



## FCCLA CREED SPEAKING & INTERPRETATION

Missouri Competitive Event  
Fall Leadership Conference

**FCCLA CREED SPEAKING & INTERPRETATION**, an individual event, recognizes first-year members through grade 10 for their ability to recite and interpret the FCCLA creed within the context of their personal philosophy. This event provides an opportunity for members to gain self-confidence in public speaking while learning the values and philosophy expressed by the organization in which they hold membership.

### ELIGIBILITY INFORMATION

1. Each chapter may submit three (3) entries in each level of this event. Entries will be available on a first-come, first-serve basis. The conference facility and schedule will determine the number of entries.
2. Participation is open to any first-year fully-affiliated FCCLA member through grade 10.
3. Participants must be registered to attend the Missouri Fall Leadership Conference.

### GENERAL INFORMATION

1. No additional set-up is provided.
2. Spectators are not allowed.
3. Participants are not allowed to discuss the event with other participants. Doing so will result in disqualification.
4. Presentations may not be recorded or photographed during competition except by official Missouri FCCLA photographers.
5. Participants must follow the approved dress code for participation in this event.

CAREER PATHWAYS ALIGNMENT			
Human Services	Hospitality & Tourism	Education & Training	Visual Arts & Design
✓			

EVENT LEVELS			
Level 1: Through Grade 8	Level 2: Grades 9-10	Level 3: Grades 11-12	Level 4: Postsecondary
✓	✓		

\*Only available to new, first-year members.

GENERAL INFORMATION			
Number of Participants per Entry	Prepare Ahead of Time	Equipment Provided for Competition	Competition Dress Code
1	Equipment	Table – No Wall space – No Supplies – No	Missouri FCCLA Official Dress

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

## FCCLA CREED SPEAKING & INTERPRETATION COMPETITION PROCEDURES & TIME REQUIREMENTS

TIME	ALL LEVELS
<p>Participants must attend an event orientation where they will be given a brief overview of the event.</p> <p>At the designated time, an event volunteer will introduce each participant. The participant may not offer introductory remarks or concluding remarks. The participant will greet or thank the evaluators and shake their hands either before or after their event presentation.</p> <p>Participants may not use note cards. No other presentation elements such as music or visuals are allowed.</p>	
<b>2 minutes</b>	The individual participant will recite the creed from memory to the evaluators. There is a maximum of 2 minutes for the creed presentation. Once the participant has begun reciting the creed, she/he may not stop and start over.
<b>3 minutes</b>	At the conclusion of the creed presentation, the evaluators will ask the participant to answer three (3) questions concerning the meaning of the creed and how the creed fits into the participant's personal philosophy. There will be a 3-minute time limit for questions and answers.
<b>5 minutes</b>	Evaluators will score and write comments for each entry for approximately 5 minutes. The decision of the evaluators is final.
<b>Total Time: 10 minutes</b>	

## FCCLA CREED SPEAKING & INTERPRETATION SPECIFICATIONS

EVENT FORMAT	
<b>Presentation and Interview</b>	<p>At the designated time, an event volunteer will introduce each participant. The participant may not offer introductory remarks or concluding remarks. The participant will greet or thank the evaluators and shake their hands either before or after their event presentation.</p> <p>The individual participant will recite the creed from memory to the evaluators. There is a maximum of 2 minutes for the creed presentation. Once the participant has begun reciting the creed, she/he may not stop and start over. At the conclusion of the creed presentation, the evaluators will ask the participant to answer three (3) questions concerning the meaning of the creed and how the creed fits into the participant's personal philosophy. There will be a 3-minute time limit for questions and answers.</p>

SPECIFICATIONS	ALL LEVELS
<b>Creed Memorization</b>	Orally deliver the FCCLA creed in the correct order and with all the correct words.
<b>Stage Presence &amp; Professionalism</b>	Deliver the creed and interpretation with poise, confidence, and ease. Greet or thank the evaluators and shake their hands in a professional manner.
<b>Gestures/Mannerisms</b>	Use appropriate gestures and movements that enhance the presentation.
<b>Posture</b>	Stand straight and face the audience in a relaxed and natural way.
<b>Eye Contact</b>	Maintain eye contact with the evaluators and audience.
<b>Enthusiasm</b>	Facial expressions and body language suggest a strong interest and enthusiasm about the topics.
<b>Voice, Tempo, Volume</b>	Speak with appropriate force, pitch, and articulation. Use tempo or pauses to improve meaning and/or add dramatic impact. Speak loudly enough to be heard by all throughout the presentation.
<b>Clothing Choice</b>	Wear clothing that meets the required dress code.
<b>Grammar/Word Usage/Pronunciation</b>	Use proper grammar, word usage, and pronunciation in both creed presentation and interpretation responses.
<b>Interpretation and Responses to Questions</b>	Answer questions with concise, well-constructed, honest responses, and construct the answers in the context of your personal philosophy.

# FCCLA CREED SPEAKING & INTERPRETATION

## POINT SUMMARY FORM

Participant Name: \_\_\_\_\_ Level: \_\_\_\_\_

Chapter: \_\_\_\_\_ Team #: \_\_\_\_\_ Station #: \_\_\_\_\_ Presentation Time: \_\_\_\_\_

1. Make sure all information at the top is correct. If the participant does not show, write "No Show" across the top and return with other forms.
2. At the conclusion of scoring, verify evaluator scores and fill in information below. Calculate the final score and ask for evaluators' verification. Place this form in front of the completed rubrics and staple all items related to the participant together.
3. At the end of competition, double check all scores and participant information to ensure accuracy.
4. Check with the Event Consultant or Missouri FCCLA Staff if there are any questions regarding the evaluation process.

ROOM CONSULTANT CHECK			POINTS
<b>Check-In</b> 0 or 5 points	<b>0</b> Did not arrive on time for participant check-in	<b>5</b> Arrived on time for participant check-in	
<b>ROOM CONSULTANT TOTAL</b> (5 points possible)			
<b>EVALUATORS' SCORES</b>		<b>AVERAGE EVALUATOR SCORE</b> (95 points possible)	
Evaluator 1: _____	Initials: _____		
Evaluator 2: _____	Initials: _____		
<b>Total Score:</b> _____	<i>Divide by number of evaluators</i>	(Average Evaluator Score + Room Consultant Score)	
_____	= Average Evaluator Score	<b>FINAL SCORE</b>	

**VERIFICATION OF FINAL SCORE & RATING** (all evaluators and room consultant initial in the space below)

**EVENT CONSULTANT INITIALS:** \_\_\_\_\_

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## EVENT RUBRIC

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

Level: \_\_\_\_\_

Chapter: \_\_\_\_\_

Team #: \_\_\_\_\_

Station #: \_\_\_\_\_

Presentation Time: \_\_\_\_\_

PRESENTATION						POINTS
<b>Creed Memorization</b> 0-18 points	<b>0 1 2 3</b> Attempted to recite the creed; started but did not finish	<b>4 5 6 7</b> Recited the creed but omitted one or more sentences	<b>8 9 10 11</b> Recited the creed but not in the correct order	<b>12 13 14 15</b> Recited the creed in correct order, with 2 errors or omissions	<b>16 17 18</b> Recited the creed in correct order, with no more than 1 error or omission	
<b>Stage Presence/ Professionalism</b> 0-17 points	<b>0 1 2 3</b> Delivery and interpretation were shaky, overly nervous, or overaggressive; did not greet or thank evaluators and shake hands	<b>4 5 6 7</b> Fair delivery and interpretation; somewhat nervous poise and confidence; interaction with evaluators needs improvement	<b>8 9 10</b> Good delivery, interpretation, and poise; did not greet or thank evaluators	<b>11 12 13 14</b> Good delivery and interpretation; speaks with poise, confidence, and ease; greeted or thanked evaluators and shook hands professionally	<b>15 16 17</b> Excellent delivery and interpretation; speaks with poise, confidence, and ease; greeted or thanked evaluators and shook hands professionally	
<b>Gestures/ Mannerisms</b> 0-5 points	<b>0</b> None used	<b>1 2</b> Overuse of hand motions; too much movement	<b>3 4</b> Limited use of gestures	<b>5</b> Gestures appear natural and are appropriate		
<b>Posture</b> 0-5 points	<b>0</b> Poor posture; turns away from audience	<b>1 2</b> Leans, sways, slouches, or posture is very tense	<b>3 4</b> Generally good posture and faces audience	<b>5</b> Straight posture; relaxed and faces audience		
<b>Eye Contact</b> 0-5 points	<b>0</b> No eye contact with evaluators or audience	<b>1 2</b> Limited eye contact with evaluators or audience	<b>3 4</b> Inconsistent eye contact with evaluators or audience	<b>5</b> Good eye contact with evaluators or audience		
<b>Enthusiasm</b> 0-5 points	<b>0</b> No enthusiasm for the presentation	<b>1 2</b> Very little use of facial expression or body language; did not generate much interest in topic	<b>3 4</b> Facial expressions and body language are used to try to generate enthusiasm, but seem somewhat forced	<b>5</b> Facial expressions and body language generate a strong interest and enthusiasm about the topic in others		
<b>Voice</b> 0-5 points	<b>0</b> Monotone voice; difficult to understand words	<b>1 2</b> Below average use of emphasis, pitch, and articulation	<b>3 4</b> Good use of emphasis, pitch, and articulation	<b>5</b> Excellent use of force, emphasis, pitch, and articulation		
<b>Tempo</b> 0-5 points	<b>0</b> Tempo or pauses were used in such a way that they were very distracting	<b>1 2</b> Tempo or pauses were not used to improve meaning or dramatic impact	<b>3 4</b> Tempo or pauses were intentionally used but were not effective in improving meaning or dramatic impact	<b>5</b> Tempo or pauses were helpful in improving meaning or dramatic impact		
<b>Volume</b> 0-5 points	<b>0</b> Unable to hear the presentation	<b>1 2</b> Volume often too soft to be heard by all	<b>3 4</b> Volume is loud enough to be heard a majority of the time	<b>5</b> Volume is loud enough to be heard 100% of the time		
<b>Dress</b> 0 or 5 points	<b>0</b> Not dressed in required official dress	<b>5</b> Is dressed in required official dress				
<b>Grammar/Word Usage/ Pronunciation</b> 0-5 points	<b>0</b> Extensive (more than 5) grammatical and pronunciation errors	<b>1 2</b> Some (3-5) grammatical and pronunciation errors	<b>3 4</b> Few (1-2) grammatical and pronunciation errors	<b>5</b> No grammatical or pronunciation errors		

<b>Interpretation and Responses to Questions</b> 0-15 points	<b>0 1 2</b>	<b>3 4 5 6</b>	<b>7 8 9</b>	<b>10 11 12</b>	<b>13 14 15</b>	
	Does not respond to questions	Answers but fails to elaborate or explain, or shows little understanding of the creed	Appropriate responses but appear rehearsed, unsure, or does not reflect good understanding of the creed	Concise, well-constructed, and genuine responses that convey thought, meaning and understanding of the creed	Concise, well-constructed and genuine responses that convey thought, meaning and understanding of the creed within the context of their personal philosophy	

<b>Evaluator Comments – Include two things done well and two opportunities for improvement:</b>	<b>TOTAL</b> (90 points possible)	
	<b>Evaluator #:</b> _____	
	<b>Eval. Initials:</b> _____	
	<b>RC Initials:</b> _____	