Demonstrates the use of 3–4 technology features		Demonstrates the use of 5 or more technology features			
	0	○	7	○	14	○	20	○		
Uses suitable and accurate statements of information in presentation	More than 3 statements are inaccurate		Only 1–2 statements are inaccurate		All statements of information are accurate		All statements of information are accurate with supporting evidence			
	0	○	3	○	7	○	10	○		
Provides proper documentation to comply with state and federal copyright laws	No documentation provided				Substantiates compliance to copyright regulations using visual representation					
	0		○		10		○			

Delivery Skills

Statements are well-organized and clearly stated with use of industry language	Presenter(s) did not appear prepared		Presenter(s) were prepared, but flow was not logical		Presentation flowed in logical sequence		Presentation flowed in a logical sequence, statements 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 judges in the process of completely answering questions			
	0	○	3	○	7	○	10	○		
Performance Subtotal (100 max)										

Penalty Points (Mark all that apply)

Time over 7 minutes	-5	○	Deduct 5 points for each instance of guidelines not being followed.	—	○	Total Penalty	-	
Performance Grand Total								

Name(s):

School:

State:

Judge's Signature



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
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	<input type="radio"/>	5	<input type="radio"/>	10	<input type="radio"/>	15	<input type="radio"/>		
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	<input type="radio"/>	7	<input type="radio"/>	14	<input type="radio"/>	20	<input type="radio"/>		
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	<input type="radio"/>	7	<input type="radio"/>	14	<input type="radio"/>	20	<input type="radio"/>		
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	<input type="radio"/>	7	<input type="radio"/>	14	<input type="radio"/>	20	<input type="radio"/>		

Delivery Skills

Statements are well-organized and clearly stated	Presenter(s) did not appear prepared		Presenter(s) were prepared, but flow was not logical		Presentation flowed in logical sequence		Presentation flowed in a logical sequence, statements were well organized			
	0	<input type="radio"/>	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"/>		
Performance Subtotal (100 max)										

Penalty Points

Deduct 5 points for each instance of guidelines not being followed.	—	<input type="radio"/>		Total Penalty	-	
				Grand Total		
				Objective Test Score (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
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	○	5	○	10	○	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	○		
Performance Subtotal (100 max)										

Penalty Points

Time Penalty for under 3:31 or over 4:29	-5	○	Deduct 5 points for each instance of guidelines not being followed.	-	○	Total Penalty	-	
Grand Total								

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
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 of pictures, audio, etc.	No documentation provided				Substantiates compliance to copyright regulations using visual representation					
	0		○		10		○			

Delivery Skills

Statements are well-organized and clearly stated	Presenter(s) did not appear prepared		Presenter(s) were prepared, but flow was not logical		Presentation flowed in logical sequence		Presentation flowed in a logical sequence, statements were well organized			
	0	○	1	○	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	○		
Performance Subtotal (100 max)										

Penalty Points (Mark all that apply)

Time over 7 minutes	-5	○	Deduct 5 points for each instance of guidelines not followed.	-	○	Total Penalty	-	
Grand Total								

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
States job applying for	No job stated		Job stated does not match qualification		States job and shows match of job to qualifications		States job and shows match of job to qualifications with demonstrated experience			
	0	<input type="radio"/>	2	<input type="radio"/>	3	<input type="radio"/>	4	<input type="radio"/>		
Promotes self in letter: Lists skills, achievements, experience, etc.	No promotion of self included		Describes skills and academic achievements, but no experience included		Describes skills, academic achievements, and experience		Describes skills, academic achievements, and multiple experiences			
	0	<input type="radio"/>	4	<input type="radio"/>	6	<input type="radio"/>	8	<input type="radio"/>		
States that the resume is included with the letter and asks for interview	No resume statement or interview requested		States resume included but does not ask for interview		States resume is included and asks interview		States resume is included, asks for interview, provides opportunity to request more information			
	0	<input type="radio"/>	2	<input type="radio"/>	3	<input type="radio"/>	4	<input type="radio"/>		

Resume

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

Spelling & Grammar

Documents are free of spelling, punctuation, and grammatical errors	Three or more errors		Two errors		No spelling errors, and not more than 1 punctuation or grammatical error		No spelling or grammatical errors, and not more than 1 punctuation error			
	0	<input type="radio"/>	3	<input type="radio"/>	7	<input type="radio"/>	10	<input type="radio"/>		
Interview Materials Subtotal (50 max)										

Penalty Points

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

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
Demonstrates the ability to understand and respond to interview questions	0	○	5	○	10	○	15	○		
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			
	0	○	5	○	10	○	15	○		
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			
	0	○	5	○	10	○	15	○		
Asks questions that demonstrate an 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			
	0	○	5	○	10	○	15	○		

Professional Presentation Skills

Demonstrates proper greeting, introduction, and closing	Participant 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		○			
Performance Subtotal (100 max)										

Penalty Points

Deduct 5 points for each instance of guidelines not followed.	- ____	○		Total Penalty	-	
Performance Total						
Materials Prejudged Score (50 max)						
Grand Total (150 max)						

Name:

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
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: Information and communication systems/ human resource management/ financial management/ business operations/ management functions/ business ownership/ careers/ ethics/ marketing/ social responsibility/ economic concepts/ strategic management	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"/>		
Performance Subtotal (100 max)										

Penalty Points

Deduct 5 points for each instance of guidelines not followed.	-	○		Total Penalty	-	
				Grand Total		
				Objective Test Score (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
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	<input type="radio"/>	5	<input type="radio"/>	10	<input type="radio"/>	15	<input type="radio"/>		
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	<input type="radio"/>	7	<input type="radio"/>	14	<input type="radio"/>	20	<input type="radio"/>		
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	<input type="radio"/>	7	<input type="radio"/>	14	<input type="radio"/>	20	<input type="radio"/>		
Demonstrates knowledge and understanding of the event competencies: Business size and scope/ systems analysis and design/object oriented analysis and design/user interfaces/system controls/defining systems	No competencies demonstrated		One or two competencies are demonstrated		Three competencies are demonstrated		Four or more competencies are demonstrated			
	0	<input type="radio"/>	7	<input type="radio"/>	14	<input type="radio"/>	20	<input type="radio"/>		

Delivery Skills

Statements are well-organized and clearly stated	Presenter(s) did not appear prepared		Presenter(s) were prepared, but flow was not logical		Presentation flowed in logical sequence		Presentation flowed in a logical sequence, statements were well organized			
	0	<input type="radio"/>	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"/>		
Performance Subtotal (100 max)										

Penalty Points

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

Name(s):

School:

State:

Judge's Signature:

Date:



FBLA MARKETING—KURT S. THOMSON AWARD

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
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	<input type="radio"/>	5	<input type="radio"/>	10	<input type="radio"/>	15	<input type="radio"/>		
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	<input type="radio"/>	7	<input type="radio"/>	14	<input type="radio"/>	20	<input type="radio"/>		
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	<input type="radio"/>	7	<input type="radio"/>	14	<input type="radio"/>	20	<input type="radio"/>		
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	No competencies demonstrated		One or two competencies are demonstrated		Three competencies are demonstrated		Four or more competencies are demonstrated			
	0	<input type="radio"/>	7	<input type="radio"/>	14	<input type="radio"/>	20	<input type="radio"/>		

Delivery Skills

Statements are well-organized and clearly stated	Presenter(s) did not appear prepared		Presenter(s) were prepared, but flow was not logical		Presentation flowed in logical sequence		Presentation flowed in a logical sequence, statements were well organized			
	0	<input type="radio"/>	3	<input type="radio"/>	7	<input type="radio"/>	10	<input type="radio"/>		
Demonstrates self-confidence, poise, assertiveness, and good voice projection	Presenters did not demonstrate self confidence		Presenters maintained eye contact and poise		Presenters had strong eye contact, poise, and had strong voice projection		Entire team demonstrated confidence, poise, and good voice projection			
	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"/>		
Performance Subtotal (100 max)										

Penalty Points

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

Name(s):

School:

State:

Judge's Signature:

Date:



FBLA MOBILE APPLICATION DEVELOPMENT

Project Rating Sheet

☐ Preliminary Round

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

Application Readability	Not Demonstrated		Below Expectations		Meets Expectations		Exceeds Expectations		Points Earned	Tie Breaker
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	○	14	○	21	○	30	○		
Social media is incorporated into program	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	○	14	○	21	○	30	○		
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 app and is integrated into graphics			
	0	○	14	○	21	○	30	○		
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	○	14	○	21	○	30	○		
Project Subtotal (200 max)										

Penalty Points

Deduct 5 points for each instance of guidelines not being followed.	- ____	○	Total Penalty	-	
				Grand Total	

Name(s): _____

School: _____

State: _____

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
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	<input type="radio"/>	5	<input type="radio"/>	10	<input type="radio"/>	15	<input type="radio"/>		
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	<input type="radio"/>	7	<input type="radio"/>	14	<input type="radio"/>	20	<input type="radio"/>		
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	<input type="radio"/>	7	<input type="radio"/>	14	<input type="radio"/>	20	<input type="radio"/>		
Demonstrates knowledge and understanding of the event competencies: Network installation/ network function/ configuration of Internet resources/ backup and recovery/configuring network/services	No competencies demonstrated		One or two competencies are demonstrated		Three competencies are demonstrated		Four or more competencies are demonstrated			
	0	<input type="radio"/>	7	<input type="radio"/>	14	<input type="radio"/>	20	<input type="radio"/>		

Delivery Skills

Statements are well-organized and clearly stated	Presenter(s) did not appear prepared		Presenter(s) were prepared, but flow was not logical		Presentation flowed in logical sequence		Presentation flowed in a logical sequence, statements were well organized			
	0	<input type="radio"/>	3	<input type="radio"/>	7	<input type="radio"/>	10	<input type="radio"/>		
Demonstrates self-confidence, poise, assertiveness, and good voice projection	Presenters did not demonstrate self-confidence		Presenter(s) did not demonstrate self-confidence		Presenter(s) demonstrated self-confidence and poise		Presenter(s) demonstrated self-confidence, poise, and good voice projection			
	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"/>		
Performance Subtotal (100 max)										

Penalty Points

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

Name(s):

School:

State:

Judge's Signature:

Date:



FBLA PARLIAMENTARY PROCEDURE

Performance Rating Sheet

☐ Final Round

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

Motions Classification	Comments	Completed		Points Earned	Tie Breaker
Main Motion		10	<input type="radio"/>		
Subsidiary Motion		10	<input type="radio"/>		
Privileged Motion		10	<input type="radio"/>		
Incidental Motion		10	<input type="radio"/>		
Bring Again Motion		10	<input type="radio"/>		

Business of Meeting

Problem Addressed		20	<input type="radio"/>		
Proper Use of Parliamentary Terms		10	<input type="radio"/>		
Voices Projected and Expressions Clear		10	<input type="radio"/>		
Presiding Official Remained Impartial		5	<input type="radio"/>		
Members took initiative in meeting		5	<input type="radio"/>		
Performance Subtotal (100 max)					

Penalty Points

Time Penalty for under 8:31 or over 11:29	-5	<input type="radio"/>	Deduct 5 points for each instance of guidelines not being followed.	_____	<input type="radio"/>	Total Penalty	-	
Grand Total								

Name(s): _____

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
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	○		
Report Subtotal (100 max)										

Penalty Points

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

School:

State:

Judge's Signature:

Date:



FBLA PUBLIC SERVICE ANNOUNCEMENT

Production 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
Topic fully and properly developed	No understanding of event topic OR incorrect topic used		Understanding of topic inconsistent from video		Demonstrates the topic through audio and video		Demonstrates expertise of the topic through audio and video			
	0	○	7	○	14	○	20	○		
Use and implementation of innovative audio editing and video technology	No use or implementation of audio or video		Audio editing OR video uses 1 camera angle or not in focus and poor sound quality		Audio editing has appropriate volume and quality AND video technology uses multiple angles, steady, and focused		Expert demonstration of video techniques, equipment, and software			
	0	○	7	○	14	○	20	○		
Include elements that are related to the topic and directed towards a specific audience	Elements are not related towards the topic or a specific audience		Elements are related to the topic OR directed towards a specific audience		Elements are related to the topic AND directed towards a specific audience		Elements are creative enhancing the message resulting in audience participation			
	0	○	7	○	14	○	20	○		
Video is informing and/or evoking a changed attitude towards the issue	Does not evoke a changed attitude		Video does result in an effective message being conveyed		Video is informing and/or evoking a changed attitude towards the issue		Video is informing and/or evoking a changed attitude towards the issue and calls for action from the audience			
	0	○	7	○	14	○	20	○		
Provides proper documentation of pictures, audio, etc.	No documentation provided				Substantiates compliance to copyright regulations using visual representation					
	0		○		20		○			
Performance Subtotal (100 max)										

Penalty Points (Mark all that apply)

Time over 30 seconds	-5	<input type="radio"/>	Deduct 5 points for each instance of guidelines not being followed.	-	<input type="radio"/>		Total Penalty	-	
								Grand Total	

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
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	○	5	○	10	○	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	○		
Performance Subtotal (100 max)										

Penalty Points

Time Penalty for under 4:31 or over 5:29	-5	○	Deduct 5 points for each instance of guidelines not being followed.	-	○	Total Penalty	-	
Grand Total								

Name: _____

School: _____

State: _____

Judge's Signature: _____

Date: _____



FBLA PUBLICATION DESIGN

Production 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
Event topic and the promotional materials	One or more elements are missing or incomplete		Event topic evident in at least one of the promotional materials		Event topic evident in all promotional materials		All promotional materials fit the topic and all of the different pieces go together			
	0	○	7	○	14	○	20	○		
Includes all information required in project instructions	No information required in instructions is present		Includes one or two pieces of information required in instructions		Includes all information required in project instructions		Includes additional information to enhance the materials			
	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		Has two or more features of the design that would assist in selling the publication		Has four or more features of the design that would assist in selling the publication		Has at least four features that would assist in selling the publication and is clear 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		Design is consistent with theme		All promotional materials show the consistency between publication design and theme		Includes additional materials not required to emphasize the graphic design of the theme			
	0	○	7	○	14	○	20	○		
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	○	7	○	14	○	20	○		
Production Subtotal (100 max)										

Penalty Points

Deduct 5 points for each instance of guidelines not being followed.	- ____	○		Total Penalty	-	
				Grand Total		

Name(s):

School:

State:

Judge's Signature:

Date:



FBLA PUBLICATION DESIGN

Performance Rating Sheet

☐ Final Round

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

Expectation Item	Not Demonstrated		Below Expectations		Meets Expectations		Exceeds Expectations		Points Earned	Tie Breaker
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	<input type="radio"/>	7	<input type="radio"/>	14	<input type="radio"/>	20	<input type="radio"/>		
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	<input type="radio"/>	7	<input type="radio"/>	14	<input type="radio"/>	20	<input type="radio"/>		
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	<input type="radio"/>	7	<input type="radio"/>	14	<input type="radio"/>	20	<input type="radio"/>		
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	<input type="radio"/>	5	<input type="radio"/>	10	<input type="radio"/>	15	<input type="radio"/>		
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	<input type="radio"/>	1	<input type="radio"/>	3	<input type="radio"/>	5	<input type="radio"/>		

Delivery Skills

Statements are well-organized and clearly stated	Presenter(s) did not appear prepared		Presenter(s) were prepared, but flow was not logical		Presentation flowed in logical sequence		Presentation flowed in a logical sequence, statements were well organized			
	0	<input type="radio"/>	1	<input type="radio"/>	3	<input type="radio"/>	5	<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"/>		
Performance Subtotal (100 max)										

Penalty Points (Mark all that apply)

Time over 7 minutes	-5	<input type="radio"/>	Deduct 5 points for each instance of guidelines not being followed.	-	<input type="radio"/>	Total Penalty	-	
Grand Total								

Name(s):

School:

State:

Judge's Signature:

Date:



FBLA LOCAL CHAPTER ANNUAL BUSINESS REPORT— ROGER H. STUBING AWARD 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	○	5	○	10	○	15	○		
Report activities to benefit chapter and its members: Recruitment Leadership development Career exploration and preparation Business partnerships Chapter fundraising Public relations and chapter publicity	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	○	7	○	14	○	20	○		
Describe activities to benefit other individuals and organizations: State and national projects Other community service projects	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	○	5	○	10	○	15	○		
Include conferences attended and recognition received: Participation in FBLA conferences Other chapter and individual recognition earned Competitive event winners and participation	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	○	5	○	10	○	15	○		
Program of Work	Program of Work not included in report				Program of Work included in report					
	0		○		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 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	○		
Report Subtotal (100 max)										

Penalty Points

Deduct 5 points for each instance of report/project guidelines not being followed.	-	○	Total Penalty	-	
Grand Total					

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
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	<input type="radio"/>	3	<input type="radio"/>	7	<input type="radio"/>	10	<input type="radio"/>		
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	<input type="radio"/>	3	<input type="radio"/>	7	<input type="radio"/>	10	<input type="radio"/>		
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	<input type="radio"/>	3	<input type="radio"/>	7	<input type="radio"/>	10	<input type="radio"/>		
Able to overcome objections	Objections were not addressed or overcome		1 objection was overcome		2-3 objections were overcome		All objections were overcome and sale resulted			
	0	<input type="radio"/>	3	<input type="radio"/>	7	<input type="radio"/>	10	<input type="radio"/>		
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	<input type="radio"/>	3	<input type="radio"/>	7	<input type="radio"/>	10	<input type="radio"/>		
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 sales person didn't have to ask for the sale, the presentation confirmed the customer's intent to buy			
	0	<input type="radio"/>	3	<input type="radio"/>	7	<input type="radio"/>	10	<input type="radio"/>		
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	<input type="radio"/>	3	<input type="radio"/>	7	<input type="radio"/>	10	<input type="radio"/>		

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	<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 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	<input type="radio"/>	3	<input type="radio"/>	7	<input type="radio"/>	10	<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"/>		
Performance Subtotal (100 max)										

Penalty Points

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

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
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	○		
Performance Subtotal (100 max)										

Penalty Points (Mark all that apply)

Time over 7 minutes	-5	○	Deduct 5 points for each instance of guidelines not being followed.	- ____	○		Total Penalty	-	
Grand Total									

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
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: Event management/ decision making/strategic planning/delegation/ leadership/ethics/ entertainment industry/ marketing and promotion/sales/ entrepreneurship/human resources/careers	No competencies demonstrated		One or two competencies are demonstrated		Three competencies are demonstrated		Four or more competencies are demonstrated			
	0	○	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	○		
Performance Subtotal (100 max)										

Penalty Points (Mark all that apply)

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

Name(s):

School:

State:

Judge's Signature:

Date:



FBLA WEBSITE DESIGN

Project Rating Sheet

☐ Preliminary Round

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

Project Usability	Not Demonstrated		Below Expectations		Meets Expectations		Exceeds Expectations		Points Earned	Tie Breaker
Website usability and navigation	Website is not usable		Website usable but not submitted according to event guidelines		Website usable and meets all guidelines		Website contains features in addition to is required in the guidelines			
	0	○	7	○	14	○	20	○		
Color, backgrounds, font, and sounds are appropriate for the topic	No design principles 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	○	3	○	7	○	10	○		
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	○	3	○	7	○	10	○		

Site Content

Fully address the topic	Topic is not followed		Topic is not fully developed		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	○	7	○	14	○	20	○		
Copyright information is noted and documented	Copyright information not addressed or addressed incorrectly				Copyright compliance is included and done correctly					
	0	○	7	○	14	○	20	○		

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	○		
Additional technology is used appropriately	No additional technologies are used		Attempt of additional technology evident, but does not function		At least one additional technology added and functions		Multiple technologies added and function appropriately			
	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	○		
Project Subtotal (200 Max)										

Penalty Points

Deduct 5 points for each instance of guidelines not being followed.	-	○	Total Penalty	-	
			Grand Total		

Name(s):

School:

State:

Judge's Signature:

Date:



FBLA WEBSITE DESIGN

Performance Rating Sheet

☐ Final Round

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

Expectation Item	Not Demonstrated		Below Expectations		Meets Expectations		Exceeds Expectations		Points Earned	Tie Breaker
Demonstrates understanding of the event topic	No understanding of event topic OR incorrect topic used		Understanding of topic inconsistent from website to performance		Demonstrates the topic through presentation and website		Demonstrates expertise of the topic through presentation and website			
	0	○	3	○	7	○	10	○		
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		Explains design and development process; explains steps taken to insure compatibility with multiple platforms			
	0	○	7	○	14	○	20	○		
Describes the use and implementation of social media elements	No explanation of use or implementation of social media		Describes the use OR implementation of social media elements		Describes the use AND implementation of social media elements		Describes the use and implementation of social media and explains the reason behind selection			
	0	○	7	○	14	○	20	○		
Explains the development of media elements such as graphics, video, audio, etc.	No explanation of media elements		Explains two media elements used		Explains three or more media elements used		Explains three or more media elements used and identifies why they were selected			
	0	○	7	○	14	○	20	○		
Provides proper documentation of copyright compliance	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	○		
Performance Subtotal (100 max)										

Penalty Points (Mark all that apply)

Time over 7 minutes	-5	○	Deduct 5 points for each instance of guidelines not being followed.	-5	○		Total Penalty	-	
							Performance Total		
							Project Total (200 max)		
							Grand Total		

Name(s):

School:

State:

Judge's Signature:

Date:

WHO'S WHO IN FLORIDA FBLA

	<u>Student/Teacher Evaluation</u>	<u>Judges' Evaluation</u>
* Years of participation in FBLA activities (5 points per year--maximum of 6 years)		
* Offices held at local level (5 per office—maximum of 4 years) (president, vice pres., secretary, treasurer, historian, reporter, parliamentarian)		
* Offices held at district level (10 per office) (president, vice pres., secretary, treasurer, historian, reporter, parliamentarian)		
* Offices held at state level (15 per office) (president, vice pres., secretary, reporter, parliamentarian)		
* Offices held at national level (20 per office) (president, vice pres., secretary, treasurer, parliamentarian)		
* Individual or team competitive events participated in at district level (5 per event--maximum 20)		
* Individual or team competitive events participated in at state level (10 per event--maximum 40)		
* Individual or team competitive events participated in at national level (20 per event--maximum 80)		
* Contributions to chapter service projects (5 per project--maximum 50) <small>(A service project is an activity which was not a part of a required course)</small>		
* Contributions to state projects (10 per project-- maximum of 40 points)		
* Contributions to national projects (20 per project-- maximum of 80 points)		
* Participation in other FBLA activities (5 per activity-- maximum of 30 points)		
* Activities, awards, and honors outside FBLA (5 points per activity--maximum of 30 points)		
* Appearance of Report		
Organization (5 points maximum)		
Arrangement (5 points maximum)		
Neatness (5 points maximum)		
Grammar and Spelling (10 points maximum)		
TOTAL POINTS		

Student _____ School _____

Judge's Signature _____

Judge's Comments: _____

WHO'S WHO IN FLORIDA FBLA
Service Projects and other Activities Certification

PARTICIPANT'S NAME _____

SCHOOL _____

CHAPTER ADVISER'S NAME _____

I certify that the member named above did participate in the projects and other activities for which points are being claimed.

Signature of Participant Date

Signature of FBLA Adviser Date

Signature of FBLA District Director Date