



NATIONAL CAREER ASSOCIATION

2022-2023

Competitive Events Handbook

Jobs for America's Graduates

National Center for Evidence-Based Practices

548 Silicon Drive, Suite 101 • Southlake, TX 76092

Tel: 972.691.4486



**Copyright © 2021
National Career Association DBA**

All rights reserved under International and Pan-American Copyrights Conventions. No portion of this publication may be reproduced in any form without permission in writing from Jobs for America's Graduates, Inc. except by a local or state affiliate in implementing JAG Model programs.



Published by
Jobs for America's Graduates, Inc.
1729 King Street, Suite 100 • Alexandria, VA 22314
Tel: 703.684.9479

Copies of this publication are available by contacting:
JAG/National Center for Evidence Based Practices
548 Silicon Drive, #101 • Southlake, TX 76092
Tel: 972.691.4486
Email: nca@jag.org

CONTENTS

| | |
|--|------|
| Preface | 3 |
| About & Goals | 4 |
| Levels of Competition | 5 |
| General Rules and Regulations | 6 |
| Event Listing | 13 |
| Competency Matrix..... | 14 |
| High School..... | 14 |
| Middle School..... | 20 |
| Out-of-School | 23 |
| Competitive Event Guidelines..... | 24 |
| Business Plan (BP) | BP-1 |
| Career Preparation (CP) | CP-1 |
| Creative Decision-Making (CD)..... | CD-1 |
| Employability Skills (ES)..... | ES-1 |
| Financial Literacy (FL) | FL-1 |
| NCA Knowledge Bowl (KB) | KB-1 |
| NCA Service Project (SP)..... | SP-1 |
| Outstanding NCA Chapter (OC) | OC-1 |
| Project Based Learning Showcase (PB) | PB-1 |
| Prepared Speaking (PS) | PS-1 |
| L.O.V.E. Project (LP) NEW | LP-1 |



PREFACE

This edition of the National Career Association–Competitive Events Guide is designed to serve the Specialist in providing learning activities for the classroom that support JAG competencies with a Competitive Events Program that has the potential to provide recognition for NCA members. It will be up to the local Specialist and individual states to evaluate the merits of each competitive event and recommend changes when improvements are needed.

This guide is evolving. Each year we will be evaluating our competitive events and new events will be added and existing events will be reviewed and updated as needed. There will be a process for state associations to suggest events for consideration.



Competitive Events: A Valuable Motivation and Instructional Tool

The **National Career Association Competitive Event** program provides NCA members and Specialists with a powerful motivational and instructional tool. Linked to the Jobs for America's Graduates competencies, the NCA Competitive Events provide guidance and inspiration for students, while setting high goals for achievement.

By offering the opportunity for recognition at a local, state, and national level, members are more likely to commit themselves to a higher level of performance. While "*competition*" and "*recognition*" are used to enhance performance, competition is also fact of life in a market-driven economic system. The NCA Competitive Events program is designed to help students build a strong foundation of personal, leadership and employability skills in order to be better prepared for entry-level jobs, higher education, and advancement opportunities outside of the classroom.

Goals of NCA Competitive Event Program

1. To allow NCA members the opportunity to demonstrate personal, leadership and employability knowledge and skills developed through involvement in the JAG program and the NCA chapter.
2. To help members understand the value of competition in a market-driven economy.
3. To provide members with the opportunity to refine their skills before transitioning into the workplace.
4. To provide a vehicle for recognizing outstanding individual and team performance and achievement.
5. To provide members an opportunity to build their self-confidence through speaking at business and civic organizations.



LEVELS OF COMPETITION

There are five types of competition in the JAG Classroom and NCA chapters.

Members should not move to the higher levels of competition (Levels 3, 4 and 5) until they are well-prepared. Unless members are properly prepared, competition could destroy self-confidence rather than build it.

Chapter advisors should never allow members to compete until they have satisfied the minimum standards set for Levels 1 and 2 competitions.

When members are involved in competition, they should understand the purpose is to use competition as a motivational tool that will help them achieve their **personal best**. The intent is not to "win" or "lose." The objective is to perform at the highest level possible. At no time should any members feel badly because they did not "win" the competition, rather, they should be recognized for their willingness to compete and demonstrate their level of competency. Through chapter competition, members should develop a willingness to compete under a variety of conditions to improve their confidence before they transition into the workplace where competition and high performance is a significant portion of the culture. Please contact your state advisor to confirm competitive events offered at state competition.

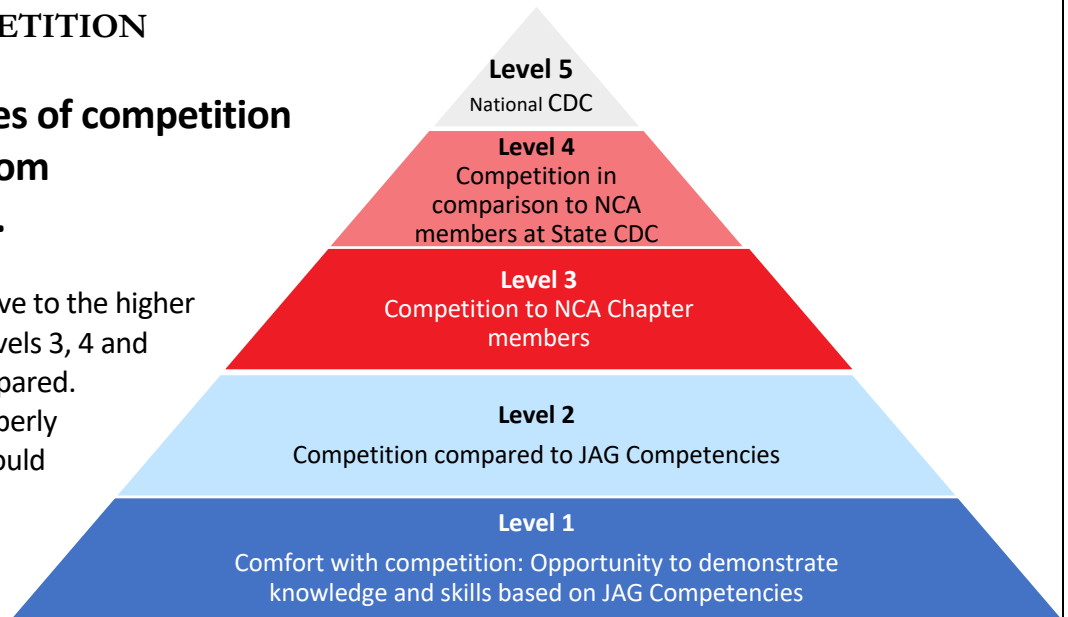
STATE COMPETITIVE EVENTS

Chapter advisors should contact the state organization to determine the competitive events adopted by the state affiliate. Since state affiliates are allowed to develop their own competitive events program, it is important to determine what events are available for local, regional, and state competition.

NATIONAL COMPETITIVE EVENTS PROGRAM

In addition, chapter advisors should determine what events are available at the national level for those students interested in pursuing a higher level of recognition.

The current list of competitive events offered at the National Career Development Conference are listed on JAG's website and are reinforced in this **NCA Competitive Events Handbook**.



GENERAL RULES & REGULATIONS

Eligibility for Participation

1. NCA's state associations offer the NCA Competitive Events Program at the Regional and/or State levels according to the approved NCA Competitive Events Guidelines (as released annually in the fall). It is recommended state affiliates plan and conduct the State Career Development Conference in sufficient time to meet the National CDC registration deadline of March 20, 2023. (Note: The 2023 NCA National CDC is held April 19-22.)
2. State affiliates may submit a maximum of three (3) competitors/teams per event per division, with the exception of Recognition events as noted in Rule #7 of these General Rules and Regulations. If ties or event challenges result at the association level, associations must implement a process to determine which three (3) competitors/teams per division may register for the National Career Development Conference.
3. To be eligible for competition at the National CDC, a delegate must be a member of NCA, and a registered participant on a roster for a Jobs for America's Graduates program.
 - State affiliates determine and publish specific competition eligibility deadlines.
 - All participants must adhere to the eligibility requirements as specified in the individual Competitive Event Guidelines.
 - Members are not eligible for competition at the National CDC if they are not affiliated with the National Career Association prior to their respective State CDC.
4. Competitive event participants must be registered for the NCA Career Development Conference by March 20. Registered participants may be dropped, or other eligible students may be substituted, until the state advisor has completed registering the state affiliates with competitive events at the National CDC. All participants are officially entered when the State Advisor (or their designee) validates the state association's registration.
5. Individual and team participants must have competed in the same competitive event at the State CDC for which they are entered at the National CDC. The competition must have taken place in the school year immediately preceding the NCA Career Development Conference. (Substitutes on a team are not required to have competed in the event at the State CDC. See GRR rule #16)



6. NCA members may enter only ONE regular competitive event at the National CDC. In addition, competitors may participate in as many recognition events as they wish.
7. In Recognition events, each state affiliation may register the following number of competitors:
 - NCA Service Project: One per chapter
 - NCA Outstanding Chapter: One per chapter
8. All competitors must be active members of the NCA in good standing according the NCA Policies and Procedures.

Divisions of Competition

9. Definition of divisions - The official definition for middle school, secondary and postsecondary/ collegiate members of NCA, for the purposes of Competitive Events registration and participation, is:
 - Middle School (MS)- A middle school student is one who: a) is enrolled in JAG Program in grades 6-8.; and b) has not been promoted to a secondary institution (grades 9-12) prior to the State CDC.
 - Secondary (SS)- Students at the high school level (grades 9 – 12); and b) has not been promoted to a postsecondary institution (college/university) prior to the State CDC.
 - Out-Of-School (OS) -students who (a) are enrolled in a state-approved out-of-school program; (b) are working toward a high-school diploma (or its equivalent) prior to the State CDC.

Accommodations

10. NCA members with disabilities, and non-English speaking competitors, will be reasonably accommodated in the NCA Competitive Events Program through event modification as a means of providing them an equal competitive opportunity. Such members may be allowed to provide and utilize their own special equipment the NCA may not be able to provide. Requests for reasonable accommodation must be indicated on the conference registration form and must be submitted by the April 15 deadline. NCA will provide the same accommodations that were provided when members competed for eligibility to attend the NCDL (normally the State CDC).
11. English Language – All events at the national level are to be conducted in English. This includes all written or recorded material submitted as part of the event for judging, as well as speaking and presentation events. Failure to submit materials in English for judging may result in the items not being scored. Translators may be requested, following



the outlined process through the State Advisor. Translators may only be used to translate a test, or to translate in an event in which the competitor's speaking is not rated.

Ethics

12. Appointment times are given to competitors in many NCA events to avoid detaining competitors in holding rooms for long periods of time. Professional ethics demand that competitors DO NOT discuss or reveal the secret topic or scenario for ANY event.
13. All competitive event materials (such as presentations, projects, portfolios, etc.) must be the original work of the competitors.
14. NCA members are held to a high standard in regard to their ethical behavior as competitors and should act with honor at all times. Plagiarism, copyright violation and falsification of information are prohibited. Any attempt to gain an unfair advantage will not be tolerated. Violation of the ethics rules will be severely penalized.
15. Any competitor who violates the Code of Conduct during the course of the National CDC may forfeit any award won during the conference.

Team Events

16. Substitutions - A team event must include at least 25% of the members who were on the winning team at the state level. Other "qualified" student members may be substituted or added in the remaining team positions so that the number of team members is consistent with the rules for that event. (Qualified is defined as any active NCA member and may include members from other chapters. Substitutes on a team are not required to have competed in the event at the state level.)
17. Minimum Team Members - Teams may not compete with less than the minimum number of team members as outlined in the individual guidelines.
18. Participation in Both Rounds - If a team member misses round one of competition, and the team advances to round two, the missing team member cannot compete in round two. Only team members who participated in round one are allowed to participate in round two.

Event Content

19. Independent Work - Except for team events, competitors must work independently, without assistance from judges, Specialist, fellow students, or observers. Any attempt to gain an unfair advantage will be considered a violation of the GRR Ethics rules.



20. Content Selection - Competitors should use good judgment and discretion when planning event content. Presentations, demonstrations, displays or speeches with content that could be interpreted as insensitive or of a highly personal nature should be avoided and may not be judged.
21. Changing Event Content – When advancing from one level of competition to the next (such as from state to national competitive events) competitors are allowed to change/improve their speech, notebook, portfolio, or any other event products as a part of the competitive event (except where expressly prohibited). All changes must be made prior to published deadlines.
22. Page Clarification - When a section of a notebook or portfolio indicates a specific range of pages, and a competitor uses fewer than the maximum number of pages, competitors CANNOT add pages in another section.
23. Material Submission - Unless otherwise noted in the event guidelines, all copies and materials submitted at the National CDC as part of the Competitive Events program become the property of the NCA. Submission of materials implies consent for NCA, JAG and/or affiliated partners, with NCA's permission, to publish materials in newsletters, websites, blog posts, social media etc. as deemed appropriate to help market and promote NCA and/or its partners. NCA does not sell competitor information or materials to third party vendors.
24. Content from Year to Year - Content for all competitive events must be unique and new each membership/school year. Content used in a previous membership year's competition may not be used again. The intent of competition is to use new material every year. If a violation of this rule is discovered, the competitor will receive 35 penalty points. Points will be deducted in Tabulations.

Judging

25. Rating Sheets and Test Scores - Participant rating sheets and test scores are the property of the National Career Association and will NOT be returned or released.
26. Judge Interaction – The distribution of event samples, materials, gifts, or thank you notes to judges, other than those materials specified in the event guidelines for judges to review, is NOT permitted. During competition, only those items specified in the event guidelines may be shown to judges (i.e.: portfolio, props, photographs, etc.) Showing the judges extra materials not outlined in the event guidelines may result in point deductions.



27. Handshakes with Judges – No handshakes are allowed with judges except in Business Plan and Employability Skills events. In these events, handshakes are allowed both in the beginning and end of the event. Due to the nature of NCA competition, there is not time to allow for handshakes between competitors and judges.
28. Introductions - For events with judges, competitors/teams will be introduced to the judges by the CE Leader. At the NCDC, for individual events, competitors are usually introduced by name and ID number. For team events, teams are usually introduced by school and ID number. Time will begin as soon as the CE Leader introduces competitor/team.

Point Deductions

29. Late Arrivals - All competitors must be at their competitive event at the designated time and place.
 - For non-testing events, ten (10) penalty points may be assessed if the competitor is more than 5 minutes late to their appointed time.
 - For all written tests, a competitor who is late to the event will be allowed to take the test. The competitor will stop when all other test-takers are stopped and will not receive the full time for taking the test.
 - For NCA Knowledge Bowl, which require a paired match-up, if a team is more than 5 minutes late to their appointed time, the team forfeits their right to compete.
 - It is the competitor’s responsibility to arrive to compete as scheduled in the NCDC agenda in the CDC Program. Make-up tests or other accommodations will NOT be given for late arrivals*; missed bus; missed route; missed time; missed location; read the agenda wrong; etc. *Act of God exception will be considered on a case-by-case basis with the competitor, State Advisor, and NCA Management.
30. End of Time - If the competitor is stopped at the event time limit for any event, there is no additional penalty. However, anything presented after time is called will not be scored.
31. General Penalty Points - If judges feel there is a rule infraction not addressed in the written guidelines or processes, they may assess penalty points after consultation with NCA CE Management.

Sections

32. Number of Sections - The Competitive Events Management Team will determine whether (and how many) sections will be scheduled for each Competitive Event at the NCDC according to the number of registered participants.



33. Fairness Between Sections - A mathematical formula – called standard deviation - will be used for multiple sections in selected events. The computer adjusts the judge’s scores to account for judging differences, such that all sections are considered to be mathematically equal. Such a process provides a statistically fair method for evaluating students in multiple sections with multiple sets of judges.
34. Sections - Separate sections of each event shall be conducted for middle school, secondary and out-of-school unless stated otherwise. Competitors/teams may have the same section number or may demonstrate their skills for the same judges, but the divisions will not compete against each other. Individual and team competitor numbers will be randomly assigned by a computer.

Test Information and Competition Equipment

35. Higher-Order Thinking Skills - Written tests will measure knowledge and understanding at the recall, application, or analysis levels. Higher order thinking skills will be incorporated as appropriate.
36. Use of Calculators - Competitors may NOT use calculators when taking any written test, unless permitted in the individual event guidelines.
37. Test Security – Tests for NCA competitive events are developed from the NCA secure test bank for that event. At all levels, NCA tests are the property of the National Career Association and should never be taken, copied, or shared with NCA members or chapter advisors. NCA tests are provided exclusively for use by state associations in good standing for their competitive events and at the NCDC.
38. Test Plan and Resources – The test plan and list of resources in the guidelines are designed to help the competitor prepare for the test. When a resource lists “latest edition”, this is the latest edition available as of the initial writing of the guidelines in August. Any edition released after that time will be used in the following year’s resource list. After the initial release, only editorial changes are made to guidelines, unless there is an error that would affect the outcome of the event or how competitors prepare. In this case, updated guidelines are posted online with a note to membership explaining any changes.
39. Pencils – For all written tests it is the responsibility of the competitor to bring pencils to the event. Mechanical pencils are discouraged for use on Scantrons.



40. Podium - When a podium is provided during an event, the use of the podium by the competitor(s) is optional.
41. Personal Articles - Competitors will be asked to place personal articles (purses, bags, cell phones, tablets, smartwatches) under their chair during a test or an event. They may not obtain anything from their personal article until the test/event is complete. Event personnel will NOT collect or hold competitors' personal articles during an event.
42. Study Materials are not allowed in testing rooms but are allowed in holding rooms.

Other

43. Inquiry Process - A process is established to provide an opportunity for a competitive event participant to submit constructive inquiries and recommendations to the Competitive Events Management Team at NCDC via completion of a "Competitive Event Inquiry Form." This completed form must be signed by the NCA competitor and the NCA State Advisor and turned in to Competitive Events Headquarters within two (2) hours after the competitive event concludes.
44. Observers - There will be no observers in any of the events at the CDC except for the semi-finals and finals of NCA Knowledge. Additionally, the conference photographer is allowed in event rooms, as applicable.
45. State Affiliate Autonomy - State affiliates are encouraged to follow the competitive event processes and event guidelines used by the NCA. But they have the discretion to do things that meet the needs of their state; therefore, NCA members should check with the State Advisor for all processes and event modifications being used at the region or state level.
46. Extenuating Circumstances – It is the intention of the NCA to enforce all rules and event guidelines fairly and consistently. On rare occasions when circumstances are beyond the control of the competitor, such as a canceled flight, a rule can be appealed to the Competitive Events Management Team.



COMPETITIVE EVENT LISTING

| Competitive Event | Event Code | Event Type |
|---------------------------------|------------|------------|
| Business Plan | BP | Team |
| Career Preparation | CP | Individual |
| Creative Decision-Making | CD | Team |
| Employability Skills | ES | Individual |
| Financial Literacy | FL | Individual |
| NCA Knowledge Bowl | KB | Team |
| NCA Service Project | SP | Chapter |
| Outstanding NCA Chapter | OC | Chapter |
| Project Based Learning Showcase | PB | Team |
| Prepared Speaking | PS | Individual |
| L.O.V.E Project (New for 2023) | LP | Team |



COMPETENCY MATRIX

HIGH SCHOOL COMPETENCIES

| A. Career Development Competencies | | | | | | | | | | | |
|---|----|----|----|----|----|----|----|----|----|----|----|
| Assist participants in selecting and constructing a path to a future career that is appropriate for them based on their interests, aptitudes, abilities, and desired lifestyle. | | | | | | | | | | | |
| | BP | CP | CD | ES | FL | KB | SP | OC | PB | PS | LP |
| A1. Identify occupational interests, aptitudes, and abilities | ✓ | ✓ | | ✓ | | | | | | | |
| A2. Relate interests, aptitudes, and abilities to appropriate occupations | ✓ | ✓ | | ✓ | | | | | | | |
| A3. Identify desired lifestyle and relate to selected occupations | ✓ | ✓ | | ✓ | | | | | | | |
| A4. Develop a career path for a selected occupation | ✓ | ✓ | | ✓ | | | | | | | |
| A5. Select an immediate job goal | ✓ | ✓ | | ✓ | | | | | | | |
| A6. Describe the conditions and specifications of the job goal | ✓ | ✓ | | ✓ | | | | | | | |
| B. Job Attainment Competencies | | | | | | | | | | | |
| Provide participants with job search and job acquisition skills. | | | | | | | | | | | |
| | BP | CP | CD | ES | FL | KB | SP | OC | PB | PS | LP |
| B.7. Construct a resume | | | | ✓ | | | | | | | |
| B.8. Conduct a job search | | | | ✓ | | | | | | | |
| B.9. Develop a letter of application | | | | ✓ | | | | | | | |
| B.10. Use the telephone to arrange an interview | | | | | | | | | | | |
| B.11. Complete application forms | | | | ✓ | | | | | | | |
| B.12. Complete employment tests | | | | | | | | | | | |
| B.13. Complete a job interview | | | | ✓ | | | | | | | |



| C. Job Survival Competencies Allow young people to develop realistic survival skills for dealing with the day-to-day work environment and for gaining success on the job. | | | | | | | | | | | |
|---|----|----|----|----|----|----|----|----|----|----|----|
| | BP | CP | CD | ES | FL | KB | SP | OC | PB | PS | LP |
| C.14. Demonstrate appropriate appearance | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | ✓ | ✓ | ✓ | ✓ |
| C.15. Understand what employers expect of employees | | | | ✓ | | | | | | | |
| C.16. Identify problems of new employees | | | | | | | | | | | |
| C.17. Demonstrate time management | | | ✓ | | ✓ | | | | | | |
| C.18. Follow directions | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| C.19. Practice effective human relations | | | | ✓ | | | | | | | |
| C.20. Appropriately quit a job | | | | | | | | | | | |
| D. Basic Competencies Develop basic skills critical to success both on-the-job and in everyday life. | | | | | | | | | | | |
| | BP | CP | CD | ES | FL | KB | SP | OC | PB | PS | LP |
| D.21. Comprehend verbal communications | ✓ | | ✓ | | | ✓ | | | | | |
| D.22. Comprehend written communications | ✓ | | | | ✓ | | | ✓ | | | |
| D.23. Communicate in writing | ✓ | ✓ | ✓ | ✓ | | | | ✓ | | | |
| D.24. Communicate verbally | ✓ | ✓ | ✓ | ✓ | | ✓ | | | ✓ | ✓ | ✓ |
| D.25. Perform mathematical calculations | | | | | ✓ | | | | | | |
| E. Leadership and Self-Development Competencies Enable participants to advance their leadership skills and function effectively in team and group projects and activities on the job or in an organizational context. | | | | | | | | | | | |
| | BP | CP | CD | ES | FL | KB | SP | OC | PB | PS | LP |
| E.26. Demonstrate team membership | ✓ | | ✓ | | | ✓ | ✓ | | ✓ | | ✓ |
| E.27. Demonstrate team leadership | | | ✓ | | | | | ✓ | ✓ | | ✓ |
| E.28. Deliver presentations to a group | ✓ | ✓ | ✓ | | | ✓ | | | ✓ | ✓ | ✓ |
| E.29. Compete successfully with peers | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| E.30. Demonstrate commitment to an organization | ✓ | | ✓ | | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |



| F. Personal Skills Competencies | | | | | | | | | | | |
|--|----|----|----|----|----|----|----|----|----|----|----|
| Encourage personal awareness, responsibility, and decision-making skills. Implementation of these competencies additionally instill self-confidence and build self-esteem. | | | | | | | | | | | |
| | BP | CP | CD | ES | FL | KB | SP | OC | PB | PS | LP |
| F.31. Understand types of maturity | | | | | | | | | | | |
| F.32. Identify a self-value system and how it affects life | | | | | | | | | | ✓ | |
| F.33. Base decisions on values and goals | ✓ | | | | | | | | | | |
| F.34. Identify process of decision making | ✓ | ✓ | | | | | | | | | |
| F.35. Demonstrate ability to assume responsibility for actions and decisions | | | | | | | | | | | |
| F.36. Demonstrate a positive attitude | ✓ | | | ✓ | | | | | | | |
| F.37. Develop healthy self-concept for home, school, and work | | | | | | | | | | | |
| G. Life Survival Skills Competencies | | | | | | | | | | | |
| Essential skills for learners in their day-to-day roles as citizens, family members, employees, members of a group, leaders, or followers. | | | | | | | | | | | |
| | BP | CP | CD | ES | FL | KB | SP | OC | PB | PS | LP |
| G.38. Evaluate a career plan to determine appropriate postsecondary educational options | | ✓ | | | | | | | | | |
| G.39. Identify how best to achieve market able occupation skills for an entry level job | | ✓ | | | | | | | | | |
| G.40. Conduct a job analysis | | ✓ | | | | | | | | | |
| G.41. Apply critical thinking skills | ✓ | ✓ | | | ✓ | | | | | | |
| G.42. Demonstrate effective study skills | | | ✓ | | ✓ | ✓ | | | | | |
| G.43. Demonstrate how to use group dynamics techniques | ✓ | | ✓ | | | | | | | | |
| G.44. Explain the roles and function of a value-added organization | | | | | | | | | | | |
| G.45. Understand the essential elements of high performing work teams | ✓ | | ✓ | | | ✓ | | | | | |
| G.46. Describe how to work and communicate with diverse people at work and in the community to satisfy their expectations | ✓ | | | | | | | | | | |



| | BP | CP | CD | ES | FL | KB | SP | OC | PB | PS | LP |
|--|--|----|----|----|----|----|----|----|----|----|----|
| G.47. Demonstrate techniques for building commitment by others | | | | | | | | | | | |
| G.48. Demonstrate an openness to change. | | | | | | | | | | | |
| G.49. Provide constructive feedback | | | ✓ | | | | | | | | |
| G.50. Negotiate solutions to conflicts | | | | | | | | | | | |
| G.51. Demonstrate politeness and civility | | | ✓ | | | ✓ | | | | | |
| G.52. Demonstrate an ability to adapt to people and situations | | | ✓ | | | | | | | | |
| G.53. Exhibit work ethics and behaviors essential to success | | | | | | | | | | | |
| G.54. Set and prioritize goals and establish a timeline for achieving them | ✓ | | | | | | | | | | |
| G.55. Apply the problem-solving process to complex problems | ✓ | | ✓ | | | | | | | | |
| G.56. Demonstrate an ability to analyze the strengths and weaknesses of self and others | | | | | | | | | | | |
| G.57. Design and justify solutions by tracking and evaluating results | | | ✓ | | | | | | | | |
| G.58. Identify ways to build mutual trust and respect | | | | | | | | | | | |
| G.59. Prepare a short- and long-term personal budget | | | | | | | | | | | |
| H. Workplace Competencies | | | | | | | | | | | |
| | Competencies that are expected of successful and productive employees. | | | | | | | | | | |
| | BP | CP | CD | ES | FL | KB | SP | OC | PB | PS | LP |
| H.60. Demonstrate punctuality and good attendance practices. | ✓ | | | | | | | | | | |
| H.61. Demonstrate initiative and proactivity. | ✓ | | | | | | | | | | |
| H.62. Demonstrate how to work effectively with others. | ✓ | | ✓ | | | ✓ | | | | | |
| H.63. Demonstrate an attitude that attracts the attention of management. | | | | | | | | | | | |
| H.64. Demonstrate an ability to communicate and work with customers to satisfy their expectations. | ✓ | | | | | | | | | | |



| | BP | CP | CD | ES | FL | KB | SP | OC | PB | | PS |
|--|----|----|----|----|----|----|----|----|----|--|----|
| H.65. Demonstrate listening skills which will result in gaining a clear understanding of information being conveyed. | | | ✓ | | | ✓ | | | | | |
| H.66. Demonstrate an ability to follow and give directions. | | | | | | | | | | | |
| H.67. Demonstrate good reasoning skills which result in thinking first, then taking action. | ✓ | | ✓ | | | ✓ | | | | | |
| H.68. Demonstrate integrity and honesty in dealings with internal and external customers. | | | | | | | | | | | |
| H.69. Demonstrate a willingness to accept responsibility for one's own actions. | | | | | | | | | | | |
| H.70. Demonstrate a commitment in completing work assignments accurately and in a timely fashion. | | | ✓ | | | | | | | | |
| H.71. Demonstrate an ability to satisfy the purposes of a delegated task. | | | ✓ | | | | | | | | |
| H.72. Demonstrate an ability to prioritize and manage time effectively in the workplace. | | | | | | | | | | | |
| H.73. Demonstrate enthusiasm for work. | | | | | | | | | | | |
| H.74. Demonstrate an eagerness to learn new responsibilities or improve current responsibilities. | | | | | | | | | | | |
| H.75. Demonstrate an understanding of the work to be accomplished. | | | | | | | | | | | |
| H.76. Demonstrate familiarity with a variety of technologies. | | | | | | | | | | | |
| H.77. Demonstrate an ability to self-evaluate and develop a continuous improvement (career development) plan. | | | | | | | | | | | |
| H.78. Demonstrate basic computer operation skills. | | | | | | | | | | | |
| H.79. Demonstrate an ability to learn from past experiences and from others. | | | | | | | | | | | |
| H.80. Demonstrate an ability to send, receive and organize e-mail messages. | | | | | | | | | | | |
| H.81. Demonstrate an ability to search for information on the Internet. | | | | | | | | | | | |



| | | | | | | | | | | | | |
|-----------|---|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| I. | Economic Empowerment Competencies Includes curriculum materials to improve the financial literacy and economic opportunities for JAG graduates. | | | | | | | | | | | |
| | | BP | CP | CD | ES | FL | KB | SP | OC | PB | PS | LP |
| | H.82. Understand Insurance—Auto, Renters, Home, Health, Disability and Life (Allstate) | | | | | | | | | | | |
| | H.83. Practice Better Money Management Skills (Visa U.S.A.) | | | | | | | | | | | |
| | H.84. Demonstrate How to Start a Small Business (Allstate) | ✓ | | | | | | | | | | |
| | H.85. Be successful in dealing with law enforcement when they are enforcing the law. | | | | | | | | | | | |
| | H.86. Value Diversity | | | | | | | | | | | |
| | H.87. Risky Business | | | | | | | | | | | |



MIDDLE SCHOOL COMPETENCIES

| J. Self-Understanding | | | | | | | | | | | |
|---|----|----|----|----|----|----|----|----|----|----|----|
| These competencies help participants understand and manage their inner and outer selves. | | | | | | | | | | | |
| | BP | CP | CD | ES | FL | KB | SP | OC | PB | PS | LP |
| J.101. Identify, understand, and apply knowledge of social roles. | | | ✓ | | | ✓ | | | | | |
| J.102. Participate in assessments and utilize results. | | | ✓ | | | | | | | | |
| J.103. Articulate personal values. | | | | | | | | | | ✓ | |
| J.104. Identify, understand, and effectively manage emotions. | | | | | | | | | | | |
| J.105. Demonstrate ability to make healthy choices. | | | | | | | | | | | |
| J.106. Identify and understand personal interests, aptitudes, and abilities. | | | | | | | | | | | |
| K. Communications | | | | | | | | | | | |
| These competencies help middle schoolers communicate effectively and appropriately. | | | | | | | | | | | |
| | BP | CP | CD | ES | FL | KB | SP | OC | PB | PS | LP |
| K.107. Differentiate between opinion and fact. | | | ✓ | | | | | | | | |
| K.108. Identify and demonstrate key communication skills. | | | ✓ | | | ✓ | | | | | |
| K.109. Express needs and wants. | | | | | | | | | | | |
| K.110. Listen and contribute appropriately in a group situation. | | | ✓ | | | ✓ | | | | | |
| L. Organizational Skills | | | | | | | | | | | |
| These competencies assist participants with time management, organizational skills, and goal setting. | | | | | | | | | | | |
| | BP | CP | CD | ES | FL | KB | SP | OC | PB | PS | LP |
| L.111. Use a method of time management. | | | ✓ | | | | | | | | |
| L.112. Establish long-and short-term goals. | | | | | | | | | | | |
| L.113. Demonstrate organizational skills. | | | | | | | | | | | |



| | | | | | | | | | | | | |
|-----------|---|--|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| M. | Study Skills | These competencies help participants improve academically through effective study skills. | | | | | | | | | | |
| | | BP | CP | CD | ES | FL | KB | SP | OC | PB | PS | LP |
| | M.114. Use basic study skills effectively. | | | | | | ✓ | | | | | |
| | M.115. Use knowledge of personal learning style in study habits. | | | | | | ✓ | | | | | |
| | M.116. Explain the value of completed homework. | | | | | | | | | | | |
| N. | Decision Making | These competencies promote good decision-making skills that are proactive instead of reactive. | | | | | | | | | | |
| | | BP | CP | CD | ES | FL | KB | SP | OC | PB | PS | LP |
| | N.117. Demonstrate an understanding of decision making. | | | | | | | | | | | |
| | N.118. Explain the importance of taking responsibility for actions and behaviors. | | | | | | | | | | | |
| | N.119. Demonstrate appropriate anger control techniques. | | | | | | | | | | | |
| | N.120. Demonstrate appropriate conflict resolution techniques. | | | | | | | | | | | |
| | N.121. Develop and implement a Personal Development Plan. | | | | | | | | | | | |
| | N.122. Define and demonstrate empathy. | | | | | | | | | | | |
| P. | Character Development | These competencies develop participants character, attitude, and leadership skills. | | | | | | | | | | |
| | | BP | CP | CD | ES | FL | KB | SP | OC | PB | PS | LP |
| | P.123. Explain the significance of respect for self, others, and rules. | | | | | | | | | | | |
| | P.124. Explain the value of good character. | | | | | | | | | | | |
| | P.125. Explain the benefit of positive attitude. | | | | | | | | | | | |
| | P.126. State the benefits of being perceived as a person of good character. | | | | | | | | | | | |
| | P.127. Demonstrates effective leadership skills. | | | ✓ | | | | | | | | |



| Q. Dreamwork | | | | | | | | | | | |
|---|----|----|----|----|----|----|----|----|----|----|----|
| These competencies assist students in planning for their futures. | | | | | | | | | | | |
| | BP | CP | CD | ES | FL | KB | SP | OC | PB | PS | LP |
| Q.128. Develop a career or educational plan which reflects personal goals, interests & skills. | | ✓ | | | | | | | | | |
| Q.129. Describe the future, including personal and career potential. | | ✓ | | | | | | | | | |
| Q.130. Demonstrate understanding of social and cultural diversity. | | | | | | | | | | | |
| Q.131. Apply concepts related to living on their own in the 'real world.' | | | | | | | | | | | |
| Q.132. Access key local resources | | | | | | | | | | | |
| Q.133. Demonstrate understanding of earning, spending, and saving. | | | | | | | | | | | |
| Q.134. Develop a budget. | | | | | | | | | | | |
| S. Negotiations | | | | | | | | | | | |
| These competencies instruct participants in advocating for themselves. | | | | | | | | | | | |
| | BP | CP | CD | ES | FL | KB | SP | OC | PB | PS | LP |
| S.135. Define "negotiation" and give examples of everyday negotiations that take place in a participant's life and society. | | | | | | | | | | | |
| S.136. Explain the reasons for and benefits of negotiation related to self and counterpart. | | | | | | | | | | | |
| S.137. Describe the process of negotiation. | | | | | | | | | | | |
| T. Career Based Learning | | | | | | | | | | | |
| These competencies encourage career planning. | | | | | | | | | | | |
| | BP | CP | CD | ES | FL | KB | SP | OC | PB | PS | LP |
| T.138. Explain the difference between a job and a career. | | | | | | | | | | | |
| T.139. Demonstrate an understanding of skills and abilities necessary for success in a job. | | | | | | | | | | | |
| T.140. Identify skills necessary for career choice. | | | | | | | | | | | |
| T.141. Demonstrate understanding of the job application process. | | | | | | | | | | | |
| T.142. Explain the value of job shadowing. | | | | | | | | | | | |



OUT-OF-SCHOOL COMPETENCIES

| O. Out-of-School | | BP | CP | CD | ES | FL | KB | SP | OC | PB | PS | LP |
|--|--|----|----|----|----|----|----|----|----|----|----|----|
| These competencies are designed to meet the needs of the Out-of-School participants; they provide skills in career development, job attainment, workplace success, communication skills, goal setting, and financial management. | | | | | | | | | | | | |
| O.1. | Occupational Interests, Aptitudes & Abilities | | ✓ | | ✓ | | | | | | | |
| O.2. | Professional Resume & Cover Letter | | | | ✓ | | | | | | | |
| O.3. | Conduct a Comprehensive Job Search | | ✓ | | ✓ | | | | | | | |
| O.4. | Appropriate Use of Social Media | | | | | | | | | | | |
| O.5. | Job Application & Required Employment Tests | | | | ✓ | | | | | | | |
| O.6. | Job Interviewing Skills | | | | ✓ | | | | | | | |
| O.7. | Dress Appropriately for A Job Interview | | | | ✓ | | | | | | | |
| O.8. | Assess Your Position Description & Expectations | | ✓ | | ✓ | | | | | | | |
| O.9. | Evaluate Job Related Skills | | | | | | | | | | | |
| O.10. | Work Cooperatively with Others/Members of a Team | | | ✓ | | | | | ✓ | ✓ | ✓ | ✓ |
| O.11. | Conflict Resolution | | | | | | | | | | | |
| O.12. | Effective Decision-Making & Problem Solving | | | ✓ | | | | | | | | |
| O.13. | Positive Attitude, Work Ethic & Behaviors | | | ✓ | | | | | | | | |
| O.14. | Overcome Barriers & Accept Responsibility for Actions | | | | | | | | | | | |
| O.15. | Adaptability to New Conditions or Others' Actions | | | | | | | | | | | |
| O.16. | Avoid Actions with Prior Undesirable Consequences | | | ✓ | | | | | | | | |
| O.17. | Questions to Deepen/Clarify Understanding with Listening | | | | | | | | | | | |
| O.18. | Set & Prioritize Goals | | | | | | | | | | | |
| O.19. | Plan to Climb the Professional Ladder | | | | | | | | | | | |
| O.20. | Effective Money Management | | | | | ✓ | | | | | | |







BUSINESS PLAN

| | |
|------------------------------|---|
| Event Summary | The Business Plan event provides competitors the opportunity to work as a team to develop a proposal to form a small business. Any type of business may be the focus of the proposed small business. |
| Event Code | BP |
| Event Type | Team Event: 3-4 members per team |
| Dress Code | Teams must be in official NCA uniform or in proper business attire. Bonus points will be awarded for proper dress. |
| Competency Attainment | A.1, A.2, A.3, A.4, A.5, A.6, C.14, C.18, D.21, D.22, D.23, D.24, E.26, E.28, E.29, E.30, F.33, F.34, F.36, G.41, G.43, G.45, G.46, G.54, G.55, H.60, H.61, H.62, H.64, H.67 |
| General Rules | <ol style="list-style-type: none"> 1. Competitors in this event must be active members of NCA and be in good standing. 2. Eligible divisions to compete in the Business Plan (BP) event: <ul style="list-style-type: none"> • Middle School • Secondary • Out-of-School/Collegiate Divisions 3. Competitors must be familiar with and adhere to the "General Rules and Regulations of the NCA Competitive Events Program (GRR)." 4. All competitors shall report to the site of the event at the time designated for each round of competition. At the National CDC, competitor's photo ID must be presented prior to ALL competition rounds. |
| Official References | None |
| Event Guidelines | <p>This event involves a written Business Plan proposal describing a small business the team wants to develop and an oral presentation presenting the proposed business plan. All team members must present the project and engage with the judges who serve as potential "investors."</p> <p><u>Business Plan event overview:</u></p> <ul style="list-style-type: none"> • Prepare a 10-page written Business Plan proposal and then present the business plan to a panel of judges adhering to the guidelines outlined below. |



- The body of the written proposal is **limited to 10 numbered pages** including the appendix (if needed) but excluding the title page and the table of contents.
- Written **Business Plan proposals will be submitted by March 20** to nca@jag.org
- Written Business Plan proposals will be judged prior to the oral presentation.
- The written business plan makes up approximately 70% of the total score, while the oral presentation points make up approximately 30% of the total 230 points awarded.
- The oral presentation is a **minimum of 7 minutes** and a **maximum of 10 minutes** in length.
- The timekeeper will present a flash card advising the competitors when they have reached six minutes, seven minutes, and when there is one minute remaining.
- At the conclusion of the oral presentation, competitors will have a **three minute question and answer session** with the judges.
- The judges will have three minutes to evaluate the presentation focusing on the effectiveness of public speaking, presentation skills, and how well the participants respond to questions that the judges ask during the presentation.

Business Plan event details:

WRITTEN ENTRY: BUSINESS PLAN PROPOSAL

- **TITLE PAGE.** The first page of the written entry is the title page. It must include in any order, but is not limited to, the following:
 - Business Plan proposal
 - Name of Business
 - Name of JAG Program
 - School Address
 - City, State, ZIP/Postal Code
 - Name of Team Members
 - Date
 - Title page should **not** be numbered.
- **TABLE OF CONTENTS.** The table of contents should follow the title page. The table of contents may be single-spaced and may be one or more pages long.
- **BODY OF THE WRITTEN ENTRY.** The body of the written entry begins with Section I and continues in the sequence outlined below. The following outline must be followed. Points for each section are included on the Written Entry Evaluation Form. Each section must be titled, including the bibliography and the appendix.



- **EXECUTIVE SUMMARY**
One-page summary of the business model.
- **PROBLEM**
Describe the top problems the product/service is addressing.
- **CUSTOMER SEGMENTS**
Who are the targeted customers?
- **UNIQUE VALUE PROPOSITION**
What is the single, clear, compelling message that states why the product/service is different and worth buying?
- **SOLUTIONS**
Describe the top features of the product/service that solve the problem.
- **CHANNELS**
What are the pathways to customers?
- **REVENUE STREAMS**
What is the revenue model and what are the lifetime values? What is the revenue and the gross margin?
- **COST STRUCTURE**
What are the customer acquisition costs, distribution costs, human resources costs and other additional costs?
- **KEY METRICS**
What are the key activities that must be measured?
- **COMPETITIVE ADVANTAGE**
What about the product/service demonstrates that it cannot be easily copied or bought?
- **CONCLUSION**
Specific request for financing and summary of key points supporting the financial request.
- **BIBLIOGRAPHY**
A bibliography is required. Include a list of the sources of information used in the written document.
- **APPENDIX**
An appendix is optional. If additional material is appended, all pages must be numbered as noted previously. Include in an appendix any exhibits appropriate to the written documentation, but not important enough to include in the body of the Business Plan. These might include used sample questionnaires, letters sent and received, general background data, minutes of meetings, etc.

PAGE NUMBERS. The cover page and table of contents will not have page numbers. The first page of the body is numbered “1” and all following pages are numbered in sequence. Page numbers continue through the bibliography (required) and the appendix (optional).



| | |
|-----------------------------|--|
| | <p>GRAPHICS. The major emphasis of the proposal is on the content. Drawings, illustrations, and graphic presentations will be judged for clarity and completeness, not artistic value.</p> <p>The Team’s written Business Plan proposal is worth a maximum of 160 points. (See Business Plan Presentation Judge Rating Sheet.)</p> <p>ORAL PRESENTATION</p> <ul style="list-style-type: none"> • The Team will present the Business Plan proposal to the investors (judges) in a 7 minute minimum and a 10 minute maximum presentation worth 80 points. (See Business Plan Written Proposal Judge Rating Sheet.) • The presentation begins immediately after the introduction of the Team Members to the judges by the Event Manager. • At the conclusion of the presentation, judges have three minutes to ask questions of the team pertaining to their business. • Each Team Member may bring a copy of the Business Plan proposal or note cards pertaining to the proposal and use as a reference during the presentation. • Only visual aids that can be easily hand carried to the presentation by the Team Members will be permitted. The Team Members must be prepared to set up the visuals. Wheeled carts, moving straps, or similar items may not be used to bring visuals into the area. Set up time is included in the total presentation time. Team Members must furnish all materials and equipment. No electrical power or internet connection will be supplied. Alternate power sources such as small generators are not allowed. Sound may be used, as long as the volume is kept at a conversational level. • Materials appropriate to the situation may be handed to or left with Investors (judges). Items of monetary value may be handed to but may not be left with judges. Items such as flyers, brochures, pamphlets, and business cards may be handed to or left with the judge. No food or drinks allowed. • If any of these rules are violated, the Event Manager must be notified by the judges. <p>The written entry must follow the General Competitive Event Guidelines as well as the specific Event Guidelines.</p> |
| <p>Final Scoring</p> | <p>Written Business Plan proposal = 160 total points Business Plan presentation = 70 total points</p> <p>In the event of a tie, a tiebreaker will be determined by the areas on the Scoring rating sheet section(s) with the highest point value in descending order.</p> |



Business Plan Written Proposal Judge Rating Sheet

Team _____ Section _____ Division _____

Judge _____ Judge Signature _____

| Written Proposal | Excellent 10 points | Good 8 points | Average 6 points | Fair 4 points | Poor 0 points | JUDGE SCORE |
|---|---|---|--|---|--|----------------|
| 1. Executive Summary | Writer grabs attention of reader. The introduction is creative, imaginative, and thoughtful. Thesis clearly revealed and well-structured for the proposal. Forecasts body of proposal in a memorable and effective way. | Writer somewhat grabs the attention of the reader. Thesis stated and appropriate for the proposal. Forecasts body so audience knows main points in brevity. | Audience is reading with some engagement. Thesis needs strength or structure. Forecast incomplete. | Attention device is unrelated to the plan. Thesis missing OR forecast statement missing. | Proposal not submitted OR attention device is missing. Thesis inappropriate or missing AND forecast is missing or indistinguishable. | |
| 2. Coverage of Event Plan and Quality of Information | Information included high-quality details that support the plan in a thorough manner. Information was in-depth and beyond the obvious, revealing new insights. Overall, the coverage of the plan was excellent. | Information included sufficient detail relevant to the plan. Information seemed to be in-depth. The coverage of the plan was good. | The quality of the information was limited to support the plan. The Team provided an average amount of coverage on the plan. | Some information provided was relevant to the plan. Information provided was mostly surface-level and the Team missed key points of the plan. | Proposal not submitted OR information was unreliable and interfered with ability of the audience to understand the Presentation. Information was irrelevant to the plan and the Team missed the point of the plan. | |
| 3. Originality | Writing reflects the original thoughts of the author and extends a creative or unique idea, question, or concept on the plan. No evidence of plagiarism. | Writing reflects the original thoughts of the author and provides some unique ideas on the plan. No evidence of plagiarism. | Some original thoughts are provided by the author. Creativity is experimented with on the plan. No evidence of plagiarism. | Limited originality is provided by the author on the plan. No evidence of plagiarism. | Proposal not submitted OR There was evidence of plagiarism. | |
| 4. Title Page | Title Page includes Team Name, NCA Division, NCA Chapter Name, School Name, State/Assoc, Title of Proposal including Plan Stance, Title page centered, One page only. | N/A | N/A | N/A | Proposal not submitted OR title page does not include all requirements OR is not present. | |



| Written Proposal (continued) | Excellent 20 points | Good 16 points | Average 12 points | Fair 8 points | Poor 0 points | JUDGE SCORE |
|--------------------------------------|--|--|---|---|--|-------------|
| 5. Persuasiveness | The proposal was exceptionally persuasive and convincing. The Team provided good evidence that reinforced their position on the plan. | The proposal was persuasive and provided good reasons to agree with the Team's point of view. | The proposal was somewhat persuasive and provided some reasons to agree with the Team's point of view. | The proposal provided limited evidence of Team's point of view and was not very persuasive. | Proposal not submitted OR the proposal was not persuasive and did not provide evidence to support the Team's point of view. | |
| 6. Transitions | Writing has voice and is easily read aloud. Appropriate transitions are used to move from one supporting detail to the next. Word choice and syntax offer surprise, clarity and "just right" wording. | Writing has some voice and is easily read aloud. Transitions are used, but better wording could have been used. | Vocabulary or writing style needs further development in sentence variety, word choice, and fluency. Some basic transitions used. | Sentences are short, fragmented or run-ons. Flow of essay is hard to follow. Few to no transitions are used. | Proposal not submitted OR no flow to writing. Difficult for reader to follow. No transitions used | |
| 7. Grammar | Zero (0) grammatical errors found in the Business Plan proposal. | 1-2 grammatical errors were found in this Business Plan proposal. They do not detract from the general flow of the Business Plan proposal. | 3-4 errors were found in the Business Plan Proposal, and they detract from the overall flow of the Business Plan proposal. | There are 5-6 grammatical errors present which detract from the overall meaning and flow of the Business Plan proposal. | Proposal not submitted OR more than 6 errors were found in this Business Plan Proposal. The errors are glaring, and the Business Plan proposal is difficult to read. | |
| 8. Spelling & Punctuation | Zero (0) errors in spelling and punctuation were found in this Business Plan proposal. | 1-2 errors in spelling or punctuation were found in this Business Plan proposal. | 3-4 errors in spelling or punctuation in this Business Plan proposal. | 5 errors in spelling or punctuation were found in this Business Plan proposal. | Proposal not submitted OR more than 5 errors in spelling or punctuation were documented within the Business Plan proposal. | |
| 9. Formatting | Pages are one-sided, typed, 12 pt. Arial font, double-spaced, in English, 1" margins on 8 ½" x 11" proposal, running header with last name, event and page number top right side of each page (not counting title page). Max two pages (plus Title and Reference page) | N/A | N/A | N/A | Proposal not submitted OR all requirements are not met. | |
| 10. Conclusion | Conclusion is concise and summarizes supporting points restates the thesis in a new way. The reader is satisfied with the conclusion and is left with something to think about. | Conclusion is mostly concise and summarizes the supporting points. The reader is indifferent with the conclusion of the essay. | Conclusion provides a summary of supporting points: it does not restate the thesis. | Conclusion may be attempted but does not summarize or restate thesis. | Proposal not submitted OR no conclusion is apparent in the essay. | |
| Total Points (160): | | | | | | |



Business Plan Presentation Judge Rating Sheet

Team _____

Section _____

Division _____

Judge _____

Judge Signature _____

| The Presentation | Excellent 10 points | Good 8 points | Average 6 points | Fair 4 points | Poor 0 points | JUDGE SCORE |
|--|---|--|--|---|--|----------------|
| 1. Introduction | The Team grabs the attention of the audience in a way that is creative, imaginative, and thoughtful. The thesis statement is clearly revealed and well-structured for presentation. | The Team draws in the audience with their introduction and piques their interest to want to learn more. The thesis statement connects to body of the presentation. | The Team provides an average introduction of the plan and slightly sparks the interest and attention of the audience. | The introduction provided by the Team lacks attention to detail and connection to the overall point of the presentation. | The Team does not provide an introduction that draws in the audience and captures their attention. | |
| 2. Overall coverage of Business Plan and quality of information | Information included high-quality details that support the event plan in a thorough manner. Information was in-depth and beyond the obvious, revealing new insights. Overall, the coverage of the plan was excellent. | Information included sufficient detail relevant to the plan. Information seemed to be in-depth. The coverage of the plan was good. | The quality of the information was limited to support the plan. The Team provided an average amount of coverage on the plan. | Some information provided was relevant to the plan. Information provided was mostly surface-level and the Team missed key points of the plan. | Information was unreliable and interfered with ability of the audience to understand the Presentation. Information was irrelevant to the plan and the Team missed the point of the plan. | |
| 3. Persuasiveness | The Presentation is exceptionally persuasive and convincing. The Team provided good evidence that reinforced their position on the plan. | The Presentation was persuasive and provided good reasons to agree with the Team's point of view. | The Presentation was somewhat persuasive and provided some reasons to agree with the Team's point of view. | The Presentation provided limited evidence of Team's point of view and was not very persuasive. | The Presentation was not persuasive and did not provide evidence to support the Team's point of view. | |
| 4. Conclusion | The Team reviews the thesis and main points of Presentation in a memorable and effective way that provides an effective flow leading to the conclusion. | The Team reviews the thesis and main points of Presentation in a clear way that provides an adequate flow leading to the conclusion. | The Team reviews the thesis and main points clearly. Underwhelming conclusion. | The Team is missing a review of the thesis or main points. The conclusion was hard to follow. | Review of the thesis and main points are missing from the conclusion. | |



| Presentation Delivery | Excellent 10 points | Good 8 points | Average 6 points | Fair 4 points | Poor 0 points | JUDGE SCORE |
|---|---|---|---|--|---|----------------|
| 1. Voice Pitch, tempo, volume, quality | The Team's voice was loud enough to hear. The Team varied rate & volume to enhance the Presentation. Appropriate pausing was employed. | The Team spoke loudly and clearly enough to be understood. The Team varied rate OR volume to enhance the Presentation. Pauses were attempted. | The Team could be heard most of the time. The Team attempted to use some variety in vocal quality, but not always successfully. | The Team's voice is low. Judges have difficulty hearing the presentation. | Judge had difficulty hearing and/or understanding much of the Presentation due to low volume. Little variety in rate or volume. | |
| 2. Stage Presence Poise, posture, eye contact, and enthusiasm | Movements & gestures were purposeful and enhanced the delivery of the Presentation and did not distract. Body language reflects comfort interacting with audience. Facial expressions and body language consistently generated a strong interest and enthusiasm for the plan. | The Team maintained adequate posture and non-distracting movement during the Presentation. Some gestures were used. Facial expressions and body language sometimes generated an interest and enthusiasm for the plan. | Stiff or unnatural use of nonverbal behaviors. Body language reflects some discomfort interacting with audience. Limited use of gestures to reinforce verbal message. Facial expressions and body language are used to try to generate enthusiasm but seem somewhat forced. | The Team's posture, body language, and facial expressions indicated a lack of enthusiasm for the plan. Movements were distracting. | No attempt was made to use body movement or gestures to enhance the message. No interest or enthusiasm for the plan came through in presentation. | |
| 3. Diction*, Pronunciation** and Grammar | Delivery emphasizes and enhances message. Clear enunciation and pronunciation. No vocal fillers (ex: "ahs," "uh/ums," or "you-knows"). Tone heightened interest and complemented the verbal message. | Delivery helps to enhance message. Clear enunciation and pronunciation. Minimal vocal fillers (ex: "ahs," "uh/ums," or "you-knows"). Tone complemented the verbal message | Delivery adequate. Enunciation and pronunciation suitable. Noticeable verbal fillers (ex: "ahs," "uh/ums," or "you-knows"). Tone seemed inconsistent at times. | Delivery quality minimal. Regular verbal fillers (ex: "ahs," "uh/ums," or "you-knows") present. Delivery problems cause disruption to message. | Many distracting errors in pronunciation and/or articulation. Monotone or inappropriate variation of vocal characteristics. Inconsistent with verbal message. | |
| Total Points (70): | | | | | | |

* Definition of Diction – Choice of words especially with regard to correctness, clearness, and effectiveness.

** Definition of Pronunciation – Act or manner of uttering officially.



Business Plan

“Investor” Sample Questions for Judge Use

The sample questions are provided to give competitors an idea of what questions the investors (judges) may ask during the three minute window at the end of the oral presentation.

Market

1. How big is the market opportunity?
2. Who exactly will be your best customer?
3. What current business do you hope to aspire to be like?
4. What current business do you least aspire to be like?
5. What is your greatest fear in launching your business plan?

Competition

1. Who do you feel will be your most challenging competitors?
2. What do you believe are your strengths over your competitors?
3. What are your weaknesses considering your competitors?
4. What is unique about your proposed business?
5. How will you exceed your competition on satisfying customers?

Financials

1. How much capital will you need to launch your business?
2. How much will you be able to invest in the business?
3. How much will you need from investors?
4. How long do you estimate it will take to become profitable?
5. What are the key metrics your team is focused on to evaluate your business?

Intellectual Property

1. What is unique about your proposed business?
2. What big problem will your business solve?
3. What legal risks does your team anticipate?
4. What regulatory requirements do you expect with your business?
5. Are you anticipating any product liability risks with your business?



Business Plan

“Investor” Sample Questions (continued)

Use of Funds

1. How will you allocate investor funds?
2. What if you are unable to raise sufficient investor funds?
3. What are the biggest risks to my investment?
4. What are your milestones in judging the progress of the business?
5. How much are you estimating your monthly personal expenses?

Business Model

1. What specific marketing channels are you planning on using?
2. What profit margins are you planning on operating?
3. How will scaling impact profit margins?
4. What pivots are you anticipating as you move forward?
5. Who in this business cannot be replaced?

Corporate Structure

1. How is the business currently organized?
2. Are you planning a board of advisors? Who would you want to serve?
3. Where will the company be registered?
4. What unique skills and talents does the founders possess?
5. Who is the registered agent on record?

Additional Questions

1. What is the exit goal? (i.e., IPO, Merger & Acquisition, other)
2. What is the time frame for an exit strategy?
3. What are you hoping that investors will provide beyond money?
4. What is the next milestone that investments will take the business?
5. What talent will be of the greatest interest to your proposed business?





CAREER PREPARATION

| | |
|------------------------------|--|
| Event Summary | Career Preparation provides members with the opportunity to gain knowledge and skills required for interviews in a selected career. This event aims to inspire NCA members to be proactive in a selected career field and gain confidence in speaking about why the career is the right career fit for them. |
| Event Code | CP |
| Event Type | Individual |
| Dress Code | Competitors must be in official NCA or proper business attire. Bonus points will be awarded for proper dress. |
| Competency Attainment | A.1, A.2, A.3, A.4, A.5, A.6, C.14, C.18, D.23, D.24, E.28, E.29, G.38, G.39, G.40, G.41, Q.128, Q. 129, O.1, O.3, O.8 |
| General Rules | <ol style="list-style-type: none"> 1. Competitors in this event must be active members of NCA and be in good standing. 2. Eligible divisions to compete in the Career Preparation (CP) event: <ul style="list-style-type: none"> • Middle School • Secondary • Out-of-School/Collegiate Divisions 3. Competitors must be familiar with and adhere to the "General Rules and Regulations of the NCA Competitive Events Program (GRR)." 4. All competitors shall report to the site of the event at the time designated for each round of competition. At the National CDC, competitor's photo ID must be presented prior to ALL competition rounds. |
| Official References | U.S. Bureau of Labor Statistics, Occupational Outlook Handbook |
| Event Guidelines | <p>This event involves a competitor identifying, researching, and presenting on a career of interest.</p> <p><u>Career Preparation event overview:</u></p> <ul style="list-style-type: none"> • Prepare a career presentation that is a minimum of 7 minutes and a maximum of 10 minutes in length adhering to the guidelines outlined below. • The timekeeper will present a flash card advising the competitor when they have reached six minutes, seven minutes, and when there is one minute remaining. • At the conclusion of the oral presentation, competitors will have a three minute question and answer session with the judges. • Examples of questions the judges may ask are: |



- In what parts of the selected career are you interested?
- How did you become intrigued by the selected career?
- What is a future career goal of yours?
- What role can NCA play in reaching you career goal?
- Why are you excited about in the selected career field?
- Professional ethics demand that competitors DO NOT discuss or reveal any judge questions for ANY event until after the event has concluded. Violation of the ethics rules will be severely penalized per the General Rules & Regulations.
- The judges will have three-minutes to evaluate the presentation focusing on the effectiveness of public speaking, presentation content, and how well the participant responded to questions that the judges ask during the presentation.

Career Preparation event details:

PRESENTATION

The presentation should include 10-slide deck addressing the following topics:

- **Slide 1: Title Page**
 - Career of Interest
 - Career Preparation Event
 - Competitor Name
 - NCA Division
 - NCA Chapter Number
 - School Name
 - State Association
- **Slides 2-4: Statement of Interest**
 - Why do you want to pursue a career in in the selected field?
 - What specific career field are you interested?
 - How did you get intrigued with the selected career?
- **Slide 5: Career Description**
 - Specific roles & responsibilities
 - Work Environment
 - Similar Careers
 - Potential Employers (i.e. Companies)
- **Slide 6: Education & Experience**
 - Higher education (College, University, Trade School)
 - Work Experience in Related Occupation
 - On-the-Job-Training
 - Certifications
- **Slide 7: Job Outlook**
 - Number of jobs available
 - Employment Change (growth or decline)



| | |
|----------------------|--|
| | <ul style="list-style-type: none"> • Slide 8: Salary Outlook <ul style="list-style-type: none"> ○ What is average salary ○ Opportunities for Advancement • Slide 9: Personal Statement <ul style="list-style-type: none"> ○ What makes you an ideal candidate for this career? ○ How can NCA play a role in helping you reach your goal? • Slide 10: References <ul style="list-style-type: none"> ○ List of resources used during research. <p>The presentation entry must follow the General Competitive Event Guidelines as well as the specific Event Guidelines.</p> |
| Final Scoring | <p>Career Preparation Presentation = 95 total points</p> <p>In the event of a tie, a tiebreaker will be determined by the areas on the Scoring rating sheet section(s) with the highest point value in descending order.</p> |



Career Preparation Judge Rating Sheet

Competitor _____ Section _____ Division _____

Judge _____ Judge Signature _____

| Statement of Interest | Excellent 5 points | Good 4 points | Average 3 points | Fair 2 points | Poor 0 points | JUDGE SCORE |
|--|--|---|---|--|---|----------------|
| <p>1. Content of the Statement of Interest includes an answer to the question:</p> <p><i>Why do you want to pursue a career in the selected career?</i></p> | The Statement of Interest includes an excellent and thoughtful answer to question asked. It makes for a great introduction and the judges feel like they have a real sense of who the competitor is. | The Statement of Interest answer to the question leaves the judges wanting more information. | The Statement of Interest attempts to answer the question but there is a significant need for more information | The Statement of Interest only minimally answers the question. | Statement of Interest not submitted OR the Statement of Interest does not answer the question. | |
| <p>2. Content of the Statement of Interest includes an answer to the question:</p> <p><i>What specific field in the selected career field are you interested?</i></p> | The Statement of Interest includes an excellent and thoughtful answer to question asked. It makes for a great introduction and the judges feel like they have a real sense of who the competitor is. | The Statement of Interest answer to the question leaves the judges wanting more information. | The Statement of Interest attempts to answer the question but there is a significant need for more information. | The Statement of Interest only minimally answers the question. | Statement of Interest not submitted OR the Statement of Interest does not answer the question. | |
| <p>3. Content of the Statement of Interest includes an answer to the question:</p> <p><i>How did you get intrigued in the selected career field?</i></p> | The Statement of Interest includes an excellent and thoughtful answer to question asked. It makes for a great introduction and the judges feel like they have a real sense of who the competitor is. | The Statement of Interest answer to the question leaves the judges wanting more information. | The Statement of Interest attempts to answer the question but there is a significant need for more information | The Statement of Interest only minimally answers the question. | Statement of Interest not submitted OR the Statement of Interest does not answer the question. | |
| <p>4. Content of the Statement of Interest includes an answer to the question:</p> <p><i>How can NCA play a role in helping you reach your goals?</i></p> | The Statement of Interest includes an excellent and thoughtful answer to question asked. It makes for a great introduction and the judges feel like they have a real sense of who the competitor is. | The Statement of Interest answer to the question leaves the judges wanting more information. | The Statement of Interest attempts to answer the question but there is a significant need for more information | The Statement of Interest only minimally answers the question. | Statement of Interest not submitted OR the Statement of Interest does not answer the question. | |
| <p>5. Organization of the Statement of Interest</p> | The Statement of Interest includes an excellent introduction, body and conclusion paragraphs. It flows smoothly and is very organized. It stands out above others. | Most of the organization is appropriate, but there are a few small changes that could be made to make the Statement of Interest better to the viewer. | Some of the organization is correct, but there are a couple major problems that are rather distracting to the viewer. | An attempt was made to organize the Statement of Interest, but there are still significant problems that distract the viewer from reading it from top to bottom. | Statement of Interest not submitted OR the Statement of Interest has little to no organization, which could mean inconsistent fonts, no separation of paragraphs, or improper ordering of topics. | |



| PowerPoint & Presentation | Excellent 5 points | Good 4 points | Average 3 points | Fair 2 points | Poor 0 points | JUDGE SCORE |
|--|--|--|---|--|--|----------------|
| 6. Neatness, spelling, grammar | There are no spelling or grammatical errors throughout the entire PowerPoint. | There are 1-2 minor misspellings or grammatical errors that will be easy to fix to make it appeal to the viewer. | There are 3-4 spelling or grammatical errors in the PowerPoint. | There are 5-6 spelling or grammatical errors present in the Statement of Interest | Statement of Interest not submitted OR there are 7 or more spelling or grammatical errors in the PowerPoint. | |
| 7. Title Page | Title page includes: event name, competitor name, NCA Division, NCA Chapter, School Name, State Association; one page only. | N/A | N/A | N/A | Statement of Interest not submitted OR all requirements are not met. | |
| 8. Effective use of PowerPoint as a visual aid | Excellent use of capturing the composition of movement and angles to make the presentation come to life. Advanced ability & unique perspective to allow the presentation to tell the story. | PowerPoint techniques are good, and the composition of slides tell an engaging message. Angles and movement could be captured in a way to help the message come to life better. | The PowerPoint techniques are of average skill and the composition does not stand out to the judge panel. | Some evidence of thoughtful PowerPoint techniques but captured intermittently throughout the presentation. Most PowerPoint slides were created at a basic level. | The PowerPoint presentation was not submitted in its entirety OR the graphic techniques were basic, front facing photos with no evidence of intentional composition of the angles of the camera technique. | |
| 9. Stage Presence Poise, posture, eye contact, and enthusiasm | Movements & gestures were purposeful and enhanced the delivery of the presentation and did not distract. Body language reflects comfort interacting with audience. Facial expressions and body language consistently generated a strong interest and enthusiasm for the topic. | The competitor maintained adequate posture and non-distracting movement during the presentation. Some gestures were used. Facial expressions and body language sometimes generated an interest and enthusiasm for the PowerPoint presentation. | Stiff or unnatural use of nonverbal behaviors. Body language reflects some discomfort interacting with audience. Limited use of gestures to reinforce verbal message. Facial expressions and body language are used to try to generate enthusiasm but seem somewhat forced. | Most of the competitor's posture, body language, and facial expressions indicated a lack of enthusiasm for the presentation. Movements were distracting. | No attempt was made to use body movement or gestures to enhance the presentation. No interest or enthusiasm for the topic came through in the presentation. | |
| 10. Diction* and articulation** | Delivery emphasizes and enhances message. Clear enunciation and pronunciation. No vocal fillers (ex: "ahs," "uh/ums," or "you-knows"). Tone heightened interest and complemented the verbal message. | Delivery helps to enhance message. Clear enunciation and pronunciation. Minimal vocal fillers (ex: "ahs," "uh/ums," or "you-knows"). Tone complemented the verbal message | Delivery adequate. Enunciation and pronunciation suitable. Noticeable verbal fillers (ex: "ahs," "uh/ums," or "you-knows"). Tone seemed inconsistent at times. | Delivery quality minimal. Regular verbal fillers (ex: "ahs," "uh/ums," or "you-knows") present. Delivery problems cause disruption to message. | Many distracting errors in pronunciation and/or articulation. Monotone or inappropriate variation of vocal characteristics. Inconsistent with verbal message. | |
| 11. Voice Pitch, tempo, volume, quality | The competitor's voice was loud enough to hear. The competitor varied rate & volume to enhance the Presentation. Appropriate pausing was employed. | The competitor spoke loudly and clearly enough to be understood. The competitor varied rate OR volume to enhance the Presentation. Pauses were attempted. | The competitor could be heard most of the time. The competitor attempted to use some variety in vocal quality, but not always successfully. | The competitor's voice is low. Judges have difficulty hearing the presentation. | Judge had difficulty hearing and/or understanding much of the Presentation due to low volume. Little variety in rate or volume. | |



| Judge Engagement | Excellent 10 points | Good 8 points | Average 6 points | Fair 4 points | Poor 0 points | JUDGE SCORE |
|--|---|---|---|---|---|----------------|
| 12. Introduction/first impression | Greeting is excellent. Great first impression. | Greeting is good but didn't stand out amongst competition. | Greeting is appropriate, conversation is appropriate. | Average, presentation is not engaging. | Poor first impression. Competitor did not try to engage with the judges. | |
| 13. Content of Question Responses Judges are looking for presentations with the following criteria: <ul style="list-style-type: none"> Competitor shows willingness to volunteer information Presentation is informative regarding future goals. Sounds professional in choice of vocabulary and descriptions. | The competitor showcased each of the three criteria in their question responses with confidence. The presentation left the judges with a clear picture of the competitor's career goals, aspirations, and plans for the future. | The presentation was honest, thoughtful, and thorough using professional language and tone, but content lacked the wow factor to make the competitor stand out from others. The competitor covers 2-3 of the presentation criteria. | The presentation does not provide a clear picture of their career goals. The competitor covers 2 of the presentation criteria. | The presentation was thoughtful, but the presentation was underwhelming. Covers 1 or fewer of presentation criteria. | Most questions were answered inappropriately, didn't elaborate on answers Covers none of the interview criteria. | |
| 14. Confidence, maturity, enthusiasm | The competitor exhibited great confidence throughout their presentation. There is a genuine excitement about selected career and JAG & they conducted themselves with maturity. They would make a great career professional. | The competitor presented with confidence. They were excited to share information about their future career of interest. | The competitor exhibited some level of confidence in his/her presentation ability but seemed a little nervous. Next time they will do incredible! | The competitor appeared to be nervous and anxious during the presentation. It was evident they were excited; they just need more practice with presentations. | The competitor's nerves got the best of them. They were not able to showcase their best work in the interview. They should keep trying! | |
| 15. Closing | The competitor-maintained composure throughout the presentation, thanked the judges. | N/A | The competitor remained professional throughout the presentation. | N/A | The competitor did not maintain composure throughout the interview & forgot to thank the judges at the end. | |
| Total Points (95): | | | | | | |

* Definition of Diction – Choice of words especially with regard to correctness, clearness, and effectiveness.

** Definition of Pronunciation – Act or manner of uttering officially.





CREATIVE DECISION-MAKING

| | |
|------------------------------|--|
| Event Summary | Creative Decision-Making provides NCA members with the opportunity to analyze the decision-making process and to work as a team to apply their decision-making skills in creating a solution to a hypothetical issue or problem. |
| Event Code | CD |
| Event Type | Team Event: 3-4 members per team |
| Dress Code | Competitors must be in official NCA uniform or proper business attire. Bonus points will be awarded for proper dress. |
| Competency Attainment | C.14, C.17, C.18, D.21, D.22, D.23, D.24, E.26, E.27, E.28, E.29, E.30, F.34, F.35, F.36, G.42, G.43, G.45, G.49, G.51, G.52, G.55, G.57, H.62, H.65, H.67, H.70, H.71, J.101, J.102, K.107, K.108, K.110, L.111, N.117, P.127, O.7, O.10, O.12, O.13, O.17 |
| General Rules | <ol style="list-style-type: none"> 1. Competitors in this event must be active members of NCA and be in good standing. 2. Eligible divisions to compete in the Creative Decision-Making (CD) event: <ul style="list-style-type: none"> • Middle School • Secondary • Out-of-School/Collegiate Divisions 3. Competitors must be familiar with and adhere to the “General Rules and Regulations of the NCA Competitive Events Program (GRR).” 4. All competitors shall report to the site of the event at the time designated for each round of competition. At the National CDC, competitor’s photo ID must be presented prior to ALL competition rounds. |
| Official References | Resources about the secret topic will be provided to teams during their 30-minute preparation time (such as data, supporting research, etc.). |
| Event Guidelines | <p>This event aims to inspire members to be proactive and utilize higher order thinking to solve complex problems.</p> <p><u>Creative Decision-Making event overview:</u></p> <ul style="list-style-type: none"> • This event consists of one round. • Teams (3-4 members) will be given a potential problem or issue and will have a 30-minute prep period to analyze the problem. The problem is a secret topic. Each team will be asked to solve the same problem. |



| | |
|-----------------------------|--|
| | <ul style="list-style-type: none"> • Professional ethics demand competitors do not discuss or reveal the secret topic until after the event has concluded and all teams have competed. Competitors who violate this ethical standard will be penalized per NCA General Rules and Regulations. • The following materials will be provided by the NCA in the preparation room: <ul style="list-style-type: none"> • Index cards • Flipchart paper • Markers • Competitors may not bring anything, except pencils into the preparation room. • It will be announced when teams have five minutes and one minute remaining during their 30-minute prep time. At the one-minute mark, teams should conclude preparation, begin gathering materials, and prepare to be escorted to a quiet holding area or directly into the presentation room. • Once in the presentation room, teams will have eight minutes to present their solution to the panel of judges. • Materials in the oral presentation room: <ul style="list-style-type: none"> • Index cards the team prepared as notes in the preparation room. • Flipchart paper the team prepared to support their solution in the preparation room. • Extra paper, markers, or any other materials will NOT be allowed in the presentation room. • The timekeeper will present a flash card advising the competitors when there is one minute remaining. As soon as the 8-minute timer elapses, the team must stop presenting their solution to the secret problem. • The judges will have three-minutes to evaluate the presentation focusing on the effectiveness of the public speaking and how well the team provided a creative solution through decision making to the secret problem. • All team members must take an active role in the presentation. <p>The written entry must follow the General Competitive Event Guidelines as well as the specific Event Guidelines.</p> |
| <p>Final Scoring</p> | <p>Creative Decision-Making presentation = 110 total points</p> <p>In the event of a tie, a tiebreaker will be determined by the areas on the rating sheet section(s) with the highest point value in descending order.</p> |



Creative Decision-Making Judge Rating Sheet

Team _____ Section _____ Division _____

Judge _____ Judge Signature _____

| Presentation Content | Excellent 15 points | Good 12 points | Average 9 points | Fair 6 points | Poor 0 points | JUDGE SCORE |
|---|---|--|---|---|--|----------------|
| 1. Understanding of problem/issue | Demonstrates clear evidence of a deep, insightful understanding of the problem or issue. | Shows a solid grasp or understanding of the problem or issue. | Demonstrates an average understanding of the problem or issue. Judges left with a few questions | Shows a basic understanding of the problem or issue. Judges left with more questions than answers. | Team is not able to demonstrate an understanding of the problem or issue. | |
| 2. An imaginative and innovative approach is used to solve the problem | The team provided creative, imaginative solution(s) that were highly innovative and thoughtful. | The solution was unique and offered a fresh approach to solving the problem. Missing the “wow” factor though. | The solution to the problem was adequately imaginative. Would like to see more innovation in the solution. | Solutions provided were unoriginal and little imagination was included in the presentation. | No evidence of imagination was used to solve the problem. | |
| 3. Explanation of solution | Clear and concise explanation of the solution in a logical, well-constructed presentation. | The explanation of the solution was mostly clear and logical. | An average explanation of the solution was provided. Some aspects seem to be presented out of sequence. | The explanation of the solution did not flow and was hard to follow. | The explanation did not provide a logical solution and was fragmented. | |
| 4. Applies previous knowledge and experience to current problem | Clear, thorough connection to prior knowledge and experiences were used to enhance the solution to the current problem. | Good examples of previous knowledge and experiences were applied to the solution of the current problem. | Some demonstration of prior knowledge and experiences were applied to the solution of the current problem. | Prior knowledge and experiences were not clearly demonstrated in correlation to the current problem. | No prior knowledge or experiences were connected to the current problem. | |
| 5. Explanation of solution is financially sound | The solution is realistic and financially sound. The resources required to fund this solution are thoughtful and concise. | The solution appears to be financially sound. Slight questions arise on the feasibility of the budget and ability to complete the task in a fiscally responsible manner. | The solution may require resources that are outside the budget constraints of this project. Careful consideration must be made to move forward with this project. | The solution provides questionable budget requirements and would require further attention to detail. | The solution is outside of budget constraints and is not recommended to move forward as presented. | |
| 6. Use of the information provided in the secret topic. | The presentation offered clear and effective use of the information provided in the secret topic. | The information on the secret topic was mostly effective in the presentation but could have been clearer. | The presentation provided an average use of the information provided in the secret topic. | The presentation used a small amount of the information provided to teams on the secret topic. | The team did not include information provided on the secret topic. | |



| Presentation Delivery | Excellent 5 points | Good 4 points | Average 3 points | Fair 2 points | Poor 0 points | JUDGE SCORE |
|---|--|--|---|--|---|----------------|
| 1. Voice Pitch, tempo, volume, quality | Each speaker's voice was loud enough to hear. The speakers varied rate & volume to enhance the speech. Appropriate pausing was employed. | Each speaker spoke loudly and clearly enough to be understood. The speakers varied rate OR volume to enhance the speech. Pauses were attempted. | Each speaker could be heard most of the time. The speakers attempted to use some variety in vocal quality, but not always successfully. | Most of the speaker's voices were low. Judges have difficulty hearing the presentation. | Judge had difficulty hearing and/or understanding much of the speech due to low volume. Little variety in rate or volume. | |
| 2. Stage Presence Poise, posture, eye contact, and enthusiasm | Movements & gestures were purposeful and enhanced the delivery of the presentation and did not distract. Body language reflects comfort interacting with audience. Facial expressions and body language consistently generated a strong interest and enthusiasm for the topic. | The speakers maintained adequate posture and non-distracting movement during the presentation. Some gestures were used. Facial expressions and body language sometimes generated an interest and enthusiasm for the topic. | Stiff or unnatural use of nonverbal behaviors. Body language reflects some discomfort interacting with audience. Limited use of gestures to reinforce verbal message. Facial expressions and body language are used to try to generate enthusiasm but seem somewhat forced. | Most of the speaker's posture, body language, and facial expressions indicated a lack of enthusiasm for the topic. Movements were distracting. | No attempt was made to use body movement or gestures to enhance the message. No interest or enthusiasm for the topic came through in the presentation. | |
| 3. Diction*, Pronunciation** & Grammar | Delivery emphasizes and enhances message. Clear enunciation and pronunciation. No vocal fillers (ex: "ahs," "uh/ums," or "you-knows"). Tone heightened interest and complemented the verbal message. | Delivery helps to enhance message. Clear enunciation and pronunciation. Minimal vocal fillers (ex: "ahs," "uh/ums," or "you-knows"). Tone complemented the verbal message | Delivery adequate. Enunciation and pronunciation suitable. Noticeable verbal fillers (ex: "ahs," "uh/ums," or "you-knows") present. Tone seemed inconsistent at times. | Delivery quality minimal. Regular verbal fillers (ex: "ahs," "uh/ums," or "you-knows") present. Delivery problems cause disruption to message. | Many distracting errors in pronunciation and/or articulation. Monotone or inappropriate variation of vocal characteristics. Inconsistent with verbal message. | |
| 4. Team Participation | Excellent example of shared collaboration in the presentation of the project. Each team member spoke and carried equal parts of the project presentation. | N/A | The team worked together relatively well. Some team members spoke more than others. | N/A | One team member dominated the presentation. | |
| Total Points (110): | | | | | | |

*Definition of Diction – Choice of words especially with regard to correctness, clearness, and effectiveness.

**Definition of Pronunciation – Act or manner of uttering officially





EMPLOYABILITY SKILLS

| | |
|------------------------------|--|
| Event Summary | The Employability Skills event provides NCA members with the opportunity to gain knowledge and experience related to obtaining employment. |
| Event Code | ES |
| Event Type | Individual Event |
| Dress Code | Competitors must wear official NCA uniform or proper business attire. Bonus points will be awarded for wearing proper dress. |
| Competency Attainment | A.1, A.2, A.3, A.4, A.5, A.6, B.7, B.8, B.9, B.11, B.13, C.14, C.15, C.19, D.23, D.24, E.29, F.36, O.1, O.2, O.3, O.5, O.6, O.7, O.8 |
| General Rules | <ol style="list-style-type: none"> 1. Competitors in this event must be active members of NCA and be in good standing. 2. Eligible divisions to compete in the Employability Skills (ES) event: <ul style="list-style-type: none"> • Middle School • Secondary • Out-of-School/Collegiate Divisions 3. Competitors must be familiar with and adhere to the "General Rules and Regulations of the NCA Competitive Events Program (GRR)." 4. All competitors shall report to the site of the event at the time designated for each round of competition. At the National CDC, competitor's photo ID must be presented prior to ALL competition rounds. |
| Official References | None. |
| Event Guidelines | <p>The Employability Skills event requires competitors to prepare a cover letter and a resume and participate in an employment interview with two or more judges. The event aims to inspire members to learn more about a traditional, in-person application for employment.</p> <p><u>Employability Skills event overview:</u></p> <ul style="list-style-type: none"> • Prior to attending the Career Development Conference, the competitor should select any employment position for which an individual is trained or being trained. (A job for which they could actually apply; a job that he/ she is currently qualified, or being trained, to hold.) • The competitor prepares a one-page cover letter and a one-page resume. The cover letter and resume <u>must be factual and accurate</u>. Competitors should include real work experience and education. |



| | |
|----------------------|---|
| | <ul style="list-style-type: none"> • A competitors Cover Letter and Resume should be submitted by March 20 to nca@jag.org in a single document, PDF preferred. • Cover Letters and Resumes will be judged prior to the in-person interview. • The Cover Letter and Resume makes up 44% of the total score, while the interview points make up 56% of the total 125 points awarded. • No materials may be taken into the interview. • A Competitive Events Personnel will introduce the competitor by name to the judges. After this introduction, the time will begin. • The interview will be conducted for a maximum of ten (10) minutes. The timekeeper shall present a flash card advising the competitor when there is one (1) minute remaining. • The competitor will be excused, and judges will be given an additional three minutes to complete the rating sheet • Handshakes between judges and competitors are allowed at the beginning and end of the event. • Professional ethics demand that competitors DO NOT discuss or reveal judge questions for ANY event until after the event has concluded. Violation of the ethics rules will be severely penalized per the NCA General Rules and Regulations. There will be at least one question asked in the interview that evaluates the competitor’s knowledge of the position for which they are applying. <p>The written entry must follow the General Competitive Event Guidelines as well as the specific Event Guidelines.</p> |
| Final Scoring | <p>Employability Skills Cover Letter and Resume = 55 total points Employability Skills Interview = 70 total points</p> <p>In the event of a tie, tie breakers will be determined by the areas on the rating sheet section(s) with the highest point values in descending order</p> |



Employability Skills Cover Letter & Resume Judge Rating Sheet

Competitor _____

Section _____

Division _____

Judge _____

Judge Signature _____

| Cover Letter | Excellent 5 points | Good 4 points | Average 3 points | Fair 2 points | Poor 0 points | JUDGE SCORE |
|---------------------------------------|--|--|---|---|--|----------------|
| 1. Length | Cover Letter does not exceed one page. | N/A | N/A | N/A | Cover letter not included OR exceeds one page. | |
| 2. Neatness, spelling, grammar | There are no spelling or grammatical errors throughout the entire cover letter. | There are 1-2 minor misspellings or grammatical errors that will be easy to fix to make it appeal to the viewer. | There are 3-4 spelling or grammatical errors in the cover letter. | There are 5-6 spelling or grammatical errors present in the cover letter. | Cover letter not submitted OR there are 7 or more spelling or grammatical errors in the cover letter. | |
| Cover Letter (cont.) | Excellent 10 points | Good 8 points | Average 6 points | Fair 4 points | Poor 0 points | JUDGE SCORE |
| 3. Organization | Letter includes an organized introduction, body and conclusion paragraph. There is a proper salutation at the greeting with a precise contact name. The entire cover letter amounts to no more than one page in length. | Most of the organization is appropriate, but there are a few minor tweaks that could be made to make the cover letter flow better to the viewer. | Some of the organization is correct, but there are a couple major problems that are rather distracting to the viewer. | An attempt was made to organize the cover letter, but there are still significant problems that distract the viewer from reading it from top to bottom. | Cover letter not submitted OR the cover letter has little to no organization, which could mean inconsistent fonts, no separation of paragraphs, or improper ordering of topics. | |
| 4. Content | The content with the main parts of the cover letter includes the necessary information about the competitor (qualifications and strengths that pertain to the job, how they found the job, and how they will impact the company in the future). It makes for a great introduction to the resume. | A few minor pieces of content are missing that are crucial to make the cover letter top-notch. | A lot of the information is present, but a few major, relevant pieces are missing. | There are significant parts of the cover letter that are missing or are inserted improperly. | Cover letter not submitted OR there is little to no content present in the cover letter. No effort was put forth in order to include the necessary information. It is missing all or almost all of the needed information about how they qualify for the job and their strengths pertaining to it, how they found the job, why they will be a good fit with the company. | |



| Resume | Excellent 5 points | Good 4 points | Average 3 points | Fair 2 points | Poor 0 points | JUDGE SCORE |
|--|--|---|---|---|---|----------------|
| 1. Length | Resume does not exceed one page. | N/A | N/A | N/A | Resume not submitted OR resume is more than one page in length. | |
| 2. Neatness, spelling, grammar | There are no spelling or grammar errors throughout the entire resume. | There are 1-2 minor misspellings or grammatical errors that will be easy to fix to make it appeal to the viewer. | There are 3-4 spelling or grammatical errors in the resume. | There are 5-6 spelling or grammatical errors present in the resume. | Resume not submitted OR there are 7 or more spelling or grammatical errors in the resume. | |
| Resume (cont.) | Excellent 15 points | Good 12 points | Average 9 points | Fair 6 points | Poor 0 points | JUDGE SCORE |
| 3. Content/ Organization The resume requirements include: <ul style="list-style-type: none"> Personal information in the heading Clearly stated career objective Education Work Experience Activities and awards | The competitor includes all five of the required components of the resume and organizes the document in a legible and professional manner. The resume flows smoothly, and action verbs are used to describe the competitor's strengths. | The competitor includes four of the five required content areas of the resume. The resume flows smoothly but lacks description of experience that allows the judges to gain a clear picture of the employment and educational history. | The competitor includes three of the five required content areas of the resume. Some action verbs were used to describe the competitor's strengths. Fair level of organization throughout the resume. | The required components may be included, but do not provide a clear description of the competitor's work or employment history. Little detail is provided. | Resume not submitted OR the resume does not flow or have experience documented that would relate the competitor to the position. | |
| Total Points (55): | | | | | | |



Employability Skills Interview Judge Rating Sheet

Competitor _____

Section _____

Division _____

Judge _____

Judge Signature _____

| Interview | Excellent 10 points | Good 8 points | Average 6 points | Fair 4 points | Poor 0 points | JUDGE SCORE |
|---|---|---|--|---|---|----------------|
| 1. Introduction/ first impression | Greeting is excellent, shook hands and engaged professionally with the judge(s) upon arrival. Great first impression! | Greeting is good, handshake was appropriate but did not stand out amongst competition. | Greeting is appropriate but did not shake hands or did not shake hands correctly, conversation is appropriate. | Average greeting did not shake hands with judge(s), conversation is not engaging or there was no conversation. | Poor first impression. Competitor did not shake hands or try to engage with the judge(s). | |
| 2. Content of answers Judges are looking for answers to the following criteria: <ul style="list-style-type: none"> • Competitor shows willingness to volunteer information. • Responds appropriately to every question. • Relates strengths and skills for the job. • Sounds profession in choice of vocabulary and description of personal strengths. | The competitor thoroughly showcased each of the 4 criteria in their answers with ease and conviction. The responses left the judges excited to know more about the experiences, strengths, and skillsets of the competitor. | Most questions were answered honestly and thoughtfully using professional language and tone. The competitor covered 3 of the interview answered criteria. | The competitor covers 2 of the 4 interview answered criteria but does not provide a clear picture of their work experience or strengths. | Some questions were answered thoughtfully using professional language. The interview was underwhelming. Covers 1 of the 4 interview criteria. | Most questions were answered inappropriately, didn't elaborate on answers. Covers none of the 5 interview criteria. | |
| 3. Confidence, maturity, enthusiasm | Competitor exhibited confidence throughout their interview. Genuine excitement for the pending position and conducted themselves with maturity. They would make a great employee. | The competitor was confident but not convincing. They were excited for the pending position but need a little more polish to be offered the position. | The competitor exhibited some level of confidence in his/her interviewing ability but seemed a little nervous. | The competitor appeared to be nervous and anxious about the interview. It was evident they were excited to be here; they just need more practice with interviews. | The competitor's nerves got the best of them. They were not able to showcase their best work in the interview. Keep trying! | |



| | | | | | | |
|---|--|---|---|--|---|------------------------|
| 4. Knowledge of Position Applied For | Competitor was knowledgeable about the position and related skills to the job, prepared and practiced interview questions and was prepared with company research. They answered all questions put forth by judges by showing confidence and understanding. | The competitor was mostly knowledgeable of the skills related to the job. They had researched the company and were able to answer most questions. | Competitor somewhat prepared with company research. Answered some of the questions from the judges. Some confidence | Competitor wasn't aware of the position they were hiring for. They were unable to answer questions asked by the judges. | Competitor lacks preparedness of company research. Lacks confidence in speaking with the judge. | |
| 5. Closing | Competitor asked at least one question that was relevant to the position and left the judges with an overall positive impression. | N/A | N/A | N/A | Competitor did not ask any questions and the judges were left with a less than positive impression. | |
| General Characteristics | Excellent 10 points | Good 8 points | Average 6 points | Fair 4 points | Poor 0 points | JUDGE SCORE |
| 6. *Diction and **articulation | The competitor speaks clearly, enunciates words. Clear, crisp speech which is easy to hear and understand. | The competitor enunciates most words clearly and is easily understood. | The competitor speaks clearly, minimal instances when they mumble or do not enunciate their words. | The competitor mumbles some of the time and speaks at a low volume. The judges must ask the competitor to repeat themselves. | Competitor mumbles, speaks softly, and is hard to hear. Judge is unable to hear or understand all or part of the responses to the interview questions | |
| 7. Eye contact, poise, and posture | The competitor displays comfortable eye contact, displays confidence in their demeanor; sits up straight throughout interview. | The competitor makes eye contact most of the time, sits up straight and conducts self with confidence. | The competitor displays some eye contact but looks down or to the side of the judges. | The competitor makes limited eye contact and does not display good posture. | The competitor does not make eye contact with the judge(s). They slouch during the interview | |
| Total Points (70) | | | | | | |





FINANCIAL LITERACY

| | |
|------------------------------|---|
| Event Summary | To encourage NCA members to develop skills related to financial literacy that could include – money management, budgeting, bank accounts, interest rates, basic investing, credit cards, saving money and financial safety. |
| Event Code | FL |
| Event Type | Individual Event |
| Dress Code | Competitors must be in official NCA uniform or in proper business attire. Bonus points are awarded for proper dress. |
| Competency Attainment | C.14, C.17, D.22, D.25, E.29, G.41, G.42, O.20 |
| General Rules | <ol style="list-style-type: none"> 1. Competitors in this event must be active members of NCA and be in good standing. 2. Eligible divisions to compete in the Financial Literacy (FL) event: <ul style="list-style-type: none"> • Middle School • Secondary • Out-of-School/Collegiate Divisions 3. Competitors must be familiar with and adhere to the “General Rules and Regulations of the NCA Competitive Events Program (GRR).” 4. All competitors shall report to the site of the event at the time designated for each round of competition. At the National CDC, competitor’s photo ID must be presented prior to ALL competition rounds. |
| Official References | None. |
| Event Guidelines | <p>This event is an individual financial literacy test.</p> <p><u>Financial Literacy event overview:</u></p> <ul style="list-style-type: none"> • The written test will consist of 50 fill-in-the-blank questions. • A maximum of 60 minutes is allowed for the test. • There will be a verbal announcement when there are 60 minutes, 30 minutes, 15 minutes, 5 minutes, and 1 minute remaining to complete the test. • All competitors will receive two (2) 8.5x11” sheets of blank paper for use during the test. • Competitor must bring their own #2 pencil. • At the National CDC answers will be collected on a Scantron form which requires competitors to fill-in their responses with a #2 pencil. (At the |



| | |
|-----------------------------|---|
| | <p>State CDC, when a paper/pencil test is used or the test is administered on a computer, the competitor will write in or key in the response for each question.)</p> <ul style="list-style-type: none"> • At the National Career Development Conference, NCA will provide basic handheld calculators (no graphing calculators) for addition, subtraction, division, multiplication, and square root. • Competitors may NOT use the summary page or any type of conversion chart or resource during the test. • Converting between measurement systems will often render a different answer depending upon which systems and conversions are being used. The answer to a calculation problem will ultimately be the same answer after appropriate rounding. • When rounding decimal numbers to the nearest tenths, hundredths, or thousandths, look to the immediate right of the digit located in the position to be rounded. If the number to the direct right is 5 or larger, round to the position up one number and drop everything that follows. If the number to the direct right is 4 or smaller, leave the position being rounded as is and drop everything that follows. • The test plan includes questions based on the following financial literacy areas: <ul style="list-style-type: none"> ○ Practical Money Skills ○ Basic Budgeting Skills ○ Credit Card Basics ○ Debit Card Basics ○ Identity and Finances Protection ○ Prepaid Card Basics ○ Credit Score Control ○ Money Management and Living Independently ○ Retirement Basics ○ Financial Life Events, such as: <ul style="list-style-type: none"> - Going to College - Buying a Car - Renting an Apartment - Buying a Home - Elder Care - Handling the Unexpected - Health Care - Family Life <p>The written entry must follow the General Competitive Event Guidelines as well as the specific Event Guidelines.</p> |
| <p>Final Scoring</p> | <p>A series of ten (10) complex, multi-step tie breaking questions will be administered with the original test. In case of a tie, successive tie-breaker questions will be used until a winner is determined. In the tiebreaker, correct spelling is required for an item to be considered accurate.</p> |



Financial Literacy

Written Test Instructions

Check your Test Booklet and Scantron

- Do you have the right test?
- Is the pre-printed information on the Scantron correct?
- Write your competitor ID on the test booklet and tiebreaker page (if applicable) and mark the competitor division you are registered in.

Write On your Scantron

- Write your test number on the Scantron in the appropriate “box” (area). Stray marks in the margin or edges may make your Scantron unreadable for the computer.
- On the evaluation form, please mark the event code for this event.

Testing Tips

- You MAY write on back of pages and margins of test as scratch paper.
- Use a #2 pencil, fill in the bubble on Scantron completely that corresponds with your chosen answer. If you skip a question, be sure to skip the corresponding number on Scantron.
- If the table has a tablecloth, place your Scantron on top of the test booklet before bubbling.
- Mechanical pencils are discouraged for use on Scantron.

About Your Test

- This is a 50-item multiple-choice test. Read each question carefully as there is only one best answer and answer every question. There is no penalty for guessing, so answer all questions.
- Select tests have an essay tiebreaker or tiebreaker questions. Please print clearly. Do not remove the tiebreaker page from the test booklet.
- When you are finished, please follow the directions given to you by your event personnel for returning your test materials and completing the event evaluation.
- There will be a verbal announcement when there are 15 minutes remaining. You have 60 minutes to complete this test.

Personal Belongings

- Place all of your personal belongings under your chair.
- Cell phones, Smart Devices, & Watches should be in the OFF position, lying face down on the table in front of you. DO NOT TOUCH during testing.

HELP

- If you have personal needs once the test has begun, please raise your hand. If you must use the restroom, there is no extra time given for the completion of the test. You may remove your blazer/jacket if needed.



Sample Test Questions

1. The following are expenses that you should be aware of when owning a car EXCEPT:
 - A. Auto insurance
 - B. Back up camera tax
 - C. Vehicle registration
 - D. Gasoline costs
 - E. Emission fees
2. Rates for auto insurance are established by the federal government and companies must adhere to national regulations on what they can charge.
 - A. True
 - B. False
3. Tiffany is in the market to purchase a new car. She has \$1,000 to make as a down payment on a new vehicle. Her current vehicle is worth \$500. The car that she has picked out is selling for \$6,000 plus 7% tax. She was fortunate enough to find a dealership that is offering her a 0% interest rate over 60 months. What would Tiffany's monthly payment be if she used her cash and trade in vehicle and spread out what is left over 60 months?
 - A. \$60
 - B. \$74
 - C. \$82
 - D. \$110
 - E. \$119
4. What is an expense that stays the same from month to month?
 - A. Flexible expenses
 - B. Fixed expenses
 - C. Disposable income
 - D. Government expenses
5. What is the recommended amount of time that is suggested to have saved for an emergency fund?
 - A. 1 year
 - B. 30 days
 - C. 3-6 months
 - D. 26 weeks
 - E. 325 days





NCA Knowledge Bowl

| | |
|------------------------------|--|
| Event Summary | NCA Knowledge Bowl provides members with the opportunity to gain knowledge and skills on various topics and situations in business, industry, and parliamentary procedure. |
| Event Code | KB |
| Event Type | Team Event: 3-4 team members |
| Dress Code | Competitors must be in official NCA uniform or in proper business attire. Bonus points will be awarded for proper dress. All team members must be properly dressed to receive the bonus points. Teams who are not dressed appropriately may not be allowed to compete. |
| Competency Attainment | C.14, C.18, D.21, D.24, E.26,E.27, E.29, E.30, G.42, G.45, G.51, G.56, H.62, H.65, H.67, J.101, K.108, K.110, M.114, M.115, O.7, O.10 |
| General Rules | <ol style="list-style-type: none"> 1. Competitors in this event must be active members of NCA in good standing. 2. Eligible divisions to compete in the Knowledge Bowl (KB) event: <ul style="list-style-type: none"> • Middle School • Secondary • Out-of-School/Collegiate Divisions 3. Competitors must be familiar with and adhere to the “General Rules and Regulations of the NCA Competitive Events Guide (GRR).” 4. All competitors shall report to the site of the event at the time designated for each round of competition. At CDC, competitor’s photo ID must be presented prior to ALL competition rounds. |
| Official References | The references for verification shall be content from the JAG website as well as JAG publications. |
| Event Guidelines | This competitive event consists of multiple rounds. Teams consisting of 3-4 members compete by giving appropriate responses to items presented by a moderator in a “buzzer style” round. These items may be in the form of questions, incomplete statements, and/or definitions and may be multi-answer items. Winners will be determined by a series of elimination rounds as described in the event tournament bracket. This event aims to inspire members to be proactive career professionals and motivate them to participate in teams, while learning about employment opportunities, NCA, JAG, and parliamentary procedure topics. |



Knowledge Bowl event details:

- Buzzer competition requires a paired match-up. If a team is more than 5 minutes late to their appointed time, the team forfeits their right to compete in accordance with the General Rules and Regulations.
- The number of teams in the bracket tournament is determined by the number of entries. Depending on that number, a "bye" may be provided at random to the second round.
- Teams must report to and remain in the holding room until their numbers are called for them to compete.
- During competition, two teams are seated at a table facing the moderator. Each individual team member has a buzzer to respond to the moderator's question. Before each round begins, each team member should be asked to check their buzzer to confirm it is working correctly.
- Each of the team members (3-4 members) will be identified as "Team Member A, Team Member B, Team Member C, and Team Member D." Letter identification cards will be drawn by each team member prior to the start of each round and will be placed on the table in front of each team member.
- For two (2) minutes, Team Member A from each team will compete head-to-head. The second two (2) minutes, Team Member B from each team will compete head-to-head. The third two (2) minutes, Team Member C from each team will compete head-to-head. The fourth two (2) minutes, Team Member D will compete head-to-head. The last two (2) minutes are open to all four team members and the entire team will be competing against the other team. During these final two (2) minutes, any of the four (4) team members may buzz and answer questions. This process will also be used during any tiebreaker(s). Subsequent rounds will be 10 minutes and include 50 questions.
- The moderator presents one item and then:
 - Five (5) seconds is allowed after the moderator has finished presenting each item for a team member to push his/her buzzer.
 - The team member who pressed his/her buzzer has five (5) seconds to respond.
 - If a team member pushes the buzzer prior to the completion of the question, the moderator will stop reading immediately and the competitor must answer in five (5) seconds. If a team member buzzes in when it is not their turn, it will be treated like a wrong answer, and the other team will be given a chance to respond according to rule #7F.
 - Only the first answer given by the team member is to be judged. If the team member has started to respond when the 5 second timer buzzes, the judges may allow the team member to complete his/her response.
 - If answered correctly, the team earns one point.
 - If the answer is incorrect, or if the team member does not respond in five (5) seconds, the question will be reread in full for the other team, and the other team will have five (5) seconds to buzz in,



| | |
|-----------------------------|--|
| | <p>following the same steps noted in 8A and 8B. This is the only instance in which an item may be repeated unless the judges specifically ask for an item to be re-read.</p> <ul style="list-style-type: none"> ○ If no team member pushes the buzzer before five (5) seconds have passed, no points are given, and the next question will be read. ● Team members may talk to one another during the final two (2) minutes of the round only, however, they are cautioned to speak softly enough to avoid being overheard by the other team, and to be mindful of the timing noted in rule #8. Teams are <i>not</i> permitted to use or write notes. ● The same list of questions is asked of each team in each section during a round starting with question 1A. The team that has the highest number of points in a ten (10) minute match is declared the winner of that match. The timekeeper will announce when there is one minute remaining in the round. If the ten (10) minute time is completed in the middle of an answer, the team is allowed to respond to the item. If missed, the other team is allowed to answer per rule 7F. ● The points shall be kept by the judges on a rating sheet. Scorekeepers and chalkboards may also be used so that the team and the audience can see the scores. ● In the event of a tie score, five (5) tiebreaker items are asked. First question will be asked of Member A, second question of Member B, third question of Member C, fourth question of Member D, and the last question of the entire team. The team with the highest score is the winner. This process may be repeated if necessary. ● The moderator will not give the correct response to an item if neither team cannot answer correctly. ● The winning team members of each match, round and section are not allowed to observe and must return to the holding room until recalled. Waiting winning teams are not allowed to communicate with other teams. ● The questions shall not be given to a participating team prior to the competitive event. Judges will be given a copy of the questions. Judges make all rulings. A lead judge will respond to the competitors' answer by saying correct or incorrect. Only judges are allowed to challenge answers (competitors may not challenge any answer or the event process). Judges will call time to make a ruling. <p>The written entry must follow the General Competitive Event Guidelines as well as the specific Event Guidelines.</p> |
| <p>Final Scoring</p> | <p>1. <u>SEMI-FINAL ROUNDS</u>: When there are 4 teams remaining in the event, the semi-final rounds begin. There will be two matches. The winning team from each match returns to the holding room to face each other in the championship round. The two losing teams return to holding to face each other to determine 3rd and 4th place in the consolation match of the final round.</p> |



2. FINAL ROUND: The two semi-final losing teams play each other. The winner is 3rd place, and the losing team is 4th place. Following the consolation match, the two undefeated teams play each other in the championship match.
3. During the semi-final and final rounds only, audience members may observe. Communication between the audience and team members or event personnel is NOT permitted. Audience members are:
 - NOT allowed to enter or leave the room while teams are in competition (only between matches).
 - NOT permitted to record, document, or communicate anything, and will be removed from the room if suspected of doing so, at the discretion of event personnel.
 - Allowed to applaud teams only at the completion of the match.
4. The ten (10) finalists will be the eight (8) teams remaining at the beginning of Round 4 plus the two teams that did not advance from Round 3 with the highest test average score from Round 1. The placing of the 5th through 8th and 9th and 10th place finalists will be determined by the Round One test score. The third (3rd) place team will be determined by playing a consolation round between the losing semi-finalist teams. The first (1st) and second (2nd) place will be determined in the final round.



NCA Knowledge Bowl

Sample Questions

1. What percent of the Voting Delegate Assembly can amend the National Career Association Bylaws?
2. What is the name of the JAG student member-led organization?
3. What NCA Officer ensures that all meetings are conducted in accordance with Robert's Rules of Order, Newly Revised?
4. In what year was the original JAG Model launched?
5. According to Robert's Rules of Order Newly Revised, how many times can an amendment be amended?
6. In what state was Jobs for America's Graduates founded?
7. The JAG Specialist leads the classroom; who leads the NCA Chapter?
8. Who is the only President of Jobs for America's Graduates?
9. Who is the current Chair of the JAG National Board of Directors?
10. Who is responsible for interviewing the national officer Candidates and slating them for the election process?





NCA OUTSTANDING CHAPTER

| | |
|------------------------------|---|
| Event Summary | <p>The purpose of the NCA Outstanding Chapter recognition is to encourage local chapters to achieve the NCA goals by implementing a plan of work with a focus on the development of leadership skills, career opportunities, and service learning among chapter members, and to document achievements in the form of an annual Chapter Book.</p> <p>This event is designed as a recognition opportunity.</p> |
| Event Code | OC |
| Event Type | Chapter Event |
| Dress Code | <p>Competitors must be in official NCA uniform or in proper business attire for the drop off and project display time.</p> <p>Bonus points will be awarded for proper dress.</p> |
| Competency Attainment | C.14, C.18, D.22, D.23, E.26, E.27, E.29, E.30, O.10 |
| General Rules | <ol style="list-style-type: none"> 1. Competitors in this event must be active members of NCA and be in good standing. 2. Eligible divisions to compete in the Outstanding Chapter (OC) event: <ul style="list-style-type: none"> • Middle School • Secondary • Out-of-School/Collegiate Divisions 3. Competitors must be familiar with and adhere to the “General Rules and Regulations of the NCA Competitive Events Program (GRR).” 4. All competitors shall report to the site of the event at the time designated for each round of competition. At the National CDC, competitor’s photo ID must be presented prior to ALL competition rounds. |
| Event Guidelines | <p>NCA Outstanding Chapter is a chapter event in which all members of the chapter participate. For this event, chapter members create a Chapter Book to record and preserve the chapter’s achievements during a single school year. Chapters earn points for properly documenting chapter activities as described in the event rating sheet. Chapters who earn the required number of points are recognized with the NCA Outstanding Chapter Award.</p> <p><u>Outstanding Chapter recognition overview:</u></p> <ul style="list-style-type: none"> • This event is not designed to require your chapter to submit an activity in each category. Instead, focus on planning meaningful activities, then, successfully provide proof of your achievements in the Chapter Book. The focus should be on the quality of the chapter activities. |



- The book should focus on those elements that earn points (content) and not fancy additions or embellishments that take up time and expense but do not add meaning to the chapter activity. The focus is on accomplishments and not the appearance of the Chapter Book.
- **All entries must be submitted in an official NCA Outstanding Chapter Book and pages from Awards Unlimited** (<http://www.raustore.com/nca-scrapbook.aspx>), which may include sheet-protected pages.
 - Sheet protectors must not obscure the materials to be judged.
 - Lamination may NOT be used.
 - This book is limited to 100 pages or less, with only one side of the page used.
 - Each page must be numbered sequentially.
 - One bonus point will be added when the scrapbook is correctly picked up at the designated time.
- An activity or program may be claimed and judged in only one (1) category. (Many activities could accurately work for one or more categories. Competitors who are creating the Chapter Book must determine the best fit for each activity. Similar programs will only be judged once—for example: a fall blood drive and spring blood drive would not be considered two activities.) Exceptions: Activities in the Publicity and State CDC categories.
- Chapter members should create a Chapter Book that is clear, concise, and easy to evaluate. Layers on pages are permitted but discouraged. They should be used for multiple page membership rosters, pamphlets, or programs but not to circumvent the 100-page rule. If layers are used, sheet protectors should not be used.
- The creation of the Chapter Book must be the work of a chapter member or members.
- All content must be typed or clearly handwritten. Photocopies may be used.
- The Chapter Book will contain materials from July 1 through the National CDC of the school year.
- The NCA Outstanding Chapter Book is the property of the local NCA chapter. Regardless of how many members participate in the creation of the book, the book is to remain with the local NCA chapter as record of the chapter's achievements.



CHAPTER BOOK LAYOUT

- Each book will have a cover page (page 1) with the following information:
 - Name of NCA Chapter
 - Division (Middle School, Secondary or Out-of-School/Collegiate)
 - Name of School
 - City, State, and Zip Code
- Page 3 is a Chapter Summary page. This should be a one-page summary of the NCA year: highlights, accomplishments, and anything special the chapter wants to emphasize. Someone reading this page should gain a good understanding of the chapter and what members focused on throughout the membership year.
- Each of the remaining 97 pages (or less) will be used to document chapter activities.
- There is no limit to the number of pages for a specific category, however, the total Chapter Book is limited to 100 pages.
- To help the judges evaluate each category, each page must have two important items – a page heading (at the top of the page) and a page number (bottom right corner). This will facilitate the judges quickly finding the items to be evaluated on the rating sheet.

Outstanding Chapter event details:

- If the NCA Outstanding Chapter event is conducted at the state level, all chapters recognized at the State CDC are eligible to participate in the Outstanding Chapter event at the National CDC.
- At the Career Development Conference, each chapter should only register ONE member for the NCA Outstanding Chapter event. Only the CHAPTER name will be announced at the Awards Session, if the book qualifies for recognition.
- The competitor(s) will also complete and submit the “**Chapter Assessment**” page that reflects the anticipated score for each category, based on the evidence provided in the Chapter Book, and the corresponding page numbers. The Chapter Assessment page should be paper clipped to the Cover Page of the Chapter Book.
- At the National CDC competition, the Chapter Book is submitted by one chapter member and the contents are evaluated by two judges.
- The Chapter Book (limited to one entry per chapter) must be turned in at the designated time. The chapter member who turns in the Chapter Book at the NCDC can be any eligible member from the chapter at the conference.



| | |
|----------------------|--|
| | <ul style="list-style-type: none"> • Chapter Books will be judged using the judge rating sheet (rubric). • Judges will rate the Chapter Book independently, and the judge scores will be averaged to calculate the chapter’s final score. If the two judge scores are more than 5 points apart, the judges may discuss their ratings and adjust their scores if deemed appropriate. • Competitors are not present during the judging but are required to pick up the Chapter Book at the end of judging. A time will be shared with the competitors at drop-off. • Competitors have the choice of sitting with their Chapter Book during the project display time where the Chapter Book is on display for viewing by NCDC delegates. Competitors must take Chapter Books with them at the conclusion of the project display time. Members are strongly encouraged to display their Chapter Book. <p>The written entry must follow the General Competitive Event Guidelines as well as the specific Event Guidelines.</p> |
| Final Scoring | All Chapter Books that earn a minimum of 43 points at the National CDC will be recognized with a chapter plaque. |



NCA OUTSTANDING CHAPTER

Chapter Assessment

Chapter ID # _____

This page is to be completed by the chapter member(s) submitting the book for judging. It must include the corresponding page numbers for each category to assist the judges in evaluating the chapter's activities. It must also include a projected score by the competitor(s), based on how successfully evidence of each activity was creatively and accurately documented in the Chapter Book.

This assessment provides a form of communication with the judges. Paperclip the Chapter Assessment to the Cover Page of the NCA Outstanding Chapter Book. Complete the Chapter Assessment form as honestly as possible. This will help you evaluate your work and anticipate the score you should expect from the judges.

| Category | | Page Number(s) | Chapter Score |
|-------------------------|---|----------------|---------------|
| 1 | Cover Page | 1 | |
| 2 | Membership Page | 2 | |
| 3 | Chapter Summary | 3 | |
| 4 | Chapter Description | | |
| 5 | Chapter Officers | | |
| 6 | Program of Work | | |
| 7 | Membership | | |
| 8 | Career Awareness | | |
| 9 | Community Service | | |
| 10 | School Service | | |
| 11 | Publicity | | |
| 12 | NCA Newsletter | | |
| 13 | National Service Project | | |
| 14 | NCA Week | | |
| 15 | Industry Partnerships | | |
| 16 | Leadership Development | | |
| 17 | Presentations | | |
| 18 | Other Chapter Activities | | |
| 19 | State Career Development Conference | | |
| 20 | Quality of Work (overall quality of book) | NA | |
| Anticipated Judge Score | | | |



NCA OUTSTANDING CHAPTER

Judge Rating Sheet

JUDGING INSTRUCTIONS: The purpose of this event is to reward chapters who meet the high standards established in these guidelines for local chapter activities that align with the **goals and purpose of the National Career Association**, and benefit NCA members, the school, and the community. As the judge, you are not awarding points based on the impression of the category, you are awarding points based on the number of activities represented in this rating sheet. Reminder: An event or activity may only be used once.

Chapter _____ Section _____ Division _____

Judge _____ Judge Signature _____

| | 4 points | 3 points | 2 points | 1 point | JUDGE SCORE |
|---|--|----------|----------|---------|-------------|
| Cover Page Required Information: Name of Chapter, Type of Program (Middle, Secondary or Out-of-School), Name of School, City, State, Zip | Includes ALL required information | | | | |
| Chapter Summary Reflection A one-page summary of the NCA year: highlights, accomplishments, and anything special the chapter wants to emphasize. Someone reading this page should get a good sense of the chapter and what they focused on throughout the year. | A one-page summary of the NCA year exists | | | | |
| Chapter Description Include a short description of the NCA chapter (setting, advisor(s), type of school, demographics, etc.) and documents that prove the chapter's achievements. | Describe the location of the school and chapter; school and chapter demographics; selection process; and overall list of classroom, chapter, conference, and community achievements. | | | | |
| Chapter Officers | Photos, names, and duties of officers. | | | | |
| Program of Work The Program of Work runs from July 1 to June 30 of the membership year and serves as a calendar or written plan of chapter activities for the year. | Program of work that includes month and activities. | | | | |



| | 4 points | 3 points | 2 points | 1 point | JUDGE SCORE |
|--|--|---|---|--|-------------|
| Membership Activities that encourage membership in the NCA chapter. | Four or more activities that promoted membership in the NCA chapter. | Three activities that promoted membership in the NCA chapter. | Two activities that promoted membership in the NCA chapter. | One activity that promoted membership in the NCA chapter. | |
| Career Awareness Career awareness activities are specifically designed to promote learning about a variety of professions. Examples may include but are not limited to, a guest speaker, attending a career fair, touring business, etc. | Four or more activities that expose NCA members to one or more different professions. | Three activities that expose NCA members to one or more different professions. | Two activities that expose NCA members to one or more different professions. | One activity that exposes NCA members to one or more different professions. | |
| Community Service Community service is a donated service or activity by NCA chapter members that benefits the public in the local community. Service learning integrates meaningful community service with instruction to enrich the experience. | Four or more activities that provide a service to members of the community. | Three activities that provide a service to members of the community. | Two activities that provide a service to members of the community. | One activity that provides a service to members of the community. | |
| School Service School service provides a benefit or service to the students or faculty at a school. | Four or more activities that provide a service to members of the school. | Three activities that provide a service to members of the school. | Two activities that provide a service to members of the school. | One activity that provides a service to members of the school. | |
| Publicity Publicity by the NCA chapter through a website, newsletter, local newspaper, TV, or other form of media, which is not part of their school, to the general public. | Four or more examples of publicity that communicates the NCA chapter's goals, purpose and/or activities. | Three examples of publicity that communicates the NCA chapter's goals, purpose and/or activities. | Two examples of publicity that communicates the NCA chapter's goals, purpose and/or activities. | One example of publicity that communicates the NCA chapter's goals, purpose and/or activities. | |
| NCA Newsletter | Chapter produces a newsletter. Sample provided. | | | | |
| Service Project Guidelines found in NCA Competitive Events Guide | Chapter participates in National Service Project. Documentation provided. | | | | |
| NCA Week The NCA Week proclamation and suggestions are on the NCA website. Chapters can select any week to be NCA Week for their school. | Chapter participates in NCA Week. Documentation provided. | | | | |
| Industry Partnerships Partnerships with community professionals or organizations. These may include but are not limited to involvement with the local business, job shadowing or internships. | Evidence of four or more partnerships that supports the goals of NCA and/or the partnering organization. | Evidence of three partnerships that supports the goals of NCA and/or the partnering organization. | Evidence of two partnerships that supports the goals of NCA and/or the partnering organization. | Evidence of one partnership that supports the goals of NCA and/or the partnering organization. | |



| | 4 points | 3 points | 2 points | 1 point | JUDGE SCORE |
|--|--|---|--|--|-------------|
| Leadership Development An organized leadership training event for chapter members. This may include a NCA CDC, fall conference, leadership training with another CTSO, or a local leadership development experience for members. | Chapter members participated in four or more Fall Leadership Workshops, and/or other leadership development opportunities. | Chapter members participated in three NCA Fall Leadership Workshops, and/or other leadership development opportunities. | Chapter members participated in two NA Fall Leadership Workshops, and/or other leadership development opportunities. | Chapter members participated in one NCA Fall Leadership Workshop, and/or other leadership development opportunity. | |
| Presentations Program presented by the chapter that promotes business education, professional, or skilled careers – to school groups, community groups, or other stakeholders. | Provides four or more presentations that promote business education, professional, or skilled careers. | Provides three presentations that promote business education, professional, or skilled careers. | Provides two presentations that promote business education, professional, or skilled careers. | Provides one presentation that promotes business education, professional, or skilled careers. | |
| Other Chapter Activities Any chapter activity that does not fit in another category or is an additional activity from another category. | Four or more activities that clearly support the goals of NCA. | Three activities that clearly support the goals of NCA. | Two activities that clearly support the goals of NCA. | One activity that clearly supports the goals of NCA. | |
| State Career Development Conference To be added AFTER the state CDC. | Evidence of chapter participation in the state CDC. | | | | |
| Quality of Work Evidence of high quality of work and creativity throughout the book. | Exemplary quality of work. | | | Meets requirements as listed within the guidelines. | |
| TOTAL SCORE | | | | | |





NCA SERVICE PROJECT

| | |
|--|---|
| Event Summary | <p>The NCA Service Project involves a nationally identified partner who NCA chapters can choose to support through volunteer service and fundraising.</p> <p>This event is designed as a recognition opportunity.</p> |
| Event Code | SP |
| Event Type | Chapter Event |
| Competency Attainment | E.26, E.29, E.30 |
| General Rules | <ol style="list-style-type: none"> 1. Competitors in this event must be active members of NCA and be in good standing. 2. Eligible divisions to compete in the NCA Service Project (SP) event: <ul style="list-style-type: none"> • Middle School • Secondary • Out-of-School/Collegiate Divisions 3. Competitors must be familiar with and adhere to the “General Rules and Regulations of the NCA Competitive Events Program (GRR).” 4. All competitors shall report to the site of the event at the time designated for each round of competition. At the National CDC, competitor’s photo ID must be presented prior to ALL competition rounds. |
| National Partner | <p>At the 2022 National CDC, the NCA Delegate Assembly selected the 2023-2025 National Service partner: Habitat for Humanity.</p> <p>All volunteer hours and donations must be in connection to Habitat for Humanity in order to be considered for the NCA Service Project Recognition.</p> |
| Tracking Hours and Funds Raised | <p>Local chapters plan service-learning projects to support the selected organization. Chapters document their involvement and submit documentation for the opportunity to earn recognition at the state and national levels. This event aims to encourage NCA members to provide service learning by coming together collectively in support of the NCA National Service Project.</p> <p><u>NCA Service Project recognition overview:</u></p> <ul style="list-style-type: none"> • Members and chapter advisors will submit hours and money raised by their chapter via this website: https://jag.org/nspsubmission/. |



| | |
|--|---|
| | <p><u>NCA Service Project recognition details:</u></p> <ul style="list-style-type: none"> • Members should record their volunteer hours individually. • Donations should be noted on just ONE chapter member’s account. <ul style="list-style-type: none"> ○ <i>For example, if a chapter raised \$150 in five hours of volunteer time, each member who participated should record five hours in the online NCA Activity Tracking System. But only ONE member of the chapter should enter the \$150 donation total. If all five members entered \$150, this would inflate the actual amount of money raised.</i> • For national recognition, this event may include activities from June 1, 2022 through March 20, 2023. • Activities must be entered and APPROVED by chapter advisors on the website by midnight on March 20, 2023. • The list of activities in the system is what will be used to identify recognition levels at the National Career Development Conferences. • Information submitted to NCA via the proposed online NCA Activity Tracking System will become the property of NCA. Permission is given to NCA to share project ideas with organizations and in NCA publications. |
| <p>Recognition Levels and Process</p> | <p>At the national level, the following recognition categories are awarded:</p> <ul style="list-style-type: none"> • Certificates of Recognition will be awarded to all chapters contributing a minimum of \$100 or 100 hours of community service in partnership with the service organization. The monetary and time requirements are not to be combined to reach this minimum. Once a chapter reaches \$100 or 100 hours, they will receive the Certificate of Recognition. • Certificates of Merit will be awarded to all chapters contributing a minimum of \$500 or 500 hours of community service in partnership with the service organization. The monetary and time requirements are not to be combined to reach this minimum. Once a chapter reaches \$500 or 500 hours, they will receive the Certificate of Merit. <p>OTHER RECOGNITION</p> <p>Other outstanding service awards may be presented by the selected organization in recognition for outstanding contributions by individual chapters. State outstanding service awards, if available, will be announced by the states’ respective State Advisor.</p> <p>Chapter names may be posted on the website. To be listed online, the chapter MUST have at least 100 hours or \$100 or 500 hours or \$500 APPROVED in the proposed NCA Activity Tracking System by the deadline.</p> |





PREPARED SPEAKING

| | |
|------------------------------|---|
| Event Summary | Prepared Speaking provides NCA members with the opportunity to improve knowledge and skills surrounding effective oral communication. |
| Event Code | PS |
| Event Type | Individual Event |
| Dress Code | Competitors must wear official NCA uniform or proper business attire. Bonus points will be awarded for wearing proper dress. |
| Competency Attainment | C.14, C.18, D.24, E.28, E.29, E.30, F.32, J.103, |
| General Rules | <ol style="list-style-type: none"> 1. Competitors in this event must be active members of NCA and be in good standing. 2. Eligible divisions to compete in the Business Plan (BP) event: <ul style="list-style-type: none"> • Middle School • Secondary • Out-of-School/Collegiate Divisions 3. Competitors must be familiar with and adhere to the "General Rules and Regulations of the NCA Competitive Events Program (GRR)." 4. All competitors shall report to the site of the event at the time designated for each round of competition. At the National CDC, competitor's photo ID must be presented prior to ALL competition rounds. |
| 2022-2023 Topic | How has Jobs for America's Graduates (JAG) supported you in looking towards and preparing for the future? |
| Event Guidelines | <p>This competitive event requires NCA members to develop a speech related to a selected NCA topic. The topic for the year aligns to the NCA membership theme, which is announced at the conclusion of the Career Development Conference annually.</p> <p><u>Prepared Speaking event details:</u></p> <ul style="list-style-type: none"> • The prepared speech will be a maximum of five (5) minutes in length. • All competitors shall speak on the same announced topic. • There will be no microphones used for this event. • Props may NOT be used. |



| | |
|----------------------|--|
| | <ul style="list-style-type: none"> • The use of index card notes during the speech is permitted. Electronic notecards (on a tablet, smart phone, laptop, etc.) are permitted, but may not be shown to judges. • The timekeeper will present a flash card advising the competitor when there is one (1) minute remaining. The competitor will be stopped when the five minutes are up and will be dismissed. • Judges will have three minutes to complete the rating sheet. <p>The written entry must follow the General Competitive Event Guidelines as well as the specific Event Guidelines.</p> |
| Final Scoring | <p>Prepared Speaking = 100 total points</p> <p>In the event of a tie, a tiebreaker will be determined by the areas on the rating sheet section(s) with the highest point value in descending order.</p> |



PREPARED SPEAKING JUDGE RATING SHEET

Competitor _____ Section _____ Division _____

Judge _____ Judge Signature _____

| Content | Excellent 10 points | Good 8 points | Average 6 points | Fair 4 points | Poor 0 points | JUDGE SCORE |
|---|--|--|--|--|--|----------------|
| 1. Appropriate to the Conference Theme | The conference theme is clearly revealed and well-structured into speech. | The conference theme is stated and appropriate for speech. | The conference theme is apparent and not fully threaded into speech. | The conference theme is not clearly communicated throughout speech. | No statement of conference theme in speech. | |
| 2. Coverage of Topic | Demonstrates command of the topic throughout the speech. Discusses the topic and its significance. Uses the topic as a path for the speech. Competitor offers explanations and insights that enhance the understanding of the topic. | Mentions topic and its significance. Uses the topic as a path for the speech. Competitor offers explanations and insights that link back to the topic. | Mentions topic and briefly explains its significance. | Briefly mentions a topic but does not provide any analysis or reasoning behind the topic. | Did not include much in the way of content or a topic. | |
| 3. Clear focus and point of view | Speech was focused and compelling to the judge panel. | Speech is somewhat compelling; the judge panel might need stronger evidence to gain their support. | Speech evidence was weak, there were a few moments when the judge panel was compelled to the points being made. | While evidence is provided to prove the main points, the evidence is not compelling and leaves the judge panel unengaged. | Speech lacked focus and provided no compelling evidence. | |
| 4. Impact Strong and meaningful message | Effectively appeals to judge panel emotions (anger, fear, compassion, humor etc.) to deliver the message of the speech. Vivid and emotive language effectively used to create imagery to engage judge panel emotionally. | Appeals to judge panel emotions (anger, fear, compassion, humor etc.) to achieve the goal. Creates some effective imagery through language. | While much of the speech was unemotional and a bit dry there were a few moments in which the competitor succeeded in engaging the judge panel emotionally. | Few attempts were made to connect to emotional appeals, the speech is dry and lacked emotion to support the message. | No attempt was made to focus the audience on the message through emotional appeals. Failed to appeal to judge panel emotions. No attempt to use vivid or descriptive language to capture judge panel emotions. | |
| Organization | Excellent 10 points | Good 8 points | Average 6 points | Fair 4 points | Poor 0 points | JUDGE SCORE |
| 5. Opening Statement | The competitor clearly establishes the occasion and purpose of the speech, grabs the judge panel's attention, and makes the audience want to listen. | The competitor introduced the speech adequately, including an attention getter and established the occasion and purpose of the speech. | The competitor introduced the topic but did not clearly establish the occasion and/or purpose of the speech. Weak attention getter. | The competitor failed to introduce the speech. Or the introduction was not useful in indicating what the speech was about. | The competitor did not provide an opening statement. | |
| 6. Cohesion of Body of Speech | Logical, coherent organization helped convey the competitor's message clearly. It was easy to follow and understand. Transitions were appropriate to speech and helped audience follow along. | The competitor used a logical order to deliver the message but may have minor lapses in organization. Transitions were appropriate to speech but were not as helpful to judge panel understanding. | The competitor attempted to use an organizational pattern, but it was not always effective. Competitor rambled at times and/or did not stay on topic. | The competitor was difficult to follow due to a lack of organization and rambling. Some cohesion was demonstrated in the delivery. | The speech was not organized, and the judge panel was not able to follow the message. | |



| | | | | | | |
|---|---|--|---|--|---|------------------------|
| 7. Closing | The competitor prepared the audience for ending and ends memorably. They drew the speech to a close with an effective memorable statement. The competitor's message was clear. | The competitor adequately concluded the speech and ended the speech with a closing statement. Clear ending but ends with little impact. | The competitor concluded the speech in a disorganized fashion and/or did not have a closing statement. Competitor's message could have been clearer. | Audience has no idea conclusion is coming. Competitor's message was unclear. | The competitor ended the speech abruptly without an effective conclusion. Competitor had no message. | |
| Delivery | Excellent 10 points | Good 8 points | Average 6 points | Fair 4 points | Poor 0 points | JUDGE SCORE |
| 8. Voice Pitch, tempo, volume, quality | The competitor's voice was loud enough to hear. The competitor varied rate & volume to enhance the speech. Appropriate pausing was employed. | The competitor spoke loudly and clearly enough to be understood. The competitor varied rate OR volume to enhance the speech. Pauses were attempted. | The competitor could be heard most of the time. The competitor attempted to use some variety in vocal quality, but not always successfully. | The competitor's voice is low. Judges had difficulty hearing the presentation. | Judges had difficulty hearing and/or understanding much of the speech due to low volume. Little variety in rate or volume. | |
| 9. Stage Presence Poise, posture, eye contact, and enthusiasm | Movements & gestures were purposeful and enhanced the delivery of the speech and did not distract. Body language reflects comfort interacting with judge panel. Facial expressions and body language consistently generated a strong interest and enthusiasm for the topic. | The competitor maintained adequate posture and non-distracting movement during the speech. Some gestures were used. Facial expressions and body language sometimes generated an interest and enthusiasm for the topic. | Stiff or unnatural use of nonverbal behaviors. Body language reflects some discomfort interacting with judge panel. Limited use of gestures to reinforce verbal message. Facial expressions and body language were used to try to generate enthusiasm but seem somewhat forced. | The competitor's posture, body language, and facial expressions indicated a lack of enthusiasm for the topic. Movements were distracting. | No attempt was made to use body movement or gestures to enhance the message. No interest or enthusiasm for the topic came through in presentation. | |
| 10. Diction*, Pronunciation** and Grammar | Delivery emphasizes and enhances message. Clear enunciation and pronunciation. No vocal fillers (ex: "ahs," "uh/ums," or "you-knows"). Tone heightened interest and complemented the verbal message. | Delivery helps to enhance message. Clear enunciation and pronunciation. Minimal vocal fillers (ex: "ahs," "uh/ums," or "you-knows"). Tone complemented the verbal message | Delivery adequate. Enunciation and pronunciation suitable. Noticeable verbal fillers (ex: "ahs," "uh/ums," or "you-knows") present. Tone seemed inconsistent at times. | Delivery quality minimal. Regular verbal fillers (ex: "ahs," "uh/ums," or "you-knows") present. Delivery problems cause disruption to message. | Many distracting errors in pronunciation and/or articulation. Monotone or inappropriate variation of vocal characteristics. Inconsistent with verbal message. | |
| Total Points (100): | | | | | | |

*Definition of Diction – Choice of words especially with regard to correctness, clearness, and effectiveness.

**Definition of Pronunciation – Act or manner of uttering officially





PROJECT-BASED LEARNING SHOWCASE

| | |
|------------------------------|--|
| Event Summary | NCA members will create a presentation to highlight a unit of study where Project-Based Learning (PBL) teaching methodology was used to instruct the JAG competencies or National Career Association activity. |
| Event Code | PB |
| Event Type | Team Event: 3-4 members per team |
| Dress Code | Teams must be in official NCA uniform or in proper business attire. Bonus points will be awarded for proper dress. |
| Competency Attainment | C.14, C.18, D.24, E.26, E.27, E.28, E.29, E.30, O,10 *Additional competencies will vary based on PBL activity, lessons, and objectives. |
| General Rules | <ol style="list-style-type: none"> 1. Competitors in this event must be active members of NCA and be in good standing. 2. Middle School, Secondary and Out-of-School Divisions are eligible to compete in the Project-Based Learning (PBL) event. 3. Competitors must be familiar with and adhere to the "General Rules and Regulations of the NCA Competitive Events Program (GRR)." 4. All competitors shall report to the site of the event at the time designated for each round of competition. At the National CDC, competitor's photo ID must be presented prior to ALL competition rounds. |
| Official References | PBL Works https://www.pblworks.org/ |
| Event Guidelines | Each PBL presentation team must present on a PBL project developed at their school or in their community during the current membership year. The presentation should emphasize how PBL has positively impacted chapter activities and/or enhanced learning in the classroom. |



Project-Based Learning Showcase event overview:

- Each team member must present a portion of the presentation and the overall work must be completed by all team members.
- Team members must create a presentation highlighting the entire span of a project completed in their classroom. The presentation should include details regarding:
 - **Project Overview** – Describe the purpose of the project? What was the need for the project? What was team members’ experience?
 - **Entry Event** – How was the project launched? How did the JAG Specialist gain your attention?
 - **What was the “Public Product”**—the result of the project? What was the impact?
 - **What did you learn from participating in the project?**
 - **How did this project meet a need in your school, community, or organization?** What choices did you have to “make it your own”?
 - **Reflection** – What did you take away from this PBL? Describe the outcome. How were you impacted, or how did you make an impact? What are your next steps?
- Teams will be scored on the overall explanation of the PBL, yet each team is encouraged to be creative, have fun, and make the presentation unique.

Project-Based Learning Showcase event details:

- The presentation should be a minimum length of 5 minutes and a maximum length of 7 minutes.
- The timekeeper will time each presentation and use flashcards to announce the 5-minute mark, 6-minute mark, 6.5-minute mark and then, time will be called at the 7-minute mark, and the presenter must stop speaking.
- Point deductions will be applied for teams who do not meet the minimum time and for those who exceed the time limit.
- Students may create an audio/visual presentation (Power Point, Prezi, Google Slides, Video, etc.) to support the presentation with the judge pane.



| | |
|----------------------|---|
| | <ul style="list-style-type: none"> • It is the responsibility of the team to bring the presentation tools with them to their scheduled appointment and pull up the files/videos needed in a timely manner. It is also recommended to bring a laptop to show the presentation in the case of technical difficulties during the competition. • Projectors and screens will be provided by the NCA. • Team members may use note cards as speaking aids if desired. It is not acceptable or permitted to read the speech word-for-word from the notes. • Props may be used; this includes, but is not limited to, costumes, handouts, music, the public product, photos, and/or a PowerPoint. <p>The written entry must follow the General Competitive Event Guidelines as well as the specific Event Guidelines.</p> |
| Final Scoring | <p>Project-Based Learning Showcase = 145 total points</p> <p>In the event of a tie, a tiebreaker will be determined by the areas on the rating sheet section(s) with the highest point value in descending order.</p> |



Project-Based Learning Showcase Judge Rating Sheet

Team _____

Section _____

Division _____

Judge _____

Judge Signature _____

| Presentation | Excellent 5 points | Good 4 points | Average 3 points | Fair 2 points | Poor 0 points | JUDGE SCORE |
|--|--|---|---|---|---|----------------|
| 1. Project Overview | The team members grab the attention of the audience in a way that is creative, imaginative, and thoughtful. The project overview is clearly revealed and well-structured for presentation. | The team members draw in the audience with their project overview and piques their interest to want to learn more. The project overview connects to the overall presentation. | The competitor provides an average project overview and slightly sparked the interest and attention of the judge panel. | The project overview provided by the team members lack attention to detail and connection to the overall objectives of the presentation. | The team members do not provide a project overview that draws in the judge panel and captures their attention. | |
| 2. Voice: pitch, tempo, volume | Each team members' voice was loud enough to hear. The team members' varied rate & volume to enhance the speech. Appropriate pausing was employed. | Each team member spoke loudly and clearly enough to be understood. The team members' varied rate OR volume to enhance the speech. Pauses were attempted. | Each team member could be heard most of the time. The team members attempted to use some variety in vocal quality but were not always successful. | Most of the team members' voices were low. Judges had difficulty hearing the presentation. | Judges had difficulty hearing and/or understanding much of the presentation due to low volume. Little variety in rate or volume. | |
| 3. Body language, gestures, poise | Movements & gestures were purposeful and enhanced the delivery of the presentation and did not distract. Body language reflects comfort interacting with audience. Facial expressions and body language consistently generated a strong interest and enthusiasm for the project. | The team members maintained adequate posture and non-distracting movement during the presentation. Some gestures were used. Facial expressions and body language sometimes generated interest and enthusiasm for the project. | Stiff or unnatural use of nonverbal behaviors. Body language reflects some discomfort interacting with the judge panel. Limited use of gestures to reinforce verbal message. Facial expressions and body language are used to try to generate enthusiasm but seem forced. | Most of the team members' posture, body language, and facial expressions indicated a lack of enthusiasm for the project presentation. Movements were distracting. | No attempt was made to use body movement or gestures to enhance the message. No interest or enthusiasm for the topic came through in the presentation. | |
| 4. Enthusiastic and engaging presentation | The presentation did an extraordinary job of captivating the attention the judge panel and activating a clear message that evoked emotion. It translated into an important presentation. | The presentation did a good job capturing the attention of the judge panel. The presentation stood out and evoked emotion. The presentation was interesting and thoughtful. | The presentation and content captured the attention of the judge panel. More could have been done to evoke emotion and share the project theme. | The effectiveness of the presentation needed more attention to detail. The presentation could have done a better job at connecting to the judge panel and delivering the overall project message. | The project presentation was not submitted OR The project message was not effective. It did not capture the attention of the judge panel or deliver a critical message. The project message t did not evoke emotion or relay important information. | |



| Presentation (cont.) | Excellent 5 points | Good 4 points | Average 3 points | Fair 2 points | Poor 0 points | JUDGE SCORE |
|--|--|---|--|---|--|------------------------|
| 5. Ended with a summary, conclusion | The team members reviewed the thesis and main points of the project in a memorable and effective way that provides an effective flow leading to the conclusion. | The team members reviewed the project overview and main points of presentation in a clear way that provides an adequate information flow leading to the conclusion. | The team members reviewed the project overview and main points clearly. Underwhelming conclusion. | The competitors are missing a review of the project overview or main points. The conclusion was hard to follow. | Review of the project overview was missing from the conclusion. | |
| PBL Content | Excellent 10 points | Good 8 points | Average 6 points | Fair 4 points | Poor 0 points | JUDGE SCORE |
| 6. Defined PBL topic/ set the stage for the presentation | Quality of exposure was excellent; the images were sharp, in focus and the lighting was highly effective and accurately told the story. | The quality of the exposure and focus was good, although a few slides were blurry or did not come across clearly. | The quality of the presentation was average, the lighting was good and most of the images came across clearly. | The quality of the exposure was basic, several images were blurry, or lighting was either too bright or too dark. | The PBL presentation was not submitted OR the quality of the exposure was poor. The presentation was often out of focus or the lighting made the images difficult to see. | |
| 7. Described how the PBL presentation was launched | Effective and balanced approach to sound throughout the presentation. Excellent judgement and appropriate use of silence and music/audio to capture the message of the project presentation. | The audio balance between background music and team speaking parts was effective. Good judgement and appropriate use of silence and music/audio to capture the message of the project presentation. | Average use of background music, silence and team member speaking parts were used to shape the message of the presentation. The audio did not stand out or impact the overall message of the project presentation. | Audio levels were too loud or too soft or picked up a great deal of background noise which made it difficult for the judge panel to hear. | PSA not submitted OR the PSA included too much background noise and the message is not able to be understood due to poor quality of the audio. | |
| 8. Identified a need for the project in school and/or community | Excellent use of video effects; editing and transitions are clear and there is high quality synchronization between the sound and video content. | Editing between scenes is strong, good transitions from PowerPoint slide to slide. | The editing and transitions between slides are average. | The graphics were lacking. Inappropriate transitions between the PowerPoint slides. | The project overview was not submitted OR the overview had too much movement causing distraction from the overall presentation. The graphics are poor. | |
| 9. Shared the process of delivering the project. What steps were taken to make this project successful? | It is evident that this team has a clear understanding of the subject/theme and purpose of the project overview and presentation. Excellent. | Through most of the presentation, the team was able to demonstrate the purpose of the project. Good presentation. | Occasionally the team members were able to demonstrate a clear understanding of the project, presentation theme, and purpose of the project. | The team did not demonstrate a clear understanding of the subject, theme, and purpose of the project. More attention to detail is needed. | No mention of the purpose of the project. Team members appeared unclear as to subject/theme and purpose of the project and overall presentation. | |
| 10. Presentation clearly connected to the impact of PBL. | The lesson of the PBL did an extraordinary job at captivating the attention of the judge panel and activating a clear message that evokes emotion. It translates an important lesson. | The lesson of the PBL did a good job capturing the attention of the judge panel. The message stood out and evoked emotion. The presentation was interesting and thoughtful. | The lesson and content captured the attention of the judge panel. More could have been done to evoke emotion and share the presentation. | The effectiveness of the presentation requires more attention to detail. The PBL could have done a better job at connecting to the judge panel and delivering the overall presentation. | PBL not submitted OR the lesson of the PBL was not effective. It did not capture the attention of the judge panel or deliver a critical message. The content did not evoke emotion or relay important information. | |



| General Characteristics | Excellent 10 points | Good 8 points | Average 6 points | Fair 4 points | Poor 0 points | JUDGE SCORE |
|---|---|---|--|--|--|-------------|
| 11. Impact | The message is highly impactful for the target market and encourages a “call to action” in a positive manner. | The message is good but could have a more specific impact to the target market and could inspire behavior change slightly more effectively. | The message of the presentation was educational but did not impact the judge panel to action. | The impact of the message was not communicated clearly. The presentation did not inspire the judge panel to action. | The project overview was not submitted OR the presentation was not impactful and did not encourage positive behavior or elicit any emotion by the viewer. | |
| 12. Public Response | Excellent description on how the PowerPoint presentation will change the public’s opinion, action, or feelings on the topic. A strong emotional connection was present. | The team members did a good job describing how the PowerPoint presentation will change the public’s opinion, actions, or feelings. An emotional connection was attempted. | The team made a good attempt at describing how the PowerPoint presentation will change the public’s opinion, actions, or feelings, but fell short. | Team members vaguely described how the PowerPoint presentation will change the public’s opinion, actions, and feelings. | No mention of how the PowerPoint presentation will change the opinion of the public’s thoughts, actions, or opinions. | |
| 13. Creativity and Originality | The presentation is extremely creative, clever, and original. Excellent! | The presentation is good. Creative messaging and original content were displayed. | The presentation provided an average amount of creativity and originality. | The creativity in the presentation was basic. Little originality was included. | The presentation was not submitted OR no original thoughts or creative concepts were used in this presentation. | |
| 14. Presentation leaves judge panel wanting to know more | When presenting your next presentation? The judge panel is waiting on the edge of their seat to see your next work! | Great job! The judge panel is anxious to see your next presentation. | The judge panel liked the presentation but may or may not be interested in seeing more. | This presentation was okay; but the judge panel probably will not go looking for more. | The overall presentation was not submitted OR the judge panel has seen enough. | |
| 15. Realistic visual imagery provided | Visual imagery was believable and realistic, and enhanced the message being portrayed. | Most of the imagery was realistic and believable. | An average amount of realistic imagery was provided. | A fair amount of realistic visual imagery was provided. | The total presentation was not submitted OR the visual imagery was not realistic. | |
| 16. PowerPoint Technique and Composition | Excellent use of capturing the composition of movement and angles to make the presentation come to life. Advanced ability & unique perspective to allow the presentation to tell the story. | PowerPoint techniques are good, and the composition of slides tell an engaging message. Angles and movement could be captured in a way to help the message come to life better. | The PowerPoint techniques are of average skill and the composition does not stand out to the judge panel. | Some evidence of thoughtful PowerPoint techniques but captured intermittently throughout the presentation. Most PowerPoint slides were created at a basic level. | The PowerPoint presentation was not submitted in its entirety OR the graphic techniques were basic, front facing photos with no evidence of intentional composition of the angles of the camera technique. | |
| 16. Team Member Talent and Participation | Team members were extremely talented and delivered a presentation that was believable and realistic. Professional-level quality of team member talent was delivered. | Team members did a good job of delivering the message that was believable and realistic. | The talent of the team members was average. The presentation seemed forced. | The team members could have used more rehearsing to create a more believable presentation. | Presentation not submitted OR the team members were not believable in delivering the presentation. Much more effort needed. | |
| Total Points (145) | | | | | | |





L.O.V.E. PROJECT (LIFTING OUR VOICES FOR EQUITY)

| | |
|------------------------------|---|
| Event Summary | The Lifting Our Voices for Equity (L.O.V.E.) Project is intended to encourage youth to identify inequities in their community and work collectively to make a positive impact. |
| Event Code | LP |
| Event Type | Team Event: 2-4 members per team |
| Dress Code | Teams must be in official NCA uniform or in proper business attire. Bonus points will be awarded for proper dress. |
| Competency Attainment | C.14, C.18, D.24, E.26, E.27, E.28, E.29, E.30, O,10 *Additional competencies will vary based on PBL activity, lessons, and objectives. |
| General Rules | <ol style="list-style-type: none"> 1. Competitors in this event must be active members of NCA and be in good standing. 2. Eligible divisions to compete in the Business Plan (BP) event: <ul style="list-style-type: none"> • Middle School • Secondary • Out-of-School/Collegiate Divisions 3. Competitors must be familiar with and adhere to the "General Rules and Regulations of the NCA Competitive Events Program (GRR)." 4. All competitors shall report to the site of the event at the time designated for each round of competition. At the National CDC, competitor's photo ID must be presented prior to ALL competition rounds. |
| Official References | None. |
| Event Guidelines | <p>Each presentation team must present the L.O.V.E. project, product, or event developed at their school or in their community during the current membership year. Each team member must present a portion of the presentation and the overall work must be completed by all team members.</p> <p><u>L.O.V.E. Project event overview:</u></p> <ul style="list-style-type: none"> • Competitors will create a presentation to highlight their L.O.V.E. Project. answering this question: Where do inequities show up in your community and what can you do to create positive change?" • Teams will describe the events and activities (planning through completion) involved with the project. |



| | |
|-----------------------------|---|
| | <ul style="list-style-type: none"> • Emphasis should be placed on the results and impact of the NCA Chapter lifting their voices for an equity in their community or school. <p><u>L.O.V.E. Project event details:</u></p> <ul style="list-style-type: none"> • The presentation is a minimum of 7 minutes and a maximum of 10 minutes in length. • The timekeeper will present a flash card advising the competitors when they have reached six minutes, seven minutes, and when there is one minute remaining. • At the conclusion of the oral presentation, competitors will have a three minute question and answer session with the judges. • The judges will have three minutes to evaluate the presentation focusing on the effectiveness of public speaking, presentation skills, and how well the participants respond to questions that the judges ask during the presentation. • Point deductions will be applied for teams who do not meet the minimum time and for those who exceed the time limit. Students may create an audio/visual presentation (Power Point, Prezi, Google Slides, Video, etc.) to support the presentation with the judge pane. • It is the responsibility of the team to bring the presentation tools with them to their scheduled appointment and pull up the files/videos needed in a timely manner. It is also recommended to bring a laptop to show the presentation in the case of technical difficulties during the competition. • Projectors and screens will be provided by the NCA. Team members may use note cards as speaking aids if desired. It is not acceptable or permitted to read the speech word-for-word from the notes. Props may NOT be used; this includes, but is not limited to, costumes, handouts, music, the public product, and/or photos. <p>The written entry must follow the General Competitive Event Guidelines as well as the specific Event Guidelines.</p> |
| <p>Final Scoring</p> | <p>L.O.V.E. Project presentation = 150 total points</p> <p>In the event of a tie, a tiebreaker will be determined by the areas on the Scoring rating sheet section(s) with the highest point value in descending order.</p> |



L.O.V.E. Project Judge Rating Sheet

Team _____

Section _____

Division _____

Judge _____

Judge Signature _____

| Presentation & Communication Skills | Excellent 5 points | Good 4 points | Average 3 points | Fair 2 points | Poor 0 points | JUDGE SCORE |
|--|--|---|---|---|---|----------------|
| 1. First Impression; grabbed attention | The team members grab the attention of the audience in a way that is creative, imaginative, and thoughtful. The project theme is clearly revealed and well-structured for presentation. | The team members draw in the audience with their project overview and piques their interest to want to learn more. The project overview connects to the overall presentation. | The competitor provides an average project overview and slightly sparked the interest and attention of the judge panel. | The project overview provided by the team members lack attention to detail and connection to the overall objectives of the presentation. | The team members do not provide a project overview that draws in the judge panel and captures their attention. | |
| 2. Voice: pitch, tempo, volume | Each team members' voice was loud enough to hear. The team members' varied rate & volume to enhance the speech. Appropriate pausing was employed. | Each team member spoke loudly and clearly enough to be understood. The team members' varied rate OR volume to enhance the speech. Pauses were attempted. | Each team member could be heard most of the time. The team members attempted to use some variety in vocal quality but were not always successful. | Most of the team members' voices were low. Judges had difficulty hearing the presentation. | Judges had difficulty hearing and/or understanding much of the presentation due to low volume. Little variety in rate or volume. | |
| 3. Body language, gestures, poise | Movements & gestures were purposeful and enhanced the delivery of the presentation and did not distract. Body language reflects comfort interacting with audience. Facial expressions and body language consistently generated a strong interest and enthusiasm for the project. | The team members maintained adequate posture and non-distracting movement during the presentation. Some gestures were used. Facial expressions and body language sometimes generated interest and enthusiasm for the project. | Stiff or unnatural use of nonverbal behaviors. Body language reflects some discomfort interacting with the judge panel. Limited use of gestures to reinforce verbal message. Facial expressions and body language are used to try to generate enthusiasm but seem forced. | Most of the team members' posture, body language, and facial expressions indicated a lack of enthusiasm for the project presentation. Movements were distracting. | No attempt was made to use body movement or gestures to enhance the message. No interest or enthusiasm for the topic came through in the presentation. | |
| 4. Enthusiastic and engaging presentation | The presentation did an extraordinary job of captivating the attention the judge panel and activating a clear message that evoked emotion. It translated into an important presentation. | The presentation did a good job capturing the attention of the judge panel. The presentation stood out and evoked emotion. The presentation was interesting and thoughtful. | The presentation and content captured the attention of the judge panel. More could have been done to evoke emotion and share the project theme. | The effectiveness of the presentation needed more attention to detail. The presentation could have done a better job at connecting to the judge panel and delivering the overall project message. | The project presentation was not submitted OR The project message was not effective. It did not capture the attention of the judge panel or deliver a critical message. The project message t did not evoke emotion or relay important information. | |



| Presentation & Communication Skills (cont.) | Excellent 5 points | Good 4 points | Average 3 points | Fair 2 points | Poor 0 points | JUDGE SCORE |
|--|---|---|--|---|--|--------------------|
| 5. Ended with a summary, conclusion | The team members reviewed the overview and main points of the project in a memorable and effective way that provides an effective flow leading to the conclusion. | The team members reviewed the project overview and main points of presentation in a clear way that provides an adequate information flow leading to the conclusion. | The team members reviewed the project overview and main points clearly. Underwhelming conclusion. | The competitors are missing a review of the project overview or main points. The conclusion was hard to follow. | Review of the project overview was missing from the conclusion. | |
| 6. Team Participation | Excellent example of shared collaboration in the presentation of the project. Each team member spoke and carried equal parts of the project. | All but one person on the team was equally and actively engaged in the presentation. | The team worked together relatively well. A couple of the team members had little participation. | The team did not work effectively together. | One team member dominated the project. | |
| Content | Excellent 10 points | Good 8 points | Average 6 points | Fair 4 points | Poor 0 points | JUDGE SCORE |
| 7. Identified a need for the project in school and/or community | The team incorporated a thoughtful strategy to identify a need and described why the project was needed, and the impact/response of the project. | The team adequately identified a need and demonstrated the need for the project. | The team identified a need, but more information was needed about the impact. | The team did not think through the need or the impact of the project. | No mention of the need for the project was offered. | |
| 8. Shared the process of delivering the project. What steps were taken to make this project successful? | It is evident that this team has a clear understanding of the subject/theme and purpose of the project overview and presentation. Excellent. | Through most of the presentation, the team was able to demonstrate the purpose of the project. Good presentation. | Occasionally the team members were able to demonstrate a clear understanding of the project, presentation theme, and purpose of the project. | The team did not demonstrate a clear understanding of the subject, theme, and purpose of the project. More attention to detail is needed. | No mention of the purpose of the project, Team members appeared unclear as to subject/theme and purpose of the project and overall presentation. | |
| 9. Explained lessons learned throughout the project. | Participants highlighted three or more examples of lessons learned – both highs and lows – of the project delivery. | The team shared two examples of lessons learned from the project. | N/A | The team shared one example of lessons learned from the project. | No lessons learned were shared. | |
| 10. Community Expert Involvement | Subject Matter Experts were included three or more times throughout the project and added to the overall impact of the outcome. | Subject Matter Experts were included 2 or more times throughout the delivery of the project. | N/A | Subject Matter Experts were included on one occasion throughout the project. | Subject Matter Experts were not included in the project delivery. | |



| Effectiveness | Excellent 10 points | Good 8 points | Average 6 points | Fair 4 points | Poor 0 points | TOTAL SCORE |
|---|---|---|--|---|---|----------------|
| 11. Impact | The message is highly impactful for the target market and encourages a “call to action” in a positive manner. | The message is good but could have a more specific impact to the target market and could inspire behavior change slightly more effectively. | The message of the presentation was educational but did not impact the judge panel to action. | The impact of the message was not communicated clearly. The presentation did not inspire the judge panel to action. | The project overview was not submitted OR the presentation was not impactful and did not encourage positive behavior or elicit any emotion by the viewer. | |
| 12. Creativity and Originality | The presentation is extremely creative, clever, and original. Excellent! | The presentation is good. Creative messaging and original content were displayed. | The presentation provided an average amount of creativity and originality. | The creativity in the presentation was basic. Little originality was included. | The presentation was not submitted OR no original thoughts or creative concepts were used in this presentation. | |
| 13. Presentation leaves judge panel wanting to know more | When are you delivering your next presentation? The judge panel is waiting on the edge of their seat to see your next work! | Great job! The judge panel is anxious to see your next presentation. | The judge panel liked the presentation but may or may not be interested in seeing more. | This presentation was okay; but the judge panel probably will not go looking for more. | The overall presentation was not submitted OR the judge panel has seen enough. | |
| 14. Realistic visual imagery provided | Visual imagery was believable and realistic, and enhanced the message being portrayed. | Most of the imagery was realistic and believable. | An average amount of realistic imagery was provided. | A fair amount of realistic visual imagery was provided. | The total presentation was not submitted OR the visual imagery was not realistic. | |
| 15. Team Member Talent | Team members were extremely talented and delivered a presentation that was believable and realistic. Professional-level quality of team member talent was delivered. | Team members did a good job of delivering the message that was believable and realistic. | The talent of the team members was average. The presentation seemed forced. | The team members could have used more rehearsing to create a more believable presentation. | Presentation not submitted OR the team members were not believable in delivering the presentation. Much more effort needed. | |
| 16. Creative Process | Exceptional description of the team’s creative process outlining how they came up with their idea. | Above average description of the team’s creative process outlining how they came up with their idea. | The description of the creation of the presentation was somewhat described in the creative process. | The description of the creation of the presentation was only effective and only briefly described the creative process. | The team was unable to effectively describe their journey in this project. | |
| 17. Public Response | Excellent description on how the project will change the public’s opinion, action, or feelings on the topic. A strong emotional connection was present. | The team members did a good job describing how project will change the public’s opinion, actions, or feelings. An emotional connection was attempted. | The team made a good attempt at describing how the project will change the public’s opinion, actions, or feelings, but fell short. | Team members vaguely described how the project will change the public’s opinion, actions, and feelings. | No mention of how the project will change the opinion of the public’s thoughts, actions, or opinions. | |
| 18. Response to Q & A Session | Team members answered all questions with confidence and enthusiasm while providing well-rounded responses that articulated the overall project, implementation, and impact. | Team members answered the questions and provided a good understanding of the project implementation and impact. | Team members answered questions and gave some background information on the project. | Team members answered questions but were not able to expound on the answers or provide background to project information. | Team members had a hard time responding to questions asked by the judge’s panel. | |
| TOTAL SCORE (150): | | | | | | |

