

TABLE OF CONTENTS

| | |
|---|-----------------|
| Competitive Event Quick Reference Guide | 2 |
| FBLA General Information | 3 |
| Georgia FBLA Dress Code (Revised June 30, 2018) | 5 |
| Georgia FBLA Official Dress Code (Revised June 30, 2011)..... | 6 |
| Changes in this Edition..... | 7 |
| FBLA Regions | 9 |
| FBLA Event Guidelines | 10 |
| Accounting I..... | 12 |
| Accounting II..... | 12 |
| Administrator of the Year..... | 48 |
| Advertising..... | 12 |
| Adviser of the Year | 48 |
| Agribusiness | 12 |
| American Enterprise Project..... | 17 (RS 50-51) |
| Banking & Financial Systems..... | 20 (RS 52) |
| Battle of the Chapters..... | 49 |
| Broadcast Journalism..... | 32 (RS 53) |
| Business Calculations..... | 12 |
| Business Communication..... | 12 |
| Business Ethics..... | 26 (RS 54-55) |
| Business Law | 12 |
| Business Management..... | 20 (RS 56) |
| Business Plan..... | 17 (RS 57-59) |
| Businessperson of the Year..... | 48 |
| Client Service | 31 (RS 60) |
| Coding & Programming..... | 43 (RS 61) |
| Community Service Project..... | 17 (RS 62-63) |
| Computer Applications | 15 |
| Computer Game & Simulation Programming..... | 43 (RS 64) |
| Computer Problem Solving..... | 12 |
| Cyber Security..... | 12 |
| Data Analysis..... | 43 (RS 65) |
| Database Design & Applications | 15 |
| Digital Animation | 43 (RS 66-67) |
| Digital Video Production | 41 (RS 68-69) |
| Economics..... | 12 |
| Electronic Career Portfolio | 36 (RS 70-71) |
| Entrepreneurship..... | 20 (RS 72) |
| Financial Statement Analysis | 43 (RS 73) |
| Future Business Educator | RS (74-75) |
| Future Business Leader..... | 28 (RS 76-77) |
| Graphic Design..... | 36 (RS 78-79) |
| Healthcare Administration | 12 |
| Help Desk..... | 23 (RS 80) |
| Hospitality & Event Management..... | 20 (RS 81) |
| Human Resource Management..... | 12 |
| Impromptu Speaking | 31 (RS 82) |
| Insurance & Risk Management..... | 12 |
| International Business..... | 20 (RS 83) |
| Introduction to Business Communication | 12 |
| Introduction to Business Concepts | 12 |
| Introduction to Business Presentation | 34 (RS 84) |
| Introduction to Business Procedures | 12 |
| Introduction to Event Planning | 20 (RS 85) |
| Introduction to FBLA..... | 12 |
| Introduction to Financial Math..... | 12 |
| Introduction to Information Technology..... | 12 |
| Introduction to Marketing Concepts..... | 12 |
| Introduction to Parliamentary Procedure..... | 12 |
| Introduction to Programming | 36 (RS 86) |
| Introduction to Public Speaking..... | 30 (RS 87) |
| Introduction to Social Media Strategy | 32 (RS 88) |
| Job Interview..... | 28 (RS 89-90) |
| Journalism..... | 12 |
| Local Chapter Annual Business Report | 17 (RS 91-92) |
| Management Information Systems | 20 (RS 93) |
| Marketing | 20 (RS 94) |
| Mobile Application Development | 3 (RS 95) |
| Network Design | 20 (RS 96) |
| Networking Infrastructures | 12 |
| New Adviser of the Year | 48 |
| Organizational Leadership | 12 |
| Parliamentary Procedure | 24 (RS 97) |
| Partnership with Business Project | 17 (RS 98-99) |
| Personal Finance..... | 12 |
| Public Policy & Advocacy..... | 12 |
| Public Service Announcement | 36 (RS 100-101) |
| Public Speaking | 30 (RS 102) |
| Sales Presentation..... | 34 (RS 103) |
| Securities & Investments..... | 12 |
| Social Media Strategies | 32 (RS 104) |
| Sports & Entertainment Management | 20 (RS 105) |
| Spreadsheet Applications | 15 |
| Supply Chain Management..... | 12 |
| UX Design | 12 |
| Visual Design | 36 (RS 106-107) |
| Website Coding & Development | 42 (RS 108) |
| Website Design | 36 (RS 109-110) |
| Who's Who in FBLA | 48 (RS 111-112) |
| Word Processing..... | 15 |
| 105 | |
| Appendices | 113 |
| A. Interview Competitive Event Submission Guidelines | 114 |
| RLC Submission Guidelines – Job Interview | 115 |
| SLC Submission Guidelines – Future Business Leader..... | 116 |
| SLC Submission Guidelines – Job Interview..... | 117 |
| B. School-site Testing Information | 118 |
| Region Leadership Conference SKILLS Testing..... | 119 |
| Region Leadership Conference ONLINE Testing..... | 126 |
| State Leadership Conference SKILLS Testing..... | 133 |
| State Leadership Conference ONLINE Testing..... | 141 |
| C. Standards of Mailability & Format Guide | 148 |

| Event | Group | Grade | Type* | FLC/RLC** | SLC** | NLC*** | Legend |
|---|-------|-------|---------------|-------------|--------------------|---------------|-------------------------------|
| Accounting I | A | 9-12 | Individual | O (Unlim) | O (Reg-10+) | W (4) | Events Starting at RLC |
| Accounting II | A | 9-12 | Individual | | O (Unlim) | W (4) | |
| Advertising | A | 9-12 | Individual | | O (Unlim) | W (4) | |
| Agribusiness | A | 9-12 | Individual | | O (Unlim) | W (4) | |
| American Enterprise Project | A | 9-12 | Chapter (1-3) | | Rep, P (1) ^ | Rep, P (4) ^ | |
| Banking & Financial Systems | A | 9-12 | Team (1-3) | O (2) | O, I (Reg #-12) | W, I (4) | |
| Broadcast Journalism | C | 9-12 | Team (1-3) | FLC - P (1) | P (FLC-1+) | P (4) | |
| Business Calculations | A | 9-12 | Individual | O (Unlim) | O (Reg-10+) | W (4) | |
| Business Communication | A | 9-12 | Individual | O (Unlim) | O (Reg-10+) | W (4) | |
| Business Ethics | C | 9-12 | Team (1-3) | FLC - P (1) | O, T, P (FLC-1+) ^ | W, T, P (4) ^ | |
| Business Law | A | 9-12 | Individual | | O (Unlim) | W (4) | |
| Business Management | A | 9-12 | Team (1-3) | O (2) | O, I (Reg #-12) | W, I (4) | |
| Business Plan | A | 9-12 | Team (1-3) | Rep (2) ^ | Rep, P (Reg #-7) ^ | Rep, P (4) ^ | |
| Client Service | C | 9-12 | Individual | FLC - I (1) | I (FLC-1+) | I (4) | |
| Coding & Programming | A | 9-12 | Team (1-3) | | T, P (5) ^ | P (4) | |
| Community Service Project | A | 9-12 | Chapter (1-3) | | Rep, P (1) ^ | Rep, P (4) ^ | |
| Computer Applications | A | 9-12 | Individual | S (1) | S, O (RQS-40) | S, W (4) | |
| Computer Game & Simulation Programming | A | 9-12 | Team (1-3) | | T, P (5) ^ | P (4) | |
| Computer Problem Solving | A | 9-12 | Individual | | O (Unlim) | W (4) | |
| Cyber Security | A | 9-12 | Individual | | O (Unlim) | W (4) | |
| Data Analysis | A | 9-12 | Team (1-3) | | T, P (2) ^ | P (4) | |
| Database Design & Applications | A | 9-12 | Individual | S (1) | S, O (RQS-40) | S, W (4) | |
| Digital Animation | A | 9-12 | Team (1-3) | | T, P (2) ^ | T, P (4) ^ | |
| Digital Video Production | A | 9-12 | Team (1-3) | T (2) ^ | T, P (Reg #-12) ^ | T, P (4) ^ | |
| Economics | A | 9-12 | Individual | O (Unlim) | O (Reg-10+) | W (4) | |
| Electronic Career Portfolio | B | 9-12 | Individual | T, P (1) ^ | P (Reg-1+) | P (4) | |
| Entrepreneurship | A | 9-12 | Team (1-3) | O (2) | O, I (Reg #-12) | W, I (4) | |
| Financial Statement Analysis | A | 9-12 | Team (1-3) | | T, P (2) ^ | P (4) | |
| Future Business Educator | A | 9-12 | Individual | | T, P (2) ^ | T, P (4) ^ | |
| Future Business Leader | A | 9-12 | Individual | O (5) | O, P (Reg #-24) ^ | W, P (4) ^ | |
| Graphic Design | B | 9-12 | Team (1-3) | T, P (1) ^ | P (Reg-1+) | P (4) | |
| Healthcare Administration | A | 9-12 | Individual | | O (Unlim) | W (4) | |
| Help Desk | A | 9-12 | Individual | O (5) | O, I (Reg #-12) | W, I (4) | |
| Hospitality & Event Management | A | 9-12 | Team (1-3) | O (2) | O, I (Reg #-12) | W, I (4) | |
| Human Resource Management | A | 9-12 | Individual | | O (Unlim) | W (4) | |
| Impromptu Speaking | C | 9-12 | Individual | FLC - P (1) | P (FLC-1+) | P (4) | |
| Insurance & Risk Management | A | 9-12 | Individual | | O (Unlim) | W (4) | |
| International Business | A | 9-12 | Team (1-3) | O (2) | O, I (Reg #-12) | W, I (4) | |
| Introduction to Business Communication | A | 9-10 | Individual | O (Unlim) | O (Reg-10+) | W (4) | |
| Introduction to Business Concepts | A | 9-10 | Individual | | O (Unlim) | W (4) | |
| Introduction to Business Presentation | B | 9-10 | Team (1-3) | P (1) | P (Reg-1+) | P (4) | |
| Introduction to Business Procedures | A | 9-10 | Individual | O (Unlim) | O (Reg-10+) | W (4) | |
| Introduction to Event Planning | A | 9-10 | Team (1-3) | O (2) | O, I (Reg #-7) | W, I (4) | |
| Introduction to FBLA | A | 9-10 | Individual | | O (Unlim) | W (4) | |
| Introduction to Financial Math | A | 9-10 | Individual | O (Unlim) | O (Reg-10+) | W (4) | |
| Introduction to Information Technology | A | 9-10 | Individual | O (Unlim) | O (Reg-10+) | W (4) | |
| Introduction to Marketing Concepts | A | 9-10 | Individual | | O (Unlim) | W (4) | |
| Introduction to Parliamentary Procedure | A | 9-10 | Individual | | O (Unlim) | W (4) | |
| Introduction to Programming | A | 9-10 | Team (1-3) | | T, P (5) ^ | P (4) | |
| Introduction to Public Speaking | B | 9-10 | Individual | P (1) | P (Reg-1+) | P (4) | |
| Introduction to Social Media Strategy | C | 9-10 | Team (1-3) | FLC - P (1) | P (FLC-1+) | P (4) | |
| Job Interview | B | 9-12 | Individual | P (1) ^ | P (Reg-1+) ^ | P (4) ^ | |
| Journalism | A | 9-12 | Individual | | O (Unlim) | W (4) | |
| Local Chapter Annual Business Report | A | 9-12 | Chapter | | Rep, P (1) ^ | Rep, P (4) ^ | |
| Management Information Systems | A | 9-12 | Team (1-3) | O (2) | O, I (Reg #-7) | W, I (4) | |
| Marketing | A | 9-12 | Team (1-3) | O (2) | O, I (Reg #-12) | W, I (4) | |
| Mobile Application Development | A | 9-12 | Team (1-3) | | T, P (5) ^ | P (4) | |
| Network Design | A | 9-12 | Team (1-3) | O (2) | O, I (Reg #-7) | W, I (4) | |
| Networking Infrastructures | A | 9-12 | Individual | | O (Unlim) | W (4) | |
| Organizational Leadership | A | 9-12 | Individual | | O (Unlim) | W (4) | |
| Parliamentary Procedure | A | 9-12 | Team (4-5) | O (2) | O, P (Reg #-7) | W, P (4) | |
| Partnership with Business Project | A | 9-12 | Chapter (1-3) | | Rep, P (1) ^ | Rep, P (4) ^ | |
| Personal Finance | A | 9-12 | Individual | O (Unlim) | O (Reg-10+) | W (4) | |
| Public Policy & Advocacy | A | 9-12 | Individual | | O (Unlim) | W (4) | |
| Public Service Announcement | B | 9-12 | Team (1-3) | T (1) ^ | P (Reg-1+) | P (4) | |
| Public Speaking | B | 9-12 | Individual | P (1) | P (Reg-1+) | P (4) | |
| Sales Presentation | B | 9-12 | Team (1-3) | P (1) | P (Reg-1+) | P (4) | |
| Securities & Investments | A | 9-12 | Individual | | O (Unlim) | W (4) | |
| Social Media Strategies | C | 9-12 | Team (1-3) | FLC - P (1) | P (FLC-1+) | P (4) | |
| Sports & Entertainment Management | A | 9-12 | Team (1-3) | O (2) | O, I (Reg #-12) | W, I (4) | |
| Spreadsheet Applications | A | 9-12 | Individual | S (1) | S, O (RQS-40) | S, W (4) | |
| Supply Chain Management | A | 9-12 | Individual | | O (Unlim) | W (4) | |
| UX Design | A | 9-12 | Individual | | O (Unlim) | W (4) | |
| Visual Design | B | 9-12 | Team (1-3) | T, P (1) ^ | P (Reg-1+) | P (4) | |
| Website Coding & Development | A | 9-12 | Team (1-3) | | T, P (2) ^ | P (4) | |
| Website Design | B | 9-12 | Team (1-3) | T, P (1) ^ | T, P (Reg-1+) ^ | P (4) | |
| Who's Who in FBLA | A | 9-12 | Individual | | Rec (1) ^ | Rec (1) | |
| Word Processing | A | 9-12 | Individual | S (1) | S, O (RQS-40) | S, W (4) | |

P = Presentation

I = Interactive Case Presentation

W = Online objective test at NLC

O = School-Site Online Testing

S = School-Site Skills Testing

T = Technical Submission

Rep = Report

Rec = Recognition

FLC-1+ = Top 1 advance from each FLC group plus state at-large entries

Reg-1+ = Top 1 advance from each region plus state at-large entries

Reg-10+ = Top 10 advance from each region plus state at-large entries

Reg-# - Competitors must place among the top scorers statewide to advance from region

RQS = Competitors must achieve a region qualifying score

* Number in parentheses denotes the number of members that must be on a team. For example, in International Business, each chapter must enter one (1) to three (3) individuals; whereas, for Parliamentary Procedure, each chapter may enter four (4) or five (5) individuals.

** Number in parentheses denotes number of competitors/teams allowed from each chapter

^ Requires a separate submission prior to conference. Refer to event guidelines for more information.

Grade-Restricted Competitive Events

The following events are open only to members in grades 9-10. All other events are open to members in 9-12:

Introduction to Business Communication (SLC)
Introduction to Business Concepts (SLC)
Introduction to Business Presentation (RLC and SLC)
Introduction to Business Procedures (RLC and SLC)
Introduction to Event Planning (RLC and SLC)
Introduction to FBLA (SLC)
Introduction to Financial Math (RLC and SLC)
Introduction to Information Technology (RLC and SLC)
Introduction to Marketing Concepts (RLC and SLC)
Introduction to Parliamentary Procedure (SLC)
Introduction to Programming (SLC)
Introduction to Public Speaking (RLC and SLC)
Introduction to Social Media Strategy (FLC and SLC)

Prejudged Competitive Events Submissions

The following events include a component that must be submitted prior to the RLC (due 11/28) and SLC (due 2/13)

Administrator of the Year (SLC – Nomination Materials)
Adviser of the Year (SLC – Nomination Materials)
American Enterprise Project (SLC – Report)
Battle of the Chapters (FLC)
Business Ethics (SLC – Summary)
Business Plan (RLC & SLC – Report)
Businessperson of the Year (SLC – Nomination Materials)
Chapter of the Year (SLC – Submission Packet – due 2/18)
Coding & Programming (SLC – Video Demonstration)
Community Service Project (SLC – Report)
Computer Game & Simulation Programming (SLC – Video Demonstration)
Data Analysis (SLC – Video Presentation)
Digital Animation (SLC – Video Production)
Digital Video Production (RLC & SLC – Video Production)
Electronic Career Portfolio (RLC – Video Presentation)
Financial Statement Analysis (SLC – Video Presentation)
Future Business Educator (SLC – Lesson Plan & Video Presentation)
Future Business Leader (SLC Only – Interview Materials)
Graphic Design (RLC – PDF Portfolio)
Introduction to Programming (SLC – Video Demonstration)
Job Interview (RLC & SLC – Interview Materials)
Local Chapter Annual Business Report (SLC – Report)
Mobile Application Development (SLC – Video Demonstration)
Partnership with Business Project (SLC – Report)
Public Service Announcement (RLC – Video Presentation)
Visual Design (RLC – PDF Portfolio)
Website Coding & Development (SLC – Video Demonstration)
Website Design (RLC & SLC – Website Entry Form/URL)
Who's Who in FBLA (SLC – Nomination Materials)

Number of Competitors in Team Events

The following events are team events, and teams must consist of a certain number of competitors.

Banking & Financial Systems (RLC & SLC – 1-3 members)
Battle of the Chapters (FLC – 3 members)
Broadcast Journalism (FLC & SLC – 1-3 members)
Business Ethics (FLC & SLC – 1-3 members)
Business Management (RLC & SLC – 1-3 members)
Business Plan (RLC & SLC – 1-3 members)
Business Presentation (RLC & SLC – 1-3 members)
Coding & Programming (SLC – 1-3 members)
Computer Game & Simulation Programming (SLC – 1-3 members)
Data Analysis (SLC – 1-3 members)
Digital Animation (RLC & SLC – 1-3 members)
Digital Video Production (RLC & SLC – 1-3 members)
Entrepreneurship (RLC & SLC – 1-3 members)
Financial Statement Analysis (SLC – 1-3 members)
Graphic Design (RLC & SLC – 1-3 members)
Hospitality & Event Management (RLC & SLC – 1-3 members)
International Business (RLC & SLC – 1-3 members)
Introduction to Event Planning (RLC & SLC – 1-3 members)
Introduction to Programming (SLC – 1-3 members)
Introduction to Social Media Strategy (FLC & SLC – 1-3 members)
Management Information Systems (RLC & SLC – 1-3 members)
Marketing (RLC & SLC – 1-3 members)
Mobile Application Development (SLC – 1-3 members)
Network Design (RLC & SLC – 1-3 members)
Parliamentary Procedure (RLC & SLC – 4 or 5 members)
Public Service Announcement (RLC & SLC – 1-3 members)
Sales Presentation (RLC & SLC – 1-3 members)
Social Media Strategies (FLC & SLC – 1-3 members)
Sports & Entertainment Management (RLC & SLC – 1-3 members)
Visual Design (RLC & SLC – 1-3 members)
Website Coding & Development (SLC – 1-3 members)
Website Design (RLC & SLC – 1-3 members)

Events Starting at Fall Leadership Conference

Battle of the Chapters (1 team)
Broadcast Journalism (1 team)
Business Ethics (1 team)
Client Service (1 competitor)
Impromptu Speaking (1 competitor)
Introduction to Social Media Strategy (1 team)
Social Media Strategies (1 team)

Events Starting at Region Leadership Conference

Accounting I (unlimited)
Banking & Financial Systems (2 teams)
Business Calculations (unlimited)
Business Communication (unlimited)
Business Management (2 teams)
Business Plan (2 teams)
Computer Applications (1 competitor)
Database Design & Applications (1 competitor)
Digital Video Production (2 teams)
Economics (unlimited)
Electronic Career Portfolio (1 competitor)
Entrepreneurship (2 teams)
Future Business Leader (5 competitors)
Graphic Design (1 team)
Help Desk (5 competitors)
Hospitality & Event Management (2 teams)
International Business (2 teams)
Introduction to Business Communication (unlimited)
Introduction to Business Presentation (1 team)
Introduction to Business Procedures (unlimited)
Introduction to Event Planning (2 teams)
Introduction to Financial Math (unlimited)
Introduction to Information Technology (unlimited)
Introduction to Public Speaking (1 competitor)
Job Interview (1 competitor)
Management Information Systems (2 teams)
Marketing (2 teams)
Network Design (2 teams)
Parliamentary Procedure (2 teams)
Personal Finance (unlimited)
Public Service Announcement (1 team)
Public Speaking (1 competitor)
Sales Presentation (1 competitor)
Sports & Entertainment Management (2 teams)
Spreadsheet Applications (1 competitor)
Visual Design (1 team)
Website Design (1 team)
Word Processing (1 competitor)

Events Starting at State Leadership Conference

Accounting II (unlimited)
Advertising (unlimited)
Agribusiness (unlimited)
American Enterprise Project (1 entry)
Business Law (unlimited)
Coding & Programming (5 teams)
Community Service Project (1 entry)
Computer Game & Simulation Programming (5 teams)
Computer Problem Solving (unlimited)
Cyber Security (unlimited)
Data Analysis (2 teams)
Digital Animation (2 teams)
Financial Statement Analysis (2 teams)
Future Business Educator (2 competitors)
Healthcare Administration (unlimited)
Human Resource Management (unlimited)
Insurance & Risk Management (unlimited)
Introduction to Business Concepts (unlimited)
Introduction to FBLA (unlimited)
Introduction to Marketing Concepts (unlimited)
Introduction to Parliamentary Procedure (unlimited)
Introduction to Programming (5 teams)
Journalism (unlimited)
Local Chapter Annual Business Report (1 entry)
Mobile Application Development (5 teams)
Networking Infrastructures (unlimited)
Organizational Leadership (unlimited)
Public Policy & Advocacy (unlimited)
Partnership with Business Project (1 entry)
Securities & Investments (unlimited)
Supply Chain Management (unlimited)
UX Design (unlimited)
Website Design & Coding (2 teams)



Future Business Leaders of America Georgia Chapter

FBLA Mission Statement

FBLA inspires and prepares students to become community-minded business leaders in a global society through relevant career preparation and leadership experiences.

FBLA Creed

I believe education is the right of every person.

I believe the future depends on mutual understanding and cooperation among business, industry, labor, religious, family and educational institutions, as well as people around the world. I agree to do my utmost to bring about understanding and cooperation among all of these groups.

I believe every person should prepare for a useful occupation and carry on that occupation in a manner that brings the greatest good to the greatest number.

I believe every person should actively work toward improving social, political, community and family life.

I believe every person has the right to earn a living at a useful occupation.

I believe every person should take responsibility for carrying out assigned tasks in a manner that brings credit to self, associates, school and community.

I believe I have the responsibility to work efficiently and to think clearly. I promise to use my abilities to make the world a better place for everyone.

FBLA Pledge

I solemnly promise to uphold the aims and responsibilities of Future Business Leaders of America and, as an active member, I shall strive to develop the qualities necessary in becoming a responsible business leader.

FBLA Goals

- Develop competent, aggressive business leadership
- Strengthen the confidence of students in themselves and their work
- Create more interest in and understanding of American business enterprise
- Encourage members in the development of individual projects which contribute to the improvement of home, business, and community
- Develop character, prepare for useful citizenship, and foster patriotism
- Encourage and practice efficient money management
- Encourage scholarship and promote school loyalty
- Assist students in the establishment of occupational goals
- Facilitate the transition from school to work

FBLA Code of Ethics

I will be honest and sincere.

I will approach each task with confidence in my ability to perform my work at a high standard.

I will willingly accept responsibilities and duties.

I will seek to profit from my mistakes and take suggestions and criticisms directed toward the improvement of myself and my work.

I will abide by the rules and regulations of my school.

I will exercise initiative and responsibility and will cooperate with my employer and fellow workers.

I will dress and act in a manner that will bring respect to me and to my school.

I will seek to improve my community by contributing my efforts and my resources to worthwhile projects

FBLA: Service...Education...Progress

Georgia FBLA Dress Code

Revised and Adopted June 30, 2018, Georgia FBLA Board of Directors

*The Georgia FBLA Board of Directors has adopted a dress code that will be effective for the **2023 Fall Leadership Conference, 2024 Region Leadership Conference, and 2024 State Leadership Conference**. All advisers are expected to share the dress code with their students and take responsibility for making sure their students follow the dress code when at a conference.*

All delegates and advisers are expected to wear business attire to general sessions, competitive events, campaigning, and workshops. Competitive event competitors will be disqualified if not dressed properly. Conference competitors will not be allowed to participate in conference activities if not dressed properly. Georgia FBLA will attempt to monitor dress code at all conference activities. However, advisers are responsible for ensuring that students who attend the conferences are aware and follow the dress code prior to entering any conference function or activity.

By signing the Adviser Assurance Form, you, as the adviser, are accountable for your students' conduct and dress at the conferences listed above. Event administrators will be asked to enforce the dress code. If questions arise, a member of the board of directors will make the final decision.

Local advisers are expected to follow as well as enforce the dress code for their students.

Acceptable Attire

The following *is* considered **appropriate** business dress for meetings, workshops, competition, and general sessions:

- Business suit with
 - Blouse
 - Collared dress shirt and neck or bow tie
- Dress pants or skirt with:
 - Blouse
 - Collared dress shirt and neck or bow tie
- Business dress
- Blazer with dress pants and:
 - Blouse
 - Collared dress shirt and neck or bow tie
- Dress shoes/dress boots
 - Boat shoes are allowed for FLC, RLC, and SLC

Unacceptable Attire

- Jewelry in visible body piercing, other than ears
- Denim or flannel clothing of any kind
- Shorts
- Athletic clothing
- Leggings or graphic designed hosiery/tights
- Skintight or revealing clothing, including tank tops, spaghetti straps, and mini/short skirts or dresses
- Swimwear
- Flipflops or casual sandals
- Athletic shoes
- Industrial work shoes
- Hiking boots
- Any canvas or fabric shoes
- Hats
- Clothing with printing that is suggestive, obscene, or promotes illegal substances

No dress code can cover all contingencies, so Georgia FBLA members must use a certain amount of judgment in their choice of clothing to wear. Members who experience uncertainty about unacceptable attire should ask their local adviser.

Ten Things Not to Wear at Professional Conferences

- Jeans or pants with holes
- Athletic shoes, sandals, canvas shoes
- Polo/golf shirts
- Short skirts (more than 1" above the knee)
- Shorts or athletic wear
- Visible undergarments
- Leggings, tights, or tight clothing
- Gentlemen without ties
- Non-dress boots (including hiking, work, or UGG style)
- No nametags

Official Dress for Georgia FBLA

Show Your GEORGIA FBLA Pride! Adopt the Official Dress Today!

The Georgia FBLA Board of Directors has established the official dress for Georgia FBLA. We encourage your chapter to show its Georgia FBLA pride by adopting the official uniform of Georgia FBLA.

The official dress for FBLA members consists of:

- Standard solid navy blue blazer with the FBLA patch with *dress* khaki skirt or slacks OR a matching navy blue suit with the FBLA patch. The patch should be placed over the left chest pocket;
- If a skirt is worn, the skirt should extend to the knee or slightly below, hemmed evenly across the bottom. Skirt should be no higher than 2 inches above the knee;
- White collared, button-up, long-sleeved dress shirt, blouse or shell (no t-shirts, polo/golf shirts, or camisoles);
- *Dress* shoes – open toe or sling back acceptable, but not both (no boots, sandals, tennis shoes);
- NEW THIS YEAR: Boys must wear a necktie or bowtie with a collared button-up dress shirt. Note: The FBLA tie/scarf is no longer required as part of the official dress code.

Required for all presentation competitors at the 2024 RLC and SLC in the following events:

- | | |
|--|---|
| <ul style="list-style-type: none"> ○ American Enterprise Project (SLC) ○ Banking & Financial Systems (SLC) ○ Broadcast Journalism (FLC/SLC) ○ Business Ethics (FLC/SLC) ○ Business Management (SLC) ○ Business Plan (SLC) ○ Client Service (FLC/SLC) ○ Coding & Programming (SLC) ○ Community Service Project (SLC) ○ Computer Game & Simulation Programming (SLC) ○ Data Analysis (SLC) ○ Digital Animation (SLC) ○ Digital Video Production (SLC) ○ Electronic Career Portfolio (RLC/SLC) ○ Entrepreneurship (SLC) ○ Financial Statement Analysis (SLC) ○ Future Business Educator (SLC) ○ Future Business Leader (SLC) ○ Graphic Design (RLC/SLC) ○ Help Desk (SLC) ○ Hospitality & Event Management (SLC) ○ Impromptu Speaking (FLC/SLC) | <ul style="list-style-type: none"> ○ International Business (SLC) ○ Introduction to Business Presentation (RLC/SLC) ○ Introduction to Event Planning (SLC) ○ Introduction to Programming (SLC) ○ Introduction to Public Speaking (RLC/SLC) ○ Introduction to Social Media Strategy (FLC/SLC) ○ Job Interview (RLC/SLC) ○ Local Chapter Annual Business Report (SLC) ○ Management Information Systems (SLC) ○ Marketing (SLC) ○ Mobile Application Development (SLC) ○ Network Design (SLC) ○ Parliamentary Procedure (SLC) ○ Partnership with Business Project (SLC) ○ Public Service Announcement (RLC/SLC) ○ Public Speaking (RLC/SLC) ○ Sales Presentation (RLC/SLC) ○ Social Media Strategies (FLC/SLC) ○ Sports & Entertainment Management (SLC) ○ Visual Design (RLC/SLC) ○ Website Coding & Development (SLC) ○ Website Design (RLC/SLC) |
|--|---|



Georgia FBLA Competitive Event Changes

Competitive Event Changes

RETIRED EVENTS

Business Financial Plan
E-Business
Publication Design

NEW EVENTS

Financial Statement Analysis – Team, prejudged and presentation

- RLC – n/a – straight to state
- SLC – Competitors will submit a 7-minute video on YouTube (mark unlisted) delivering their presentation by February 13. Top 7 finalists (announced in early March) will deliver their presentations to judges at SLC.

Future Business Educator – Team, prejudged and presentation

- RLC – n/a – straight to state
- SLC – Competitors will submit a 7-minute video on YouTube (mark unlisted) demonstrating the website they coded (code from scratch – no templates/web content management systems) by February 13. Top 7 finalists (announced in early March) will deliver their presentations to judges at SLC.

Introduction to Programming – Team, prejudged and presentation, 9th and 10th grades only

- RLC – n/a – straight to state
- SLC – Competitors will submit a 7-minute video on YouTube (mark unlisted) demonstrating the program by February 13. Top 7 finalists (announced in early March) will deliver their presentations to judges at SLC.

Visual Design – Team, prejudged and presentation

- RLC – Competitors will submit PDFs of their designs by November 28. Top finalists in each region (announced in mid-December) will deliver their 7-minute presentations to judges at their respective RLC.
- SLC – Competitors who advance from RLC will deliver their presentations to judges at SLC (preliminary round and final round)

Website Coding & Development – Team, prejudged and presentation

- RLC – n/a – straight to state
- SLC – Competitors will submit a 7-minute video on YouTube (mark unlisted) demonstrating the website they coded (code from scratch – no templates/web content management systems) by February 13. Top 7 finalists (announced in early March) will deliver their presentations to judges at SLC.

NAME CHANGES

Public Policy & Advocacy – This is the event formerly known as Political Science.

EVENT MODIFICATIONS

Electronic Career Portfolio (*Georgia changes only*)

- RLC – Competitors will now submit a electronic career portfolio websites (URLs of live website) in Blue Panda by November 28 with all RLC presubmissions. These presubmissions will be prejudged and the top finalists in each region will present their project to a panel of judges at their RLCs. All competitors for this event must be registered as a RLC attendee.
- SLC – The first place entry from each RLC will advance to SLC, plus any remaining wild cards from the regions with a larger number of competing teams. There is no SLC presubmission.

Public Service Announcement (*Georgia changes only*)

- RLC – Competitors will now submit a prejudged PSA videos (uploaded to YouTube and marked unlisted) in Blue Panda by November 28 with all RLC presubmissions. These presubmissions will be prejudged and the top finalists in each region will present their project to a panel of judges at their RLCs. All competitors for this event must be registered as a RLC attendee.
- SLC – The first place entry from each RLC will advance to SLC, plus any remaining wild cards from the regions with a larger number of competing teams. There is no SLC presubmission.

PROCEDURAL CHANGES

Impromptu Speaking – Presentation time has changed from 4 minutes to 5 minutes.

Introduction to Public Speaking – Presentation time has changed from 4 minutes to 5 minutes.

Public Service Announcement – Presentation time changed from 5 minutes to 7 minutes

All Objective Test Events (except *Business Ethics*) – The time allowed for the objective tests (all events except Business Ethics) has been reduced to 50 minutes, instead of 60 minutes. The time allowed for the Business Ethics objective test is now 30 minutes.

Visual Aid Setup Time – For those presentation events that allow visual aids, the setup time is now 3 minutes, instead of 5 minutes.

Performance Events at FLC/RLC and Preliminary Round at SLC – Projectors will no longer be allowed for the competitive event rounds at FLC/RLC or in the preliminary rounds at SLC. Power and internet access will not be provided for these rounds, nor may competitors plug into available outlets. For those presentation events that allow visual aids, the competitors will now show their presentations to the judges directly from their battery-powered laptops or devices. Competitors may use an external screen provided that it does not exceed 17" diagonally or require the use of power.

Rating Sheets – All rating sheets have been updated and point ranges have changed.

Official Dress Requirement Changes – The blue FBLA tie and scarf are no longer required elements of the Georgia FBLA Official Dress for performance competitors. However, members must still wear a necktie/bowtie with their collared button-up dress shirts (blouses excluded)

Competitive Event Topics

For complete event regulations, please refer to the 2023-2024 Georgia FBLA Competitive Event Guidelines, available in September.

Broadcast Journalism

You are part of your school's broadcast program. Deliver a LIVE broadcast event that includes the following:

- Highlight of a community service project
- College preparation tips
- Career/military exploration information
- Cafeteria offerings
- A story of an inspiring person in your school or community

Business Ethics

What implications will the invention of applications such as ChatGPT and DALL-E have on the world of business? Click [here](#) to access the full topic.

Coding & Programming

Create a program that allows your school's Career and Technical Education Department to collect and store information about business and community partners. This program should include information on at least 25 different partners (real or fictional), with details such as, but not limited to, the type of organization, resources available, and direct contact information for an individual. The program should enable users to search and filter the information as needed.

Computer Game & Simulation Programming

Create an adventure game with a storyline incorporating FBLA goals, concepts, and/or history. The game must:

- Be playable on the student device using Windows 10, Mac OS, or a modern web browser.
- Be compatible with a maximum ESRB rating of E10+.
- Be secure and bug-free.
- Include:
 - A hero
 - At least one villain
 - Use of arrow keys for movement and can incorporate other keys for other actions
 - Scoring (examples include points system, leaderboards, etc.)
 - Win/lose screens
 - At least two levels of play

Data Analysis

Sun Motor Company is a fictitious auto manufacturer selling internal combustion (gas-powered) vehicles primarily in the United States. Sun Motor Company executives have expressed interest in the potential that electric vehicles could bring to the business. Your team is a consultant making data-driven recommendations for the executives. Using the datasets given at [this link](#) analyze the data and provide analyses and recommendations about the opportunities and challenges facing the business. Not all datasets need to be included in the analysis and you are encouraged to include outside research.

Digital Animation

Create an animated video for incoming freshmen that teaches a business concept related to any FBLA competitive event.

Digital Video Production

Create a video that instructs others how to use a technology tool (hardware or software) found in a business setting. All video content must be original.

Financial Statement Analysis

Your CFO has asked you to prepare a presentation for your company's Board of Directors to describe the financial condition of Intel Corp and articulate your guidance on investment decisions. Show analysis performed on each financial statement and use that analysis to tell the company's Board of Directors a story of Intel Corp's performance and where you see the company going.

Graphic Design

- Your marketing firm has been asked to create a branding package for a new business in your community. The branding package needs to showcase your unique style and highlight your skills in today's design industry. Branding package to include:
 - Brand and logo design
 - Infographic or brochure of the business
 - Advertisements for the promotion of the business
- Magazine advertisement
- Billboard (14 feet high and 48 feet wide)
- Two different social media posts

Introduction to Business Presentation

Develop a presentation exploring the reasons behind business failures and explain strategies that a business can use to avoid failures.

Introduction to Programming

Create a program that allows students at your school to calculate their grade point average. Use your school's grading scale to calculate both weighted and unweighted grade point averages.

Introduction to Public Speaking

Develop and deliver a speech based on the following topic: What skills are essential to secure your first job?

Introduction to Social Media Strategy

Your marketing firm has been asked to present a social media strategy for the online summer fundraising event for your state FBLA chapter. This event is used to secure new donors and increase existing donor support. You are being asked to present your social media strategy to the state FBLA Board of Directors at their annual meeting.

Address the following in your social media strategy, focusing on ONE social media platform:

- A schedule of social media posts
- An example of a social media post
- A plan to develop awareness of the fundraising event and organization.

Do not create live accounts.

Mobile Application Development

Create a mobile application that enables students to create a portfolio of their high school experiences. This app should allow students to showcase any of the following: their academic achievements, athletic participation, performing arts experience, clubs and organization memberships, community service hours, honors classes, and other related items.

Public Service Announcement

There's more to FBLA than competitions! Create a public service announcement to share the benefits and opportunities around FBLA that are not a part of the Competitive Events Program.

Public Speaking

Develop and deliver a speech based on the following topic: Based on the legal and ethical implications of cybercrime, what can be done to help combat cybercrime?

Social Media Strategies

Your marketing firm has been asked to create a social media campaign for your local animal shelter to promote adoptions.

Address the following in your social media strategy:

- A schedule of social media posts
- Three examples of social media posts on multiple platforms
- Promotional plan of the campaign
- A plan to develop awareness of the animal shelter.

Do not create live accounts without permission from the animal shelter.

Visual Design

Design a storefront display for a local business' holiday promotion. Include pictures or sketches of a window, door, and sidewalk display highlighting the promotion for the business.

Website Coding & Development

A business has approached your team and asked you to develop a website that advertises their open positions. The website must showcase your coding and creative design skills. Your website must include the following:

- A page including information about benefits and/or reasons to work at the company.
- A page including at least three different job openings at the company.
- An online job application form that allows applicants to apply for jobs at the company.

Note: If partnering with an actual business, permission must be received from the business to make the website public.

Website Design

A local non-profit organization will hold a gala in the next 90 days to help raise funds to support their mission. You have been asked to design a website that promotes the benefits of partnering with them and the upcoming gala.

The website should include the following elements:

- Navigation menu
- A header that promotes the non-profit organization and its activities
- A sub-section highlighting the gala and relevant information.
- An online form page to donate to the non-profit organization.
- An online form page to register for the gala.

Note: If partnering with an actual non-profit organization, permission must be received from the non-profit organization to make the website public.

Georgia FBLA Competitive Event Eligibility

Competitor Multi-Event Eligibility Rules

| Group A Events | |
|---|---|
| Members may enter up to two (2) events in this group: | |
| <ul style="list-style-type: none"> Accounting I Accounting II Advertising Agribusiness American Enterprise Project Banking & Financial Systems Business Calculations Business Communication Business Law Business Management Business Plan Coding & Programming Community Service Project Computer Applications Computer Game & Simulation Programming Computer Problem Solving Cyber Security Data Analysis Database Design & Applications Digital Animation Digital Video Production Economics Electronic Career Portfolio Entrepreneurship Financial Statement Analysis Future Business Educator Future Business Leader Healthcare Administration Help Desk Hospitality & Event Management Human Resource Management Insurance & Risk Management International Business | <ul style="list-style-type: none"> Intro to Business Communication Intro to Business Concepts Intro to Business Procedures Intro to Event Planning Intro to FBLA Intro to Financial Math Intro to Information Technology Intro to Marketing Concepts Intro to Parliamentary Procedure Intro to Programming Journalism Management Information Systems Marketing Mobile Application Development Network Design Networking Infrastructures Organizational Leadership Parliamentary Procedure Partnership with Business Project Personal Finance Public Policy & Advocacy Public Service Announcement Securities & Investments Sports & Entertainment Management Spreadsheet Applications Supply Chain Management UX Design Website Coding & Development Word Processing |
| Group B Events (RLC Performance Events) | |
| Members may enter only (1) event in this group but may also enter one event from another group | |
| <ul style="list-style-type: none"> Electronic Career Portfolio Graphic Design Intro to Business Presentation Intro to Public Speaking Job Interview | <ul style="list-style-type: none"> Public Service Announcement Public Speaking Sales Presentation Visual Design Website Design |
| Group C Events (FLC Performance Events) | |
| Members may enter only (1) event in this group at FLC | |
| <ul style="list-style-type: none"> Broadcast Journalism Business Ethics Client Service | <ul style="list-style-type: none"> Impromptu Speaking Intro to Social Media Strategy Social Media Strategies |

Members are allowed to compete in up to two events. However, members may not compete in two Group B events at RLC nor may they compete in two Group C events at FLC.

Note: Even though members can compete in two events at SLC, a member to enter one individual/team event at NLC. In the event that a member qualifies for more than one NLC event, he/she will have to choose by March 29, which NLC event he/she will enter.

SLC Eligibility Scenarios for FLC and RLC Events

| Scenario 1: Objective Events |
|---|
| <p>The top ten (10) winners in the following events will automatically advance to SLC from each RLC:</p> <ul style="list-style-type: none"> Accounting I Business Calculations Business Communication Economics Intro to Business Communication Intro to Business Procedures Intro to Financial Math Intro to Information Technology Personal Finance <p>Additionally, the next 5 top scores statewide that did not qualify automatically will receive at-large entries to SLC.</p> |
| Scenario 2: FLC Performance Events |
| <p>The top two (2) winners from each FLC section in the following events will automatically advance to SLC:</p> <ul style="list-style-type: none"> Broadcast Journalism Business Ethics Client Service Impromptu Speaking Intro to Social Media Strategy Social Media Strategies <p>Additional at-large SLC entries in each of these events will be distributed among the FLC groups, based on the number of competitors registered in each event</p> |
| Scenario 3: RLC Performance Events |
| <p>The top one (1) winner from each region in the following events will automatically advance to SLC:</p> <ul style="list-style-type: none"> Electronic Career Portfolio Graphic Design Intro to Business Presentation Intro to Public Speaking Job Interview Public Service Announcement Public Speaking Sales Presentation Visual Design Website Design <p>Additional at-large SLC entries in each of these events will be distributed among the regions, based on the number of competitors registered in each event</p> |
| Scenario 4: Skills Events |
| <p>Only those competitors who achieve a minimum skills/technical score will advance to SLC from the RLC (minimum RQS-region qualifying score is listed in parenthesis):</p> <ul style="list-style-type: none"> Computer Applications (40) Database Design & Applications (40) Spreadsheet Applications (40) Word Processing (40) |
| Scenario 5: FBL, Case Study, & Technical Events |
| <p>Only the top individual scorers or teams with the highest averages (plus top individual qualifiers) across the state will advance to SLC from the RLC (number of competitors/teams statewide that advance to SLC in each event is listed in parenthesis):</p> <ul style="list-style-type: none"> Banking & Financial Systems (12) Business Management (12) Business Plan (7) Digital Video Production (12) Entrepreneurship (12) Future Business Leader (20) Help Desk (12) Hospitality & Event Management (12) International Business (12) Intro to Event Planning (7) Management Information Systems (7) Marketing (12) Network Design (7) Parliamentary Procedure (7) Sports & Entertainment Management (12) |
| Scenario 6: Non-RLC Events (Straight to State) |
| <p>The following events do not require members to qualify at RLC in order to compete at SLC:</p> <ul style="list-style-type: none"> Accounting II Advertising Agribusiness American Enterprise Project Business Law Coding & Programming Community Service Project Computer Game & Simulation Programming Computer Problem Solving Cyber Security Data Analysis Digital Animation Financial Statement Analysis Future Business Educator Healthcare Administration Human Resource Management Insurance & Risk Management Intro to Business Concepts Intro to FBLA Intro to Marketing Concepts Intro to Parliamentary Procedure Intro to Programming Journalism Local Chapter Annual Business Report Mobile Application Development Networking Infrastructures Organizational Leadership Partnership with Business Project Public Policy & Advocacy Securities & Investments Supply Chain Management UX Design Website Coding & Development Who's Who in FBLA |

Georgia FBLA Region Realignment

(effective beginning 2023-2024 year)

Southwest

Region 1

Baker
Brooks
Calhoun
Colquitt
Cook
Decatur
Dougherty
Early
Grady
Miller
Mitchell
Seminole
Thomas
Tift
Turner
Worth

Region 5

Bibb
Bleckley
Houston
Twiggs

Region 6

Chattahoochee
Clay
Crawford
Crisp
Dooly
Lee
Macon
Marion
Muscogee
Peach
Quitman
Randolph
Schley
Stewart
Sumter
Terrell
Taylor
Webster

Central

Region 2

Appling
Atkinson
Bacon
Ben Hill
Berrien
Brantley
Charlton
Clinch
Coffee
Dodge
Echols
Irwin
Jeff Davis
Lanier
Lowndes
Montgomery
Pierce
Pulaski
Telfair
Toombs
Ware
Wheeler
Wilcox

Region 3

Bryan
Camden
Chatham
Effingham
Evans
Glynn
Liberty
Long
McIntosh
Tattnall
Wayne

Region 4

Baldwin
Bulloch
Burke
Candler
Columbia
Emanuel
Glascock
Hancock
Jefferson
Jenkins
Johnson
Laurens
Richmond
Screven
Treutlen
Washington
Wilkinson

Northwest

Region 7

Carroll
Cobb
Coweta
Douglas
Haralson
Harris
Heard
Meriwether
Paulding
Talbot
Troup

Region 8

Bartow
Catoosa
Chattooga
Cherokee
Dade
Dawson
Fannin
Floyd
Gilmer
Gordon
Lumpkin
Murray
Pickens
Polk
Walker
Whitfield

Region 9

Atlanta City
Clayton
Fayette
Fulton (South)
Henry
Spalding

North Metro

Region 10

DeKalb
Rockdale

Region 11

Fulton (North)

Region 12

Forsyth

Northeast

Region 13

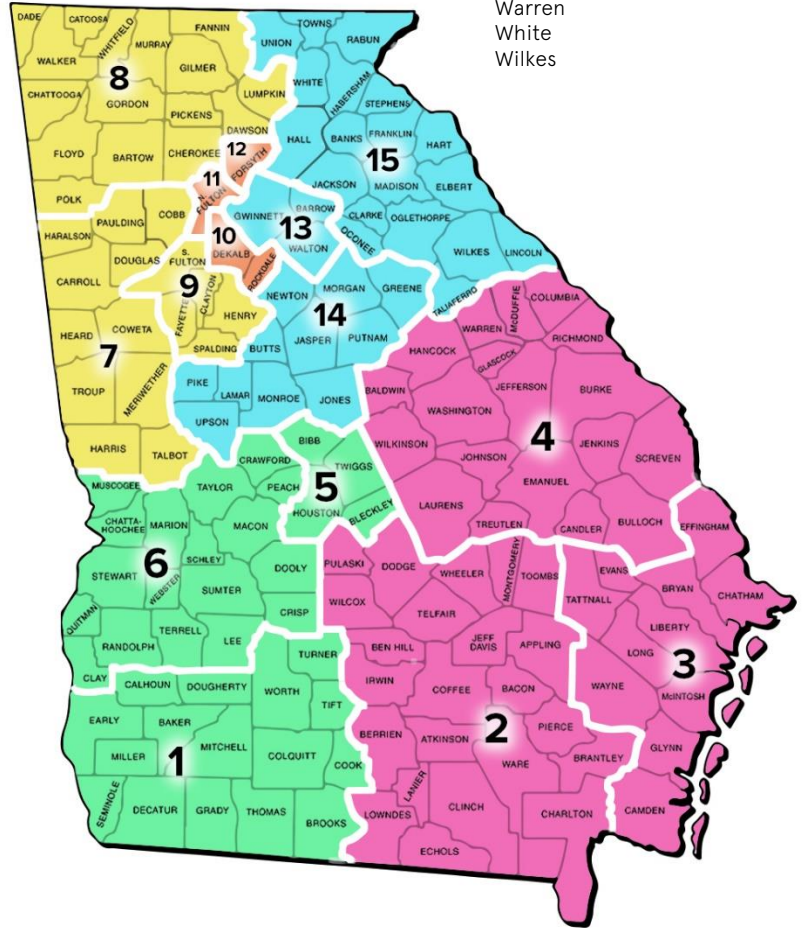
Barrow
Gwinnett
Walton

Region 14

Butts
Greene
Jasper
Jones
Lamar
Monroe
Morgan
Newton
Pike
Putnam
Upton

Region 15

Banks
Clarke
Elbert
Franklin
Habersham
Hall
Hart
Jackson
Lincoln
Madison
McDuffie
Oconee
Oglethorpe
Rabun
Stephens
Taliaferro
Towns
Union
Warren
White
Wilkes



Georgia FBLA Event Guidelines

This is a supplement to the FBLA Chapter Management Handbook to help guide advisers through the competition process at the state level for high school and middle school chapters.

- The guidelines specified in this event supersede any guidelines issued by the national office for competitions at the Region Leadership Conference or the State Leadership Conference. These guidelines do not apply to competition at the National Leadership Conference.
- A member may enter multiple events, subject to limitations as explained in the Event Eligibility Chart.
- All online objective tests will be contested through the online testing system.
- Online tests will be computer-graded. Ties will be broken by comparing the last ten questions of the objective tests for each affected competitor.
- For state only events, competitors may not have won the event at a previous State Leadership Conference.
- For events competed on the national level, competitors may not have competed in the event at a previous National Leadership Conference, except where otherwise specified in the guidelines.
- Participants must adhere to the dress code or may be disqualified.
- In region competitive events, not every competitor who places will advance to SLC. Refer to page 8 for more information.
- Participants failing to report on time may be disqualified.
- Advisers, when choosing your competitors, make sure that they know the dates of the State Leadership Conference (March 22-23, 2024) and the National Leadership Conference (June 28-July 2, 2024). Please do not enter a student in an event who cannot attend SLC and NLC should they place high enough to continue with competition.
- All event results will be available after the awards program at State Leadership Conference. Awards and rating sheets will not be mailed.
- Reports received from local chapters become the property of Georgia FBLA. These reports may be used for publication or reproduced for sale by the state or national association. **Reports may not be returned to the local chapter.**
- All presentations are open to conference attendees, except performing competitors of that event. Interview events are not open to spectators. Some preliminary rounds and some RLC events may not be open to the conference attendees.
- Participants may be disqualified for not closely following the guidelines.
- Any guidelines that are addressed by the national association but may not be expressed in these guidelines may apply.
- Because we now allow members to compete in multiple events, competitors and advisers should understand that the national office still restricts competitors to 1 individual/team event. Therefore, if a member qualifies to compete at NLC in more than one individual/team event, he/she will be required to choose no later than March 31 in which event to advance.
- Participants competing at the National Leadership Conference should follow the competitive event guidelines provided by the national association. See the FBLA website for the most current national competitive event guidelines as some guidelines may have been amended during the year.
- All judges' decisions are final

Objective Test Only Events

Accounting I
Accounting II
Advertising
Agribusiness
Business Calculations, Joe Rhodes Award
Business Communication
Business Law
Computer Problem Solving
Cyber Security
Economics
Healthcare Administration
Human Resource Management
Insurance & Risk Management
Introduction to Business Communication (9th and 10th grades only)
Introduction to Business Concepts (9th and 10th grades only)
Introduction to Business Procedures (9th and 10th grades only)
Introduction to FBLA (9th and 10th grades only)
Introduction to Financial Math (9th and 10th grades only)
Introduction to Information Technology (9th and 10th grades only)
Introduction to Marketing Concepts (9th and 10th grades only)
Introduction to Parliamentary Procedure (9th and 10th grades only)
Journalism
Networking Infrastructures
Organizational Leadership
Personal Finance
Public Policy & Advocacy
Securities & Investments
Supply Chain Management
UX Design

Eligibility

Each chapter may enter unlimited number individuals who are members of an active local chapter and are on record in the FBLA National Center as having paid dues by October 31 (for events that

begin at RLC) or January 15 (for events that begin at SLC) of the current school year.

Participants must not have placed among the top 10 in this event at a previous National Leadership Conference.

For those events that begin at the Region Leadership Conference, only those competitors who have advanced from their respective Region Leadership Conference are eligible to compete in this event at the State Leadership Conference. No substitutions will be allowed.

Overview

A 50-minute online objective test will be administered prior to the conference based on the competencies listed below. Advisers should refer to the Georgia FBLA Online Testing Procedures (See Appendix C).

Objective Test Guidelines

- No materials may be brought to the testing site.
- Participants must use the standard calculator function provided by the computer's operating system or the testing application. Participants may not use their own calculator.

Awards

Region Leadership Conference: The maximum number of awards will be 10. These top 10 competitors from each Region Leadership Conference will advance to the State Leadership Conference. The next top 5 scorers from those across the state who didn't automatically qualify will also be eligible to advance to the State Leadership Conference.

State Leadership Conference: The maximum number of awards will be 10. A maximum of 4 entries will represent Georgia at the National Leadership Conference.

| Event Name | RLC | Objective Test Competencies |
|---|-----|---|
| Accounting I <i>Participants must not have had more than two semesters or one semester equivalent to a full year in block scheduling in high school accounting instruction.</i> | YES | Journalizing (20%) Account classification (15%) Terminology, concepts, and practices (15%) Income statements (5%) Posting (5%) Balance sheet (5%) Worksheet (5%) Bank reconciliation (5%) Payroll (5%) Types of ownership (5%) Depreciation (5%) Manual and computerized systems (5%) Ethics (5%) |
| Accounting II | NO | Financial statements (10%) Corporate accounting (10%) Partnerships (3%) Ratios and analysis (10%) Accounts receivable and payable (10%) Budgeting and cash flow (10%) Cost accounting/manufacturing (7%) Departmentalized accounting (5%) Ethics Income tax (5%) Inventory (5%) Journalizing and posting (5%) Payroll (5%) Plant assets and depreciation (5%) Purchases and sales (5%) |
| Advertising | NO | Basic marketing functions (4%) Personal selling & sales promotion (4%) Traditional & alternative advertising media (4%) Branding & positioning (4%) Advertising & the economy (4%) Promotion (3%) Advertising & public relations (3%) Advertising plan (4%) Creation of the advertisement (3%) Consumer-oriented advertising (3%) Financial planning for advertising (5%) Consumer behavior (3%) Consumer purchase classifications (4%) Influences on consumer behavior (2%) Target market (2%) Market segmentation (4%) Product development (2%) Product life cycle (2%) Price planning (2%) Channels of distribution and supply chain management (4%) Types of promotion (2%) Marketing research for advertising (2%) Developing an effective sales promotion strategy (2%) Consumer-oriented advertising & sales promotion (2%) Effective advertising & promotional messages (2%) Legal & ethical issues affecting advertising (2%) Ethics in advertising (2%) Advertising in a multicultural market (5%) Diversity & advertising (2%) History of advertising (1%) Influences on advertising (1%) The advertising industry & careers (2%) The internet & advertising (1%) Self-regulation (1%) Cross-Cultural Communication (1%) |
| Agribusiness | NO | Economics (15%) Finance and accounting (15%) Health, safety, and environmental management (20%) Management analysis and decision making (20%) Marketing (20%) Terminology and trends (10%) |
| Business Calculations | YES | Consumer credit (15%) Mark-ups and discounts (10%) Data analysis and reporting (10%) Payroll (10%) Interest rates (10%) Investments (8%) Taxes (8%) Bank records (7%) Insurance (7%) Ratios and proportions (5%) Depreciation (5%) Inventory (5%) |
| Business Communication | YES | Verbal and nonverbal communication (15%) Communication concepts (15%) Written and report application (15%) Grammar (15%) Reading comprehension (15%) Editing and proofreading (5%) Word definition and usage (5%) Punctuation and capitalization (5%) Spelling (5%) Digital communication (5%) |
| Business Law | NO | Legal systems (20%) Contracts and sales (15%) Business organization (15%) Property laws (10%) Agency and employment laws (10%) Negotiable instruments, insurance, secured transactions, bankruptcy (10%) Consumer protection and product/personal liability (10%) Computer law (5%) Domestic and private law (5%) |
| Computer Problem Solving | NO | Operating systems (20%) Networks (20%) Personal computer components (15%) Security (15%) Safety and environmental issues (10%) Laptop and portable devices (10%) Printers and scanners (10%) |
| Cyber Security | NO | Defend and attack (virus, spam, spyware) (15%) Network security (15%) Disaster recovery (15%) E-mail security (10%) Intrusion detection (10%) Authentication (10%) Public key (5%) Physical security (5%) Cryptography (5%) Forensics security (5%) Cyber security policy (5%) |
| Economics | YES | Basic economic concepts and principles (25%) Productivity (10%) Macroeconomics (10%) Supply and demand (5%) International trade/global economics (5%) Market structures and competition (10%) Investments and interest rates (10%) Role of Government (10%) Monetary and fiscal policy (5%) Types of businesses/economic institutions (5%) Business cycles/circular flow (5%) |
| Healthcare Administration | NO | Managing office procedures (10%) Medical terminology (10%) Legal and ethical issues in healthcare (10%) Communication skills (10%) Managing financial functions (10%) Health insurance (10%) Records management (10%) Infection control (10%) Medical history (10%) Technology (10%) |
| Human Resource Management | NO* | Staff (25%) Training and development (25%) Employment compensation and benefits (10%) Performance management (10%) Government relations and issues (10%) Human resource planning (10%) Labor relations and collective bargaining (10%) |
| Insurance & Risk Management | NO | Risk management (20%) Property and liability insurance (20%) Health, disability, and life insurance (20%) Insurance knowledge (20%) Decision making (10%) Careers (5%) Ethics (5%) |
| Introduction to Business Communication <i>9th & 10th grades only</i> | YES | Grammar (25%) Punctuation and capitalization (15%) Spelling (10%) Proofreading and editing (10%) Word definition and usage (10%) Oral communication concepts (15%) Reading comprehension (15%) |

| | | |
|---|-----|---|
| Introduction to Business Concepts <i>9th & 10th grades only</i> | NO | Money management, banking, and investments (20%) Consumerism (15%) Characteristics and organization of business (15%) Economic systems (15%) Rights and responsibilities of employees, managers, owners, and government (10%) Career awareness (10%) Insurance (5%) Ethics (5%) Global Business (5%) |
| Introduction to Business Procedures <i>9th & 10th grades only</i> | YES | Human relations (15%) Technology concepts (15%) Communication skills (10%) Decision making/management (10%) Career development (5%) Business operations (15%) Database and information management (5%) Ethics and safety (5%) Finance (5%) Information processing (15%) |
| Introduction to FBLA <i>9th & 10th grades only</i> | NO | FBLA organization (25%) FBLA bylaws (10%) FBLA competitive events (25%) FBLA national publications (25%) FBLA mission, pledge, creed, and goals (15%) |
| Introduction to Financial Math <i>9th & 10th grades only</i> | YES | Basic math concepts (20%) Consumer credit (25%) Data analysis and probability (15%) Decimals (5%) Discounts (15%) Fractions (10%) Percentages (10%) |
| Introduction to Information Technology <i>9th & 10th grades only</i> | YES | Computer hardware (15%) Computer software (15%) Operating systems (15%) Common program functions (10%) Word processing (5%) Spreadsheets (5%) Presentation software (5%) Networking concepts (15%) E-mail and electronic communication (5%) Internet use (10%) |
| Introduction to Marketing Concepts <i>9th and 10th grades only</i> | NO | Basic marketing functions (30%) Selling and merchandising (15%) Promotion and advertising media (15%) Marketing, information, research, and planning (7%) Channels of distribution (7%) E-commerce (7%) Economics (7%) Legal, ethical, and social aspects of marketing (7%) |
| Introduction to Parliamentary Procedure <i>9th & 10th grades only</i> | NO | Parliamentary procedure principles (80%) FBLA bylaws (20%) |
| Journalism | NO | Economics and business of journalism (25%) Grammar & format (25%) Law & ethics (25%) Basic journalism principles (15%) History of journalism (10%) |
| Networking Infrastructures | NO | General network terminology and concepts (30%) Network operating system concepts (15%) Network security (15%) Equipment for network access (Wi-Fi, wireless, etc.) (15%) OSI model and functionality (10%) Network topologies and connectivity (15%) |
| Organizational Leadership | NO | Leadership concepts (6%) Leadership managerial roles (6%) Leadership behavior & motivation (6%) Networking (6%) Communication skills (6%) Leader/follower relations (6%) Team leadership and self-managed teams (6%) Strategic leadership for managing crises & change (6%) Levels of leadership (5%) Leadership theory (5%) Traits of effective leaders (5%) Personality profile of effective leaders (4%) Leadership attitudes (4%) Ethical leadership (4%) Relationship between power, politics, networking, & negotiation (4%) Coaching (4%) Managing conflict (4%) Leadership and team decision making (4%) Organizational politics (3%) Charismatic & transformational leadership (2%) Stewardship & servant leadership (2%) Leadership in a diverse setting (2%) |
| Personal Finance | YES | Financial principles related to personal decision making (10%) Earning a living (income, taxes) (15%) Managing budgets and finance (15%) Saving and investing (15%) Buying goods and services (10%) Banking and insurance (15%) Credit and debt (20%) |
| Public Policy & Advocacy | NO | Political science terms & concepts (10%) History & role of political science (5%) Civil liberties & civil rights in political science (5%) Forms of government & legislatures (10%) Electoral systems & Presidential elections (5%) The powers & elections of Congress (10%) Federal judicial system (10%) Federal bureaucracy (5%) Mass media & politics (5%) Public opinion & culture (5%) Political science law (5%) Public & social policy (5%) Government fiscal policy (10%) Government foreign & defense policies (5%) International relations concepts (5%) |
| Securities & Investments | NO | Investment fundamentals (10%) Investment wrappers, taxation, and trusts (5%) Investment product and funds (15%) Stock market (20%) Stocks versus other investments (10%) Mutual funds (10%) Basics of bonds (10%) Derivatives (10%) Financial services regulation (10%) |
| Supply Chain Management | NO | Essential supply chain management concepts (10%) Supply chain topics (10%) Characteristics for successful supply chain managers (10%) Supply chain planning and design (8%) Supply chain process (8%) Product portfolio management (6%) Improving supply chain network performance (10%) Production planning, control (10%) Supply chain coordination and decision making for the flow or products, services, and information (6%) Supply chain management contemporary issues (6%) Channels of distribution (16%) |
| UX Design | NO | Effective design principles (20%) Ease of navigation and readability (15%) Role of UX design (15%) Mobile and desktop responsive web design (10%) UX design process (10%) Color scheme (10%) Accommodations for special needs and related laws (5%) Careers in UX/UI design (10%) Copyright, creative commons, and fair use (5%) |

Production and Objective Test Events

Computer Applications
Database Design & Applications
Spreadsheet Applications
Word Processing

Eligibility

Each chapter may enter only one entry who are members of an active local chapter and are on record in the FBLA National Center as having paid dues by October 31 of the current school year. All events are individual events.

Participants must not have placed among the top 10 in this event at a previous National Leadership Conference.

Only those competitors who have advanced from their respective Region Leadership Conferences are eligible to compete in this event at the State Leadership Conference. Competitors must score a minimum of 40 on the RLC production test in order to advance. No substitutions will be allowed.

Overview

This event consists of two parts: an objective test and a production test.

A 1 hour production test (except *Computer Applications* which allows two hours) will be administered prior to the RLC/SLC at a school-site determined by the local adviser. The completed tests must be uploaded by the competitor no later than December 7 for RLC and March 5 for SLC. Advisers should refer to the Georgia FBLA Skills Testing Procedures (See Appendix C).

SLC Only: A 50-minute online objective test will be administered *prior to the conference* based on the competencies listed. Advisers should refer to the Georgia FBLA Online Testing Procedures (See Appendix C).

Guidelines

Production Test

- One hour (or two hours for *Computer Applications* only) will be allowed for the production test at the school-testing site. Any software may be used. Additional time will be allowed for general directions and for document uploading. Problems may be weighted according to difficulty and may be completed in any order. No calculators are allowed to be used on the production test. Competitors may use *blank* prepared templates on the production portion of the test.
- Documents produced for this event must be prepared by the competitor without help from the adviser or any other person.

The competitor must have the ability to generate PDFs without assistance from other individuals. **Files that are not saved as PDFs will NOT be judged.**

- Only those competitors who score at least a 40 on the RLC production test for this event will be eligible to advance to the SLC in this event. Competitors who advance will take another production test during SLC Skills Testing.

Online Objective Test (SLC Only)

- A 50-minute online objective test will be administered prior to the conference based on the competencies listed. Participants must use the standard calculator function provided by the computer's operating system or the testing application. Participants may not use their own calculator. The score received on the objective portion of the event will constitute the remaining 15% of the final event score.
- The competitor who takes the production test must be the same competitor who takes the objective test.

Judging

Region Leadership Conference

The score received on the production portion of the event will account for 100% of the final score for the Region Leadership Conference. There is no online objective test component at the Region Leadership Conference.

State Leadership Conference

The score received on the production portion of the event will account for 85% of the final score and the score received on the objective portion of the event will account for the remaining 15% of the final score, for the State Leadership Conference.

Ties will first be broken by comparing the scores on the production portion of this event. In the event of further ties, they will be broken by comparing the last ten questions of the objective test for the affected competitors.

Awards

Region Leadership Conference: The maximum number of awards will be 5. Only those individuals who score at least a 40 on the RLC production test will be eligible to advance to the State Leadership Conference.

State Leadership Conference: The maximum number of awards will be 10. A maximum of 4 entries will represent Georgia at the National Leadership Conference.

| Event Name | Test Time | Production Test Competencies | Objective Test Competencies (SLC Only) |
|--------------------------------|-----------|---|---|
| Computer Applications | 2 hours | Create, search, and query databases Spreadsheet functions and formulas Text slide graphics and presentations Business graphics Word processing | Basic computer terminology and concepts (30%) Presentation, publishing, and multimedia applications (15%) Spreadsheet and database applications (10%) Basic application knowledge and word processing (10%) Email, integrated and collaboration applications (10%) Netiquette and legal issues (10%) Security (10%) Formatting, grammar, punctuation, spelling, and proofreading (5%) |
| Database Design & Applications | 1 hour | Multiple table database design Table creation, inserting data into tables Table SQL statements Creation of forms/reports | Data definitions/functions (25%) Query development (15%) Table relationships – include referential integrity (15%) Reports and forms – sort, group, insert graphics, headers, calculations (30%) Form development (15%) |
| Spreadsheet Applications | 1 hour | Basic mathematical concepts Data organization concepts Creating formulas Functions Generate graphs (for analysis purposes) Pivot tables Create macros Filter and extract data | Formulas (20%) Functions (20%) Graphics, charts, reports (15%) Pivot tables and advanced tools (10%) Macros and templates (10%) Filters and extraction of data (10%) Format and print options (10%) Purpose for spreadsheets (5%) |

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|------------------------|--------|---|---|
| Word Processing | 1 hour | Production of all types of business forms Letters and mail merge Memos Tables Reports (including statistical) Materials from rough draft and unarranged copy Email messages | Basic keyboarding terminology and concepts (10%) Related application knowledge (25%) Advanced applications (30%) Document formatting rules and standards (20%) Grammar, punctuation, spelling, and proofreading (10%) Printing (5%) |
|------------------------|--------|---|---|

Prejudged Reports/ Presentation Events

*American Enterprise Project
Business Plan
Community Service Project
Local Chapter Annual Business Report
Partnership with Business Project*

Eligibility

American Enterprise Project, Community Service Project, Local Chapter Annual Business Report, Partnership with Business Project: Each chapter may enter 1 report for each event from its active local chapter that is on record in the FBLA National Center as having paid dues by January 15 of the current school year. The project must not have been submitted at a previous State Leadership Conference.

Business Plan Only:

Each chapter may enter 2 teams, each composed of 1-3 members. Participants must be on record in the FBLA national office as having paid dues by October 31 of the current school year. A member may only be part of 1 entry. All authors of the proposal must be from the same local chapter. The project must not have been submitted at a previous State Leadership Conference. Competitors must not have placed among the top 10 in this event at a previous National Leadership Conference.

Competitors in the presentation portion of these events at the State Leadership Conference only must be in the complete Georgia FBLA Official Dress. If any team member is not in complete compliance with the Georgia FBLA Official Dress, each judge will deduct 10 points.

Overview

These events consist of 2 parts: a prejudged report and a presentation component.

American Enterprise Project, Community Service Project, Local Chapter Annual Business Report, Partnership with Business Project: All competitors will participate in the prejudged report. **Only the top 7 prejudged report entries will participate in the oral presentation component.** Specifically, the presentation should address the community served, member involvement, and results of the project.

Business Plan: All competitors will participate in the prejudged report. **Only the top 7 prejudged report entries statewide from the Region Leadership Conference that advance to SLC will participate in the oral presentation component at the State Leadership Conference.**

Report Guidelines

Pre-Conference Submission Guidelines

- The report must be uploaded as a single file PDF using the online report submission form no later than November 28 (for RLC for Business Plan) and February 13 (for SLC). *Please note that the entry must be submitted by the above deadline for each conference. There is NO late registration for these events.*

Report—General

- Student members, not advisers, must prepare reports. Local advisers should serve as consultants to ensure that the report is well-organized, contains substantiated statements, and is written in an acceptable business style.
- Reports must describe activities of the chapter that were conducted between the start of the previous State Leadership Conference and start of the current State Leadership Conference.
- Reports submitted for competition become the property of Georgia FBLA and FBLA, Inc. These reports may be used for publication and/or reproduced for sale by the state or national association and will not be returned.
- Penalty points will be given if the written project doesn't adhere to the report cover and report contents guidelines.

- Only reports submitted as a single file PDF will be accepted. The report should not be larger than 10 MB.

Report Cover

- All reports must have a cover page. The first page of your report will be considered the cover page.
- Cover pages must contain the following information: name of the school, state, name of the event, and year (2023–2024). For *Business Plan*, the cover page must also list the names of the registered competitors.
- Cover pages must be part of the single file PDF that is submitted.

Report Contents

- Report must include table of contents with page numbers
- You must follow the rating sheet sequence in writing the report. If information is not available for a particular criterion, include a statement to that effect in the report.
- Pages must be numbered and must be the standard page size of 8 1/2" x 11".
- Reports must not exceed 17 pages. (A title page, divider pages, appendices, and back cover are optional and must be included in the page count.)
 - Page 1 must be the cover page
 - Page 2 must be the one-page table of content
 - Pages 3-17 may be the contents of report.
- For Business Plan, if advancing to the State Leadership Conference, changes can be made to the entry following the Region Leadership Conference

Presentation Guidelines – SLC Only

- **American Enterprise Project, Community Service Project, Partnership with Business Project, Local Chapter Annual Business Report:** Based on the highest SLC written report scores, a maximum of 7 entries will be selected to make oral presentations at the State Leadership Conference. Up to 3 members from each local chapter selected for the finals will give an oral presentation at the State Leadership Conference.
- **Business Plan:** All competitors that advance from the Region Leadership Conference will make oral presentations at the State Leadership Conference. Presentation of the entry must be conducted by competitors who authored the event. In the case of a team event, at least one author must give the presentation at the SLC; however, all team members who wish to be recognized as state winners must register for the SLC. No replacement or substitutes will be allowed.
- Competitors no longer have to report for event orientation. They should arrive 30 minutes prior to their scheduled presentation time.
- 3 minutes will be allowed to setup and remove equipment or presentation items. If the team exceeds their 5-minute setup time, the presentation time will begin immediately once the 5-minute setup time expires. The chapter must provide all equipment for the presentation.
- Internet access will not be provided for this event. Therefore, competitors should avoid using online presentation services.
- The 1-3 team members must perform all aspects of the presentation (e.g. speaking, setup, distribution of handouts, operating audio-visual equipment, etc.). Other representatives of the chapter, including the adviser, may provide no additional assistance.
- All team members are expected to actively participate in the presentation.
- Visual aids and samples specifically related to the project may be used in the final presentation. However, no items may be left after the presentation with either the judges or the audience.
- Teams will have 7 minutes to describe the project and the results obtained.
- A timekeeper will stand and hold up a yellow card at 6 minutes and stand again and hold up a red card and call time at 7 minutes. The competitor(s) must stop presenting immediately when time is called.

- Following each presentation, the judges may conduct a 3-minute question-and-answer period.
- The final presentation is open to conference attendees, except performing competitors of this event.

by combining the written report scores (2/3 of the overall score) and the oral presentation scores (1/3 of the overall score).

Judging

Region Leadership Conference (*Business Plan only*)

The score received on the prejudged portion of the event will account for 100% of the final score for the Region Leadership Conference.

State Leadership Conference

Reports will be screened to determine if chapters have complied with event eligibility and regulations. A panel of judges will select the finalists before the State Leadership Conference. A separate panel of judges will evaluate the oral presentations. Final rank is determined

Awards

Region Leadership Conference (*Business Plan only*): The maximum number of awards will be 5 to the entries with the highest report scores. Only the top 7 entries from across the state with the highest report scores will advance to the State Leadership Conference.

State Leadership Conference: The maximum number of awards will be 10. A maximum of 4 entries will represent Georgia at the National Leadership Conference.

| Event | Page Limit | RLC | Who Presents at SLC | Equip Setup Time | Presentation Time | Warning Time (Yellow Card) | Time Up (Red Card) | Q&A (3 min) |
|---|------------|-----|-------------------------------------|------------------|-------------------|----------------------------|--------------------|-------------|
| American Enterprise Project Community Service Project Local Chapter Annual Business Report Partnership with Business Project | 15 | No | Top 7 entries from prejudged report | 3 min. | 7 min. | 6 min. | 7 min. | Yes |
| Business Plan | 15 | Yes | Top 7 entries statewide from RLC | 3 min. | 7 min. | 6 min. | 7 min. | Yes |

| Event | Specific Guidelines |
|---|--|
| American Enterprise Project <i>Rating Sheets:</i> <i>See pp. 50-51</i> | <ul style="list-style-type: none"> • The project must promote an awareness of some facet of the American enterprise system within the school and/or community and be designed for chapter participation. |
| Business Plan <i>Rating Sheets:</i> <i>See pp. 57-59</i> | <p>The business plan that is submitted must be the result of independent work of the competitors. Business plans developed in conjunction with others are not eligible to be submitted.</p> <p>Business plans must not have been in operation for a period exceeding 12 months before the National Leadership Conference. Reports should not be submitted that evaluate ongoing business ventures. An effective business plan should include the following information:</p> <ul style="list-style-type: none"> • <i>Executive Summary.</i> Provides a brief synopsis of the key points and strengths included in the plan. Convinces the reader to read the rest of the report. • <i>Company Description.</i> Includes the basic details of the business. Provides an overview of the business, its location, and its legal structure and organization. • <i>Industry Analysis.</i> Provides an analysis of the larger industry to which the business will belong. Analyzes key trends and players in the industry. Demonstrates an understanding and awareness of external business conditions. • <i>Target Market.</i> Provides a brief overview of the nature and accessibility of the target market. • <i>Competitive Analysis.</i> Includes an honest and complete analysis of the business' competition. Demonstrates an understanding of the business' relative strengths and weaknesses. • <i>Marketing Plan and Sales Strategy.</i> Demonstrates how the business' product or service will be marketed and sold. Includes both strategic and tactical elements of the marketing and sales approach. • <i>Operations.</i> Provides an overview of the way the business will operate on a day-to-day basis. Includes production processes, physical facility reviews, utilization of technology, and processes followed to ensure delivery of products or services. • <i>Management and Organization.</i> Describes the key competitors in the new business venture. Identifies the human resources the business can draw upon either as part of the management team, employee pool, consultants, directors, or advisers and the role each will play in the business' development. Discusses compensation and incentives and details decision-making processes. • <i>Long-term Development.</i> Gives a clear vision for where the business will be in three, five, or more years. Demonstrates an honest and complete evaluation of the business' potential for success and failure. Identifies priorities for directing future business activities. • <i>Financials.</i> Indicates the accounting methodology to be used by the business. Discusses any assumptions made in projecting future financial results. Presents projections honestly and conservatively. • <i>Appendix.</i> Includes copies of key supporting documents (e.g., certifications, licenses, tax requirements, codes, letter of intent or advance contracts, endorsements, etc). <p>Business plans must be the original work of competitors only. Business plans developed in a consortium of students from other chapters are not eligible to be used for this event.</p> |

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| <p>Community Service Project <i>Rating Sheets:</i> <i>See pp. 62-63</i></p> | <p>Reports must describe one chapter project that serves the community. The project must be in the interest of the community and be designed for chapter participation rather than individual participation. Local chapters are encouraged to perform a wide range of service activities, but to focus on one project in detail for this report.</p> |
| <p>Local Chapter Annual Business Report <i>Rating Sheet:</i> <i>See pp. 91-92</i></p> | <p>The report should summarize the activities of the local chapter between the start of the previous State Leadership Conference and the start of the current State Leadership Conference. Projects used for other FBLA reports may be included.</p> |
| <p>Partnership with Business Project <i>Rating Sheets:</i> <i>See pp. 98-99</i></p> | <p>This project describes activities designed to bring business leaders and FBLA members together in a positive working relationship through innovative programs. The report should describe the planning and implementation of activities that build a partnership between business leaders and chapter members for the purpose of learning about a business.</p> |

Objective Test and Team Case Study Presentation Events

Banking & Financial Systems

Business Management

Entrepreneurship, Cynthia L. Greene Award

Hospitality & Event Management

International Business

Introduction to Event Planning (9th and 10th grades only)

Management Information Systems

Marketing

Network Design

Sports & Entertainment Management

Eligibility

Each chapter may enter 2 teams, each composed of 1-3 members, in each event. (Note: No more super teams will be allowed.)

Competitors must be members of an active local chapter and must be on record in the FBLA National Center as having paid dues by October 31 of the current school year. No competitor may have placed among the top 10 in this event at a previous National Leadership Conference.

The only component at the Region Leadership Conference is the online objective test. There is no onsite presentation at RLC

Only those competitors who have advanced from their respective Region Leadership Conference by scoring among the top 12 entries (or top 7 entries for *Introduction to Event Planning, Management Information Systems, Network Design*) statewide are eligible to compete in this event at the State Leadership Conference. No substitutions will be allowed.

Competitors in the presentation portion of this event at the State Leadership Conference only must be in the complete Georgia FBLA Official Dress. If any team member is not in complete compliance with the Georgia FBLA Official Dress, each judge will deduct 10 points.

Overview

This event is composed of 2 parts: an online objective test and a interactive case study before a panel of judges. The interactive case study role play component will only be at SLC. A 50-minute online objective test will be administered based on the competencies listed. Team members will each take a separate test with the scores averaged together to determine the team score.

Only the top 7 or 12 entries statewide in each event with the highest average test scores will advance to the State Leadership Conference where they will take another test and participate in the case study presentation.

Guidelines

Region Leadership Conference

Online Objective Test

- A 50-minute online objective test will be administered *prior to the Region Leadership Conference* based on the competencies listed. Advisers should refer to the Georgia FBLA Online Testing Procedures (See Appendix C).
- Competitors will take individual tests independently. They will no longer take a collaborative test.
- Participants must use the standard calculator function provided by the computer's operating system or the testing application. Participants may not use their own calculator.
- The top 12 entries (top 7 entries for *Introduction to Event Planning, Management Information Systems, and Network Design*) statewide with the highest average scores on the objective test will be eligible to advance to the State Leadership Conference.
- There is no case study presentation component with the Region Leadership Conference.

State Leadership Conference

Online Objective Test:

- Another 50-minute online individual objective test will be administered *prior to the State Leadership Conference* based on the competencies listed. Advisers should refer to the Georgia FBLA Online Testing Procedures (See Appendix C).
- Participants must use the standard calculator function provided by the computer's operating system or the testing application. Participants may not use their own calculator.

Case Study Problem (SLC Only):

- Competitors should arrive 30 minutes prior to their scheduled preparation time. Competitors no longer need to be sequestered.
- 20 minutes before presentation, each individual/team will receive the case study.
- Two 4" x 6" note cards will be provided for each competitor and may be used during the preparation and presentation of the oral segment of the event. Information may be written on both sides of the note cards. Note cards will be collected following the presentation.
- No other reference materials, visual aids, or equipment may be brought to or used during the preparation or presentation.
- The individual/team has 7 minutes to interact with a panel of judges and present the solution to the case. The judges will play the role of the second party in the presentation and refer to the case for specifics. This is an interactive role-play event so the judges may ask questions during the presentation. There is not a separate question and answer session following the 7 minutes.
- Competitors should introduce themselves, describe the situation, make their recommendations, and summarize their case.
- All team members are expected to actively participate in the presentation. All questions raised in the case must be addressed during the presentation.
- A timekeeper will stand and hold up a yellow card at 6 minutes and will call time and hold up a red card at 7 minutes. The competitors and the judges should wrap up the presentation.
- The final presentation is not open to conference attendees.
- Five points may be deducted for each instance of not following guidelines.

Judging

Region Leadership Conference

- The objective test scores will determine the placements and awards for the Region Leadership Conference.
- Ties will be broken by comparing the last ten questions of the objective tests for each affected competitor.

State Leadership Conference

- A panel of judges will evaluate the presentations of these finalists and select winners.
- Final rank will be determined by combining the presentation score with the SLC online objective test score. The presentation score will represent 1/3 of the final score. The SLC online objective test score will represent the remaining 2/3 of the final score.

Awards

Region Leadership Conference: The maximum number of awards will be 5 to the entries with the highest averages. Only the top 12 entries (top 7 entries for *Introduction to Event Planning, Management Information Systems, and Network Design*) with the highest average test scores from across the state will advance to the State Leadership Conference.

State Leadership Conference: The maximum number of awards will be 10. A maximum of 4 team entries will represent Georgia at the National Leadership Conference (no more super teams).

| Event | Who Presents at SLC | Prep Time | Presentation Time | Warning Time (Yellow Card) | Time Up (Red Card) |
|--|--------------------------|-----------|-------------------|----------------------------|--------------------|
| Banking & Financial Systems Business Management Entrepreneurship Hospitality & Event Management International Business Marketing Sports & Entertainment Management | Top 12 entries statewide | 20 min. | 7 min. | 6 min. | 7 min. |
| Introduction to Event Planning Management Information Systems Network Design | Top 7 entries statewide | 20 min. | 7 min. | 6 min. | 7 min. |

| Event | Objective Test Competences & Case Overview |
|--|--|
| Banking & Financial Systems <i>Rating Sheet:</i> <i>See p. 52</i> | Competencies: Concepts and practices (30%) Basic terminology (25%) Government regulation of financial services (10%) Impact of technology on financial services (10%) Types/differences between various institutions (7%) Ethics (8%) Careers in financial services (5%) Taxation (5%) Case: A problem or scenario encountered in the banking or financial business community. |
| Business Management <i>Rating Sheet:</i> <i>See p. 56</i> | Competencies: Information and communication systems (15%) Human resource management (15%) Financial management (15%) Business operations (10%) Management functions and environment (10%) Business ownership and the law (10%) Strategic management (5%) Ethics and social responsibility (5%) Marketing (5%) Economic concepts (5%) Careers (5%) Case: A problem encountered by managers in the following areas: human resource management, financial management, marketing management, or information systems management. Competitors will assume the role of management and present a solution to the case study. |
| Entrepreneurship <i>Rating Sheet:</i> <i>See p. 72</i> | Competencies: Business plan (20%) Financial management (10%) Initial capital and credit (10%) Marketing management (10%) Personnel management (10%) Taxes (10%) Community/business relations (10%) Government regulations (10%) Legal issues (10%) Case: A decision-making problem encountered by entrepreneurs in one or more of the follow areas: business planning, human relations, financial management, or marketing. |
| Hospitality & Event Management <i>Rating Sheet:</i> <i>See p. 81</i> | Competencies: Hospitality marketing concepts (5%) Types of hospitality markets and customers (5%) Hospitality operation and management functions (5%) Customer service in the hospitality industry (5%) Human resource management in the hospitality industry (5%) Legal issues, financial management, and budgeting for the hospitality industry (4%) Current hospitality industry trends (4%) Environmental, ethical, and global issues for the hospitality industry (4%) Hotel sales process (5%) Manage the strategic plan for a meeting or event (6%) Project management (5%) Manage the event (4%) Hospitality marketing concepts (5%) Develop financial resources (4%) Manage the event budget (4%) Human resources (4%) Train and manage staff and volunteers (4%) Manage stakeholder relationships (3%) Design the program (4%) Engage speakers and performers (3%) Food and beverage sales (3%) Meeting design and layout (5%) Managing movement of attendees (2%) Event site selection and management (5%) Marketing the event (5%) Communication and professionalism (5%) Case: A scenario in the hospitality management & event planning industry. |
| International Business <i>Rating Sheet:</i> <i>See p. 83</i> | Competencies: Basic international concepts (15%) Ownership and management (15%) Legal issues (5%) Communication (7%) Marketing (15%) Taxes and government regulations (3%) Treaties and trade agreements (7%) Currency exchange (3%) Finance (15%) Human resource management (5%) Ethics (5%) International travel (3%) Career development (2%) Case: A problem encountered in the international/global arena. |
| Introduction to Event Planning <i>9th & 10th grades only</i> <i>Rating Sheet:</i> <i>See p. 85</i> | Competencies: Event management customer service skills (15%) Management skills for successful event planners (15%) Legal aspects of event planning (10%) Event staffing (10%) Designing and executing an event (10%) Convention management (10%) Crowd control at an event (10%) Pricing for events (10%) Event planning careers (5%) Supply chain management for an event (5%) Case: A scenario in the event planning industry. |
| Management Information Systems <i>Rating Sheet:</i> <i>See p. 93</i> | Competencies: Systems analysis and design (systems development life cycle) (20%) Database management and modeling concepts (20%) Object-oriented analysis and design (20%) User interfaces (15%) System controls (15%) Defining system and business requirements (10%) Case: A decision-making problem outlining a small business' environments and needs. Competitors will analyze the situation and recommend an information system solution to address the issues raised. |
| Marketing <i>Rating Sheet:</i> <i>See p. 94</i> | Competencies: Basic marketing functions (25%) Channels of distribution (10%) Legal, ethical, and social marketing aspects of marketing (7%) Promotion and advertising media (10%) Marketing, information research, and planning (10%) E-commerce (8%) Economics (15%) Selling and merchandising (15%) Case: A marketing problem is proposed and a solution is discussed. |
| Network Design <i>Rating Sheet:</i> <i>See p. 96</i> | Competencies: Networking installation – planning and configuration (30%) Problem solving/troubleshooting (20%) Network administrator functions (15%) Configuration of Internet resources (10%) Backup and disaster recovery (15%) Configuring network resources and services (10%) Case: An analysis of a computing environment situation and recommendation for a network solution that addresses the issues provided. |

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| <p>Sports & Entertainment Management <i>Rating Sheet:</i> <i>See p. 105</i></p> | <p>Competencies: Sports and entertainment marketing/strategic marketing (10%) Facility and event management (10%) Human resource management (labor relations) (8%) Promotion, advertising, and sponsorship for sports and entertainment industry (10%) Financing and economic input (6%) Planning, distribution, marketing, pricing, and selling sports and entertainment events (10%) Sports law (6%) Communication in sports and entertainment (media) (2%) Ethics (2%) Licensing (2%) Sports governance (2%) Career (2%) Marketing/management information technology and research (6%) Leadership and managing groups and teams (6%) Management strategies and strategic planning tools (8%) Basic functions of management (10%)</p> <p>Case: A problem outlining the understanding and awareness of sports and entertainment issues within today's society.</p> |
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Objective Test and Individual Role Play Event

Help Desk

Eligibility

Each chapter may enter up to 5 individuals who are members of an active local chapter and is on record in the FBLA National Center as having paid dues by October 31 of the current school year. Participants must not have placed among the top 10 in this event at a previous National Leadership Conference.

Only those competitors who have advanced from their respective Region Leadership Conference by scoring among the top 12 competitors statewide on the objective test are eligible to compete in this event at the State Leadership Conference. No substitutions will be allowed.

Competitors in the presentation portion of this event at the State Leadership Conference only must be in the complete Georgia FBLA Official Dress. If a competitor is not in complete compliance with the Georgia FBLA Official Dress, each judge will deduct 10 points.

Overview

This event is composed of 2 parts: an online objective test and an individual interactive role play with a panel of judges. The interactive case study role play component will only be at SLC. A 50-minute online objective test will be administered based on the competencies listed. Only the 12 competitors statewide with the highest average score will advance to the State Leadership Conference where they will take another test and participate in the case study presentation.

The only component at the Region Leadership Conference is the online objective test. There is no onsite presentation at RLC

For the individuals that advance to the State Leadership Conference, the case study will consist of a decision-making problem or scenario encountered in the help desk/technical support industry. All the questions raised in the case must be addressed during the presentation.

Guidelines

Region Leadership Conference

Online Objective Test

- A 50-minute online objective test will be administered *prior to the Region Leadership Conference* based on the competencies listed. Advisers should refer to the Georgia FBLA Online Testing Procedures (See Appendix C).
- Competitors must use the standard calculator function provided by the computer's operating system or the testing application. Participants may not use their own calculator.
- The 12 competitors statewide with the highest scores on the RLC objective test will be eligible to advance to the State Leadership Conference.
- There is no case study presentation component at the Region Leadership Conference.

State Leadership Conference

| Event | Who Presents at SLC | Prep Time | Presentation Time | Warning Time (Yellow Card) | Time Up (Red Card) |
|-----------|--|-----------|-------------------|----------------------------|--------------------|
| Help Desk | Top 12 individuals statewide from RLC test | 10 min. | 5 min. | 4 min. | 5 min. |

| Event | Objective Test Competencies & Case Overview |
|---|---|
| Help Desk <i>Rating Sheet:</i> <i>See p. 80</i> | Competencies: Communication (10%) Help desk operations and procedures (20%) Customer management (30%) Support center infrastructure and procedures (30%) Professional career and leadership skills (10%) Case: An interactive role-play scenario will be given based on customer service in the technical field. |

Online Objective Test:

- Another 50-minute online objective test will be administered *prior to the State Leadership Conference* based on the competencies listed. Advisers should refer to the Georgia FBLA Online Testing Procedures (See Appendix C).
- Participants must use the standard calculator function provided by the computer's operating system or the testing application. Participants may not use their own calculator.

Case Study Problem (SLC Only):

- Competitors should arrive 30 minutes prior to their scheduled preparation time. Competitors no longer need to be sequestered.
- 10 minutes before presentation, each competitor will receive the case study.
- Two 4" x 6" note cards will be provided for each competitor and may be used during the preparation and presentation of the oral segment of the event. Information may be written on both sides of the note cards. Note cards will be collected following the presentation.
- No other reference materials, visual aids, or equipment may be brought to or used during the preparation or presentation.
- The competitor has 5 minutes to interact with a panel of judges and present the solution to the case. The judges will play the role of the second party in the presentation and refer to the case for specifics. This is a role-play event.
- A timekeeper will stand at 4 minutes and will call time at 5 minutes. The competitor and the judges should wrap up the presentation.
- The final presentation is not open to conference attendees.
- Five points may be deducted for each instance of not following guidelines.

Judging

Region Leadership Conference

- The objective test scores will determine the placements and awards for the Region Leadership Conference.
- Ties will be broken by comparing the last ten questions of the objective tests for each affected competitor.

State Leadership Conference

- A panel of judges will evaluate the presentations of these finalists and select winners.
- Final rank will be determined by combining the presentation score with the SLC online objective test score. The presentation score will represent 1/3 of the final score. The SLC online objective test score will represent the remaining 2/3 of the final score.

Awards

Region Leadership Conference: The maximum number of awards will be 5 to the competitors with the highest scores on the objective test. Only the top 12 individuals from across the state with the highest test scores will advance to the State Leadership Conference.

State Leadership Conference: The maximum number of awards will be 10. A maximum of 4 entries will represent Georgia at the National Leadership Conference.

Objective Test and Team Presentation Event

Parliamentary Procedure

Eligibility

Each chapter may enter 2 teams, which each must be composed of 4 or 5 persons— a president, vice president, secretary, treasurer, and an additional member. Team members must be from an active local chapter and must be on record in the FBLA National Center as having paid dues by October 31 of the current school year. No competitor may have placed among the top 10 in this event at a previous National Leadership Conference.

Only those competitors who have advanced from their respective Region Leadership Conference by scoring among the top 7 teams statewide are eligible to compete in this event at the State Leadership Conference. No substitutions will be allowed.

Competitors in the presentation portion of this event at the State Leadership Conference only must be in the complete Georgia FBLA Official Dress. If any team member is not in complete compliance with the Georgia FBLA Official Dress, each judge will deduct 10 points.

Overview

This event is composed of 2 parts: an online objective test and a case study presentation component. The case study presentation component will only be at SLC. A 50-minute online objective test will be administered based on the competencies listed. Through a partnership with the National Association of Parliamentarians, questions for the parliamentary procedure principles will be drawn from the NAP's official test bank. Team members will take the test separately with the scores averaged to determine the team score. Only the 7 teams statewide with the highest average score will advance to the State Leadership Conference where they will take another test and participate in the case study presentation.

The only component at the Region Leadership Conference is the online objective test. There is no onsite presentation at RLC

For the teams that advance to the State Leadership Conference, a case problem will be given to simulate a regular chapter meeting. The examination and presentation criteria for this event will be based on *Robert's Rules of Order, Newly Revised, 12th Edition*.

Guidelines

Region Leadership Conference

Online Objective Test

- A 50-minute online objective test will be administered *prior to the Region Leadership Conference* based on the competencies listed. Advisers should refer to the Georgia FBLA Online Testing Procedures (See Appendix C).
- Team members will each take separate objective tests, rather than taking a single test collaboratively.
- The 7 teams statewide with the highest average scores on the objective test will be eligible to advance to the State Leadership Conference.
- There is no case study presentation component with the Region Leadership Conference.

State Leadership Conference

Online Objective Test:

- Another 50-minute online objective test will be administered *prior to the State Leadership Conference* based on the competencies listed. Advisers should refer to the Georgia FBLA Online Testing Procedures (See Appendix C).
- Team members will each take separate objective tests, rather than taking a single test collaboratively.

Case Problem (SLC Only)

- Competitors should arrive 30 minutes prior to their scheduled preparation time. Competitors no longer need to be sequestered.
- 20 minutes before presentation, each team will receive the case study.
- The team may use the preparation time to consider procedure. Parliamentary procedure reference materials may be used during this preparation period but not during the presentation itself. The following items may be taken into the preparation room and may be used in the Competitors no longer have to report for event orientation for preliminary round presentation. They should arrive 30 minutes prior to their scheduled presentation time.
- room: a copy of the problem for each team member (given in the preparation room), the treasurer's report, and a copy of the minutes from a preceding meeting. Participants are not to write on the copy of the problem.
- Presentations must include presentation of procedures that are used in a complete regular meeting of the chapter from the time the meeting is called to order until it is adjourned. Items designated in the case must be included in the appropriate order of business, but other items should also be taken up during the meeting. During the presentation the secretary will take notes, but the notes will not be transcribed into minutes.
- No other reference materials, visual aids, or equipment may be brought to or used during the preparation or presentation.
- The problem may or may not include each class of motions, but all five classes of motions—main, subsidiary, privileged, incidental, and motions that bring a question again before the assembly—must be demonstrated during the presentation.
- Presentation Time may not be longer than 11 minutes. A timekeeper will stand and hold up a yellow card at 10 minutes and stand again and hold up a red card and call time at 11 minutes. The competitor(s) must stop presenting immediately when time is called.
- Final rank will be determined by weighting 2/3 of the team's average written test score and 1/3 of the presentation score.
- The final presentation is not open to conference attendees.

Judging

Region Leadership Conference

- The objective test scores will determine the placements and awards for the Region Leadership Conference.
- Ties will be broken by comparing the last ten questions of the objective tests for each affected competitor.

State Leadership Conference

- A panel of judges will evaluate the presentations of these finalists and select winners. Judges' decisions will be based on *Robert's Rules of Order Newly Revised, 12th edition*.
- Final rank will be determined by combining the presentation score with the SLC online objective test score. The presentation score will represent 1/3 of the final score. The SLC online objective test average score will represent the remaining 2/3 of the final score.

Awards

The number of awards presented at the Region and State Leadership Conference is determined by the judges and/or number of entries.

Region Leadership Conference: The maximum number of awards will be 5 to the teams with the highest averages. Only the top 7 teams from across the state with the highest average test scores will advance to the State Leadership Conference.

State Leadership Conference: The maximum number of awards will be 7. A maximum of 4 entries will represent Georgia at the National Leadership Conference. Teams must score an average of 40 on the SLC objective test to advance to NLC.

| Event | Who Presents at SLC | Prep Time | Presentation Time | Warning Time (Yellow Card) | Time Up (Red Card) |
|-------------------------|--------------------------------------|-----------|-------------------|----------------------------|--------------------|
| Parliamentary Procedure | Top 7 teams statewide from RLC test. | 20 min. | 9–11 min. | 8 min. | 11 min. |

| Event | Objective Test Competences & Case Overview |
|--|--|
| Parliamentary Procedure <i>Rating Sheet:</i> <i>See p. 97</i> | Competencies: Parliamentary procedure principles (80%) FBLA Bylaws (20%) Case: The role play scenario will be given to simulate a regular chapter meeting. The examination and presentation criteria for this event will be based on <i>Robert’s Rules of Order, Newly Revised, 12th edition</i> . |

Objective Test, Prejudged Project, and Prepared Presentation Event

Business Ethics

Eligibility

Each chapter may enter 1 team, composed of 1-3 members who are members of an active local chapter. Participants must be on record in the FBLA national office as having paid dues by September 30 of the current school year. No competitor may have placed among the top 10 in this event at a previous National Leadership Conference.

Only those competitors who have advanced from their respective Fall Leadership Conference are eligible to compete in this event at the State Leadership Conference. No substitutions will be allowed.

Competitors in this event must be in the complete Georgia FBLA Official Dress. If any team member is not in complete compliance with the Georgia FBLA official dress, each judge will deduct 10 points.

Overview

This event consists of three parts: an online objective test, a prejudged report, and a presentation. The objective test and the prejudged report will only be used at the State Leadership Conference

Each team or individual presentation must be the result of its own independent work. Facts and working data may be secured from any source. The student members, not the advisers, must prepare presentations and speeches. In the event of a team entry, all members of the team must participate in the advance research of the topic and in the actual presentation. The competitors must answer judges' questions about their presentation (SLC final round only).

The chapter must provide all equipment for the presentation. Internet access will NOT be provided; therefore, online presentation services (e.g., Prezi) should not be used. Individuals or team members must perform all aspects of the presentation (e.g., speaking, setup, operating audiovisual equipment). Other representatives of the chapter, including the adviser, may not provide assistance.

Visual aids and samples may be used in the presentation; however, no items may be left with the judges or audience.

No lectern or microphone will be available.

Copyright and Fair Use Information. It is the policy of FBLA to comply with state and federal copyright laws. Refer to the Format Guide for more information.

Presentation Guidelines

Fall Leadership Conference FLC Qualifying Presentation

- For this round of competitions, competitors will NOT participate in the prejudged case study summary or the objective test.
- Competitors must research the topic/case and be prepared to present their findings and solutions in the video submission.
- Competitors must interview three local businesspeople as part of their research and explain how the interview findings factored into their recommendations. This information must be addressed in the one-page summary as well as the presentation to the judges.
- Competitors are expected to follow all applicable copyright laws. Refer to the Format Guide for copyright guidelines.
- Any photographs, text, trademarks, or names used must be supported by proper documentation and approvals indicated.
- Competitors no longer have to report for event orientation for final round presentations. They should arrive 30 minutes prior to their scheduled presentation time.

- Projectors are not allowed for this round. Power and internet access will not be provided for this round, nor may competitors plug into available outlets. The competitors may show their presentations to the judges directly from their battery-powered laptops or devices. Competitors may use an external screen provided that it does not exceed 17" diagonally or require the use of power.
- 3 minutes will be allowed to setup and remove equipment or presentation items.
- A timekeeper will stand and hold up a yellow card at 6 minutes and stand again, hold up a red card, and call time at 7 minutes. The competitor(s) must stop presenting immediately when time is called.
- Judges will not ask questions following the presentation.
- The FLC presentation is not open to conference attendees.
- If advancing to the State Leadership Conference, changes can be made to the materials and presentation following the Fall Leadership Conference.
- The presentation will count for 100% of the FLC score.

State Leadership Conference

If advancing to the State Leadership Conference, changes can be made to the presentation following the Fall Leadership Conference.

Online Objective Test (SLC Only)

- A 30-minute online objective test will be administered *prior to the State Leadership Conference* based on the competencies listed. Advisers should refer to the Georgia FBLA Online Testing Procedures (See Appendix C).
- Competitors will take individual tests independently. They will no longer take a collaborative test.
- Participants must use the standard calculator function provided by the computer's operating system or the testing application. Participants may not use their own calculator.
- The online objective test will count for 25% of the SLC score for each round.

SLC Prejudged Report (SLC Only)

- All competitors will participate in the prejudged report at the State Leadership Conference. The report should be developed on the topic listed and must be submitted using the online entry form by February 13.
- Competitors must research the topic/case and prepare a one-page summary and submit it by February 13.
- Competitors must interview three local businesspeople as part of their research and explain how the interview findings factored into their recommendations. This information must be addressed in the one-page summary as well as the presentation to the judges.
- Facts and data must be cited and secured from quality sources (peer review documents, legal documents, etc).
- The report must not exceed three pages.
 - The first page of the report must include only the title (Business Ethics Summary) on the first line, names of all competitors on the second line, the name of the school on the third line, the state on the fourth line, and the year (2023-2024) on the fifth line
 - The second page of the report is a one-page summary of the topic and findings, with the following headings:
 - Why the Ethical Issue Happened
 - How the Ethical Issue Should Be Resolved
 - What Could Have Prevented the Ethical Issue
 - The third page is a works cited page.
- Competitors must prepare the summary. Adviser and others are not permitted to write the summary.
- Use the Format Guide and follow the guidelines for Academic Reports when preparing the report.
- The prejudged case study summary will count for 25% of the SLC score for each round.

State Leadership Conference Preliminary Round Presentation (*if necessary*)

- Competitors must research the topic/case and be prepared to present their findings and solutions in the video submission.
- Competitors must interview three local businesspeople as part of their research and explain how the interview findings factored into their recommendations. This information must be addressed in the one-page summary as well as the presentation to the judges.
- Competitors are expected to follow all applicable copyright laws. Refer to the Format Guide for copyright guidelines.
- Any photographs, text, trademarks, or names used must be supported by proper documentation and approvals indicated.
- Participants will be randomly divided into groups, depending on the number of entries.
- Competitors should arrive 30 minutes prior to their scheduled presentation time.
- Projectors are not allowed for this round. Power and internet access will not be provided for this round, nor may competitors plug into available outlets. The competitors may show their presentations to the judges directly from their battery-powered laptops or devices. Competitors may use an external screen provided that it does not exceed 17" diagonally or require the use of power.
- 3 minutes will be allowed to setup and remove equipment or presentation items.
- The individual/team has 7 minutes to deliver the presentation.
- A timekeeper will stand at 6 minutes and again at 7 minutes.
- Judges will not ask questions following the preliminary round presentation.
- The top 4–6 entries from each group (depending on the number of groups) will be selected for the final round.
- The preliminary round presentation is not open to conference attendees.

- Projectors and power will be provided for the final round. Internet access may not be provided for this round. The competitors may also show their presentations to the judges directly from their laptops or devices.
- 3 minutes will be allowed to setup and remove equipment or presentation items.
- A timekeeper will stand and hold up a yellow card at 6 minutes and stand again, hold up a red card, and call time at 7 minutes. The competitor(s) must stop presenting immediately when time is called.
- Following each presentation, judges will conduct a 3-minute question and answer period. Competitors should be prepared to defend their recommendations and respond to questions from the judges.
- The final presentation is open to conference attendees, except performing finalist competitors of this event.

Judging

Prejudged entries will be screened to determine if chapter have complied with event eligibility and regulations. A panel of judges will judge the presentation. A separate panel of judges will evaluate the prejudged case study summary.

Fall Leadership Conference

Final rank is determined by 100% of the presentation.

State Leadership Conference

Final rank is determined by combining the prejudged case study summary (25%), the team average objective test score (25%) and the presentation (50%).

Awards

The number of awards presented at the Fall and State Leadership Conferences is determined by the judges and/or number of entries.

Fall Leadership Conference: The maximum number of awards for each region will be 5. The top 1 entry from each Fall Leadership Conference group will advance to the State Leadership Conference. Additional entries from larger groups may also be eligible to advance to the State Leadership Conference.

State Leadership Conference: The maximum number of awards will be 10. A maximum of 4 entries will represent Georgia at the National Leadership Conference.

State Leadership Conference Final Round Presentation

- Competitors must research the topic/case and be prepared to present their findings and solutions in the video submission.
- Competitors must interview three local businesspeople as part of their research and explain how the interview findings factored into their recommendations. This information must be addressed in the one-page summary as well as the presentation to the judges.
- Competitors are expected to follow all applicable copyright laws. Refer to the Format Guide for copyright guidelines.
- Any photographs, text, trademarks, or names used must be supported by proper documentation and approvals indicated.
- Competitors should arrive 30 minutes prior to their scheduled presentation time.

| Event | Type of Event | Equip Setup Time | Presentation Time | Warning Time (Yellow Card) | Time Up (Red Card) | Q&A (3 min.) |
|-----------------|---------------|------------------|-------------------|----------------------------|--------------------|-----------------|
| Business Ethics | 1 Team of 1-3 | 3 min. | 7 min. | 6 min. | 7 min. | SLC Finals only |

| Event | Specific Guidelines |
|---|--|
| Business Ethics <i>Rating Sheets:</i> <i>See pp. 54-55</i> | <ul style="list-style-type: none"> • If advancing to the State Leadership Conference, changes can be made to the presentation following the Fall Leadership Conference • Competitors are permitted to bring prepared notes of any type for the presentation. |
| What to Submit (FLC): n/a | 2024 FLC/SLC/NLC Topic <i>What implications will the invention of applications such as ChatGPT and DALL-E have on the world of business?</i> Click here to access the full topic. |
| What to Submit (SLC): PDF Upload of summary | Competencies: Business Law Communication Skills Emotional intelligence Professional development. Sample test questions are provided in the year long <i>Ethical Leadership</i> course guide that can be obtained free of charge from MBA Research’s online store at www.mbaresearch.org . |

Interview Events

Future Business Leader, Monty C. Rhodes Award
Job Interview

Overview

These events consist of multiple components, including material submission prior to the conference, a preliminary interview, and a final interview. The Future Business Leader event also includes an objective test.

Eligibility

Each chapter may enter 5 individuals in *Future Business Leader* and only 1 individual in *Job Interview* who are members of an active local chapter and are on record in the FBLA National Center as having paid dues by October 31 of the current school year. Participants must not have placed among the top 10 in this event at a previous National Leadership Conference.

Only those competitors who have advanced from their respective Region Leadership Conference are eligible to compete in this event at the State Leadership Conference. No substitutions will be allowed.

Competitors in these events (at RLC and SLC for *Job Interview* and SLC only for *Future Business Leader*) must be in the complete Georgia FBLA Official Dress. If a competitor is not in complete compliance with the Georgia FBLA Official Dress, each judge will deduct 10 points.

Guidelines

Materials Submission Guidelines (not required for RLC competition in *Future Business Leader*)

- Required materials must be converted to PDFs and uploaded by the stated deadline (November 28 for RLC; February 13 for SLC).
- Competitors should refer to the event rating sheet to ensure that the materials are being submitted properly according to guidelines.
- Include the competitor's name on all pages submitted.
- Letters of application, not exceeding 1 page, must be addressed to individual listed in the table below.
- Letters of application must be signed by the competitor. A 5 point deduction will be assessed for all letters not signed by the competitor. A typed signature is not allowed.
- Resumes should be brief, not exceeding 2 pages. Photographs are not allowed.
- Application materials will be prejudged and added to the preliminary round scores for both events (and the RLC score for *Job Interview* only).
- Professionals from business will conduct the interviews.
- Competitors must bring one hard copy of resume and cover letter in a folder, to be left with the judges, to each round of the interviews onsite.
- Label folders with the event title, competitor's name, state, and school. Include the competitor's name on all pages submitted.
- No additional items can be brought into the interview or left with the judges.

Region Leadership Conference

Online Objective Test (*Future Business Leader* only)

- A 50-minute online objective test will be administered *prior to the Region Leadership Conference* based on the competencies listed. Advisers should refer to the Georgia FBLA Online Testing Procedures (See Appendix C).
- Participants must use the standard calculator function provided by the computer's operating system or the testing application. Participants may not use their own calculator.
- There is no interview for *Future Business Leader* at the Region Leadership Conference.

Region Qualifying Interview (*Job Interview* only)

- Participants will participate in a 5-7 minute interview, depending on the number of entries.

- Competitors no longer have to report for event orientation for RLC interview. They should arrive 30 minutes prior to their scheduled interview time.
- Participants may be divided into groups, depending on the number of entries, and a second interview with a cross panel of judges may be required to determine the winners.

State Leadership Conference

Online Objective Test (*Future Business Leader* only)

- A 50-minute online objective test will be administered *prior to the State Leadership Conference* based on the competencies listed. Advisers should refer to the Georgia FBLA Online Testing Procedures (See Appendix C).
- Participants must use the standard calculator function provided by the computer's operating system or the testing application. Participants may not use their own calculator.
- The score on the SLC online objective test will count as 40% of the SLC preliminary score

Preliminary Interview

- Participants will be randomly divided into two groups. Each competitor will be scheduled for a 7 minute preliminary interview.
- Competitors no longer have to report for event orientation for preliminary round interview. They should arrive 30 minutes prior to their scheduled interview time.
- *Future Business Leader* only: The score on the SLC preliminary interview will count as the remaining 40% of the SLC preliminary score. The score on the SLC objective test and the SLC preliminary interview will be combined with prejudged materials score and the top 6 competitors in each group will advance to the final round.
- *Job Interview* only: Based upon the initial interview, letter of application and resume, the top 6 competitors from each group will be selected for a final interview.

Final Round Interview

- The 12 finalists will be assigned times at random for their final 10 minute interview.
- Competitors no longer have to report for event orientation for final round interview. They should arrive 30 minutes prior to their scheduled interview time.
- *Future Business Leader* only: The score on the final round interview will count as 80% of the SLC final score. The score on the SLC objective test will count as the remaining 20% of the SLC final score.

Judging

A panel of judges will evaluate the presentations of these finalists and select winners.

Future Business Leader:

Region Leadership Conference

The objective test scores will determine the placements and awards for the Region Leadership Conference. There is no interview.

State Leadership Conference

- The interview and related materials portions of this event will be evaluated by a panel of judges. All decisions of the judges are final.
- Finalists will be selected by combining the scores from the objective test (40%), the prejudged application materials (20%) and the preliminary interview (40%).
- Final rank will be determined by combining the final interview score with the online objective test score. The final interview score will represent 80% of the final score. The online objective test score will represent the remaining 20% of the final score.

Job Interview

Region Leadership Conference

The interview score (2/3) and the application materials score (1/3) will determine the placement and awards for the Region Leadership Conferences.

State Leadership Conference

- The preliminary interview score (2/3) and the application materials score (1/3) will determine the placement for the preliminary round at the State Leadership Conference
- The final interview score will determine the placement and awards for the final round at the State Leadership Conference.

Awards

The number of awards presented at the Region and State Leadership Conferences is determined by the judges and/or number of entries.

Region Leadership Conference: The maximum number of awards will be 5.

Future Business Leader: The top 24 individuals statewide with the highest scores on the objective test will be eligible to advance to the State Leadership Conference.

Job Interview: The top 1 entry from each Region Leadership Conference will advance to the State Leadership Conference. Additional entries from larger regions (based on number of competitors registered as of January 1) may also be eligible to advance to the State Leadership Conference.

State Leadership Conference: The maximum number of awards will be 10. A maximum of 4 entries will represent Georgia at the National Leadership Conference.

| Event Name | Submission Requirement | Interview Time | Specific Guidelines |
|--|--|---|--|
| Future Business Leader <i>Rating Sheets: See pp. 76-77</i> | One-page cover letter and resume (not to exceed two pages) Cover letter should be addressed to: <i>Mr. Alexander T. Graham, President & CEO FBLA, Inc. 1912 Association Drive Reston, VA 20191</i> | RLC N/A SLC Prelim 7 min. SLC Final 10 min. | <p>Objective Test Competencies: FBLA organization FBLA bylaws, and handbook FBLA national competitive event guidelines FBLA national publications FBLA mission, pledge and goals General business knowledge (including, but not limited to e.g., accounting, banking, law, entrepreneurship, marketing, international business, management, organizational leadership, etc.)</p> <p>Cover Letter: The letter should state reasons for deserving the honor of this award</p> <p>Resume: List your FBLA activities and involvement</p> |
| Job Interview <i>Rating Sheets: See pp. 89-90</i> | One-page cover letter and resume (not to exceed two pages) Cover letter should be addressed to: <i>Dr. Terry E. Johnson, Director of Human Resources Merit Corporation 1640 Franklin Place Washington, DC 20041</i> | RLC 5-7 min. SLC Prelim 7 min. SLC Final 10 min. | <p>Cover Letter: Each competitor must apply for a business or business-related job at Merit Corporation (a fictitious company) in Washington, DC. Company benefits include paid holidays and vacation, sick leave, a retirement plan, and health insurance. Salary will be commensurate with experience and education. Merit Corporation is an equal opportunity employer</p> <p>The job must be one for which the competitor is now qualified or he/she will be qualified for at the completion of the current school year. It may be a part-time, internship, or full-time job.</p> <p>Resume: Highlight your work/volunteer experience and education.</p> <p>Competitors advancing to the State Leadership Conference may make modifications to their application materials following the Region Leadership Conference.</p> |

Prepared Speech Events

Introduction to Public Speaking (9th and 10th grades only)
Public Speaking

Eligibility

Each chapter may enter 1 entry in each event. Each competitor must be a member of an active local chapter and must be on record in the FBLA National Center as having paid dues by October 31 of the current school year.

Only those competitors who have advanced from their respective Region Leadership Conference are eligible to compete in this event at the State Leadership Conference. No substitutions will be allowed.

Competitors in this event must be in the complete Georgia FBLA Official Dress. If any team member is not in complete compliance with the Georgia FBLA Official Dress, each judge will deduct 10 points.

Overview

This event consists of a presentation component.

Each individual presentation must be the result of its own independent work and must be based on the preannounced topic for each event. Facts and working data may be secured from any source. The student members, not the advisers, must prepare presentations and speeches.

When delivering the speech, competitors may use notes prepared before the event. No other reference materials such as visual aids or electronic devices may be brought to or used during the presentation. No lectern or microphone will be available.

The presentation for these events are open to conference attendees, except performing competitors of these events.

Presentation Guidelines

Region Leadership Conference

Region Qualifying Presentation

- Competitors no longer have to report for event orientation for their RLC presentation. They should arrive 30 minutes prior to their scheduled presentation time.
- A timekeeper will stand and hold up a yellow card at 4 minutes and then will stand again, call time, and hold up a red card at 5

minutes. The competitor(s) must stop presenting immediately when time is called.

State Leadership Conference

Preliminary Presentation

- Participants will be randomly divided into groups, depending on the number of entries.
- Competitors no longer have to report for event orientation for preliminary round presentation. They should arrive 30 minutes prior to their scheduled presentation time.
- A timekeeper will stand and hold up a yellow card at 4 minutes and then will stand again, call time, and hold up a red card at 5 minutes. The competitor(s) must stop presenting immediately when time is called.
- The top 6 individual/teams from each group will be selected for the final round.

Final Round Presentation

- Competitors no longer have to report for event orientation for final round presentation. They should arrive 30 minutes prior to their scheduled presentation time.
- A timekeeper will stand and hold up a yellow card at the 4 minutes and then will stand again, hold up a red card, and call time at the 5 minutes. The competitor(s) must stop presenting immediately when time is called.

Judging

A panel of judges will evaluate the presentations of these finalists and select winners. The presentation score will represent 100% of the final score for each round.

Awards

The number of awards presented at the Region and State Leadership Conferences is determined by the judges and/or number of entries.

Region Leadership Conference: The maximum number of awards will be 5. The top 1 entry from each Region Leadership Conference will advance to the State Leadership Conference. Additional entries from larger regions (based on number of entries registered as of January 1) may also be eligible to advance to the State Leadership Conference.

State Leadership Conference: The maximum number of awards will be 10. A maximum of 4 entries will represent Georgia at the National Leadership Conference.

| Event | Type of Event | Presentation Time | Warning Time (Yellow Card) | Time Up (Red Card) | Q&A (3 min.) |
|---------------------------------|---------------|-------------------|----------------------------|--------------------|--------------|
| Introduction to Public Speaking | Individual | 5 min. | 4 min. | 5 min. | NA |
| Public Speaking | Individual | 5 min. | 4 min. | 5 min. | NA |

| Event | Specific Guidelines |
|---|---|
| Introduction to Public Speaking <i>9th & 10th grades only</i> <i>Rating Sheet:</i> <i>See p. 87</i> | 2024 RLC/SLC/NLC Topic <i>Develop and deliver a speech based on the following topic: What skills are essential to secure your first job?</i> |
| Public Speaking <i>Rating Sheet:</i> <i>See p. 102</i> | 2024 RLC/SLC/NLC Topic <i>Develop and deliver a speech based on the following topic: Based on the legal and ethical implications of cybercrime, what can be done to help combat cybercrime?</i> |

Role Play Presentation Events without Equipment (FLC Qualifying)

Client Service
Impromptu Speaking

Eligibility

Each chapter may enter 1 individual in each event. Each competitor must be a member of an active local chapter and must be on record in the FBLA National Center as having paid dues by September 30 of the current school year. Participants must not have placed among the top 10 in this event at a previous National Leadership Conference.

Only those competitors who have advanced from their respective Fall Leadership Conference are eligible to compete in this event at the State Leadership Conference. No substitutions will be allowed.

Competitors in this event must be in the complete Georgia FBLA Official Dress. If any competitor is not in complete compliance with the Georgia FBLA Official Dress, each judge will deduct 10 points.

Overview

Client Service: This event consists of an individual interactive simulation related to client service. The role play requires the competitor to provide customer service to a client (judges).

Impromptu Speaking: The speech must be of a business nature, and the topic may be related to FBLA goals or business-related topics

Ten minutes before the scheduled presentation, each competitor will receive the scenario/topic. Two 4"x6" index cards will be provided to each competitor and may be used during the preparation and presentation of the case. Information may be written on both sides of the index cards. Index cards will be collected following the presentation.

No other reference materials, visual aids, or electronic devices may be brought in or used during the preparation or presentation.

No text messaging, email, Internet use, or phone calls are allowed in the holding or prep room.

No lectern or microphone will be available.

Presentation Guidelines

Fall Leadership Conference Fall Qualifying Presentation

- Competitors should arrive 30 minutes prior to their scheduled preparation time. Competitors no longer need to be sequestered.
- A timekeeper will stand and hold up a yellow card at 4 minutes and then will stand again, call time, and hold up a red card at 5

minutes. The competitor(s) must stop presenting immediately when time is called.

- The presentations at FLC for these events are closed to conference attendees.

State Leadership Conference

Preliminary Presentation

- Participants will be randomly divided into groups, depending on the number of entries.
- Competitors should arrive 30 minutes prior to their scheduled preparation time. Competitors no longer need to be sequestered.
- A timekeeper will stand and hold up a yellow card at 4 minutes and then will stand again, call time, and hold up a red card at 5 minutes. The competitor(s) must stop presenting immediately when time is called.
- The top 6 competitors from each group will be selected for the final round.
- The preliminary presentations for these events are closed to conference attendees.

State Leadership Conference Final Round

- Competitors should arrive 30 minutes prior to their scheduled preparation time. Competitors no longer need to be sequestered.
- A timekeeper will stand and hold up a yellow card at 4 minutes and then will stand again, call time, and hold up a red card at 5 minutes. The competitor(s) must stop presenting immediately when time is called.
- The final presentations for these events are closed to conference attendees.

Judging

A panel of judges will evaluate the presentations of these finalists and select winners. The presentation score will represent 100% of the final score for each round.

Awards

The number of awards presented at the Fall and State Leadership Conferences is determined by the judges and/or number of entries.

Fall Leadership Conference: The maximum number of awards for each region will be 5. The top 1 entry from each Fall Leadership Conference group will advance to the State Leadership Conference. Additional entries from larger groups may also be eligible to advance to the State Leadership Conference.

State Leadership Conference: The maximum number of awards will be 10. A maximum of 4 entries will represent Georgia at the National Leadership Conference.

| Event | Type of Event | Prep Time | Presentation Time | Warning Time (Yellow Card) | Time Up (Red Card) |
|---|---------------|-----------|-------------------|----------------------------|--------------------|
| Client Service <i>Rating Sheet: See p. 60</i> | Individual | 10 min. | 5 min. | 4 min. | 5 min. |
| Impromptu Speaking <i>Rating Sheet: See p. 82</i> | Individual | 10 min. | 5 min. | 4 min. | 5 min. |

Prepared Presentation Only Events with Equipment (FLC Qualifying)

Broadcast Journalism

Introduction to Social Media Strategy (9th and 10th grades only)

Social Media Strategies

Eligibility

Each chapter may enter 1 team, composed of 1–3 members who are members of an active local chapter. Participants must be on record in the FBLA national office as having paid dues by September 30 of the current school year. No competitor may have placed among the top 10 in this event at a previous National Leadership Conference.

Only those competitors who have advanced from their respective Fall Leadership Conference groups are eligible to compete in this event at the State Leadership Conference. No substitutions will be allowed.

Competitors in this event must be in the complete Georgia FBLA Official Dress. If any team member is not in complete compliance with the Georgia FBLA official dress, each judge will deduct 10 points.

Overview

This event consists of a presentation given at the respective conference.

Each team or individual presentation must be the result of its own independent work. Facts and working data may be secured from any source. The student members, not the advisers, must prepare presentations and speeches. In the event of a team entry, all members of the team must participate in the advance research of the topic and in the actual presentation. The competitors must answer judges' questions about their presentation (SLC final round only).

The chapter must provide all equipment for the presentation. Internet access will NOT be provided; therefore, online presentation services (e.g., Prezi) should not be used. Individuals or team members must perform all aspects of the presentation (e.g., speaking, setup, operating audiovisual equipment). Other representatives of the chapter, including the adviser, may not provide assistance.

Visual aids and samples may be used in the presentation; however, no items may be left with the judges or audience.

No lectern or microphone will be available.

Copyright and Fair Use Information. It is the policy of FBLA to comply with state and federal copyright laws. Refer to the Format Guide for more information.

Presentation Guidelines

Fall Leadership Conference

FLC Qualifying Presentation

- Competitors no longer have to report for event orientation for their FLC presentation. They should arrive 30 minutes prior to their scheduled presentation time.
- Projectors are not allowed for this round. Power and internet access will not be provided for this round, nor may competitors plug into available outlets. The competitors may show their presentations to the judges directly from their battery-powered laptops or devices. Competitors may use an external screen provided that it does not exceed 17" diagonally or require the use of power.
- 3 minutes will be allowed to setup and remove equipment or presentation items. If the team exceeds their 5-minute setup time, the presentation time will begin immediately once the 5-minute setup time expires.
- The individual/team has 7 minutes to deliver the presentation.

- A timekeeper will stand and hold up a yellow card at 6 minutes and stand again, hold up a red card, and call time at 7 minutes. The competitor(s) must stop presenting immediately when time is called.
- Judges will not ask questions following the presentation.
- The presentations for these events are closed to conference attendees.
- If advancing to the State Leadership Conference, changes can be made to the presentation following the Fall Leadership Conference.

State Leadership Conference Preliminary Round Presentation (if necessary)

- Participants will be randomly divided into groups, depending on the number of entries.
- Competitors no longer have to report for event orientation for preliminary round presentation. They should arrive 30 minutes prior to their scheduled presentation time.
- Projectors are not allowed for this round. Power and internet access will not be provided for this round, nor may competitors plug into available outlets. The competitors may show their presentations to the judges directly from their battery-powered laptops or devices. Competitors may use an external screen provided that it does not exceed 17" diagonally or require the use of power.
- 3 minutes will be allowed to setup and remove equipment or presentation items.
- The individual/team has 7 minutes to deliver the presentation.
- A timekeeper will stand at 6 minutes and again at 7 minutes.
- Judges will not ask questions following the presentation.
- The top 4–6 entries from each group (depending on the number of groups) will be selected for the final round.
- The preliminary round presentation is not open to conference attendees, except performing competitors of this event.

State Leadership Conference Final Round

- Competitors no longer have to report for event orientation for final round presentation. They should arrive 30 minutes prior to their scheduled presentation time.
- Projectors and power will be provided for the final round. Internet access may not be provided for this round. The competitors may also show their presentations to the judges directly from their laptops or devices.
- 3 minutes will be allowed to setup and remove equipment or presentation items.
- The individual/team has 7 minutes to deliver the presentation. A timekeeper will stand at 6 minutes and again at 7 minutes.
- Following each presentation, judges will conduct a 3-minute question and answer period. Competitors should be prepared to defend their recommendations and respond to questions from the judges.
- The final presentation is open to conference attendees, except performing finalist competitors of this event.

Judging

A panel of judges will evaluate the presentations of these finalists and select winners. The presentation score will represent 100% of the final score for each round.

Awards

The number of awards presented at the Fall and State Leadership Conferences is determined by the judges and/or number of entries.

Fall Leadership Conference: The maximum number of awards for each region will be 5. The top 1 entry from each Fall Leadership Conference group will advance to the State Leadership Conference. Additional entries from larger groups may also be eligible to advance to the State Leadership Conference.

State Leadership Conference: The maximum number of awards will be 10. A maximum of 4 entries will represent Georgia at the National Leadership Conference.

| Event | Type of Event | Equip Setup Time | Presentation Time | Warning Time (Yellow Card) | Time Up (Red Card) | Q&A (3 min.) |
|--|--------------------------|------------------|-------------------|----------------------------|--------------------|-----------------|
| Broadcast Journalism Introduction to Social Media Strategy Social Media Strategies | Individual or Team (1-3) | 3 min. | 7 min. | 6 min. | 7 min. | SLC Finals only |

| Event | Specific Guidelines |
|---|--|
| Broadcast Journalism <i>Rating Sheet:</i> <i>See p. 53</i> | <ul style="list-style-type: none"> • FLC/SLC: Research and develop the topic prior to the conference and be prepared to present a 7-minute LIVE news broadcast to the judges at a table. Short video segments can be part of the LIVE news broadcast while presenting to the judges. Competitors should introduce themselves and present the news broadcast to the judges. For the SLC final round, a screen will be provided to show any accompanying video, clips, or graphics. <p>2024 FLC/SLC/NLC Topic <i>You are part of your school's broadcast program. Deliver a LIVE broadcast event that includes the following:</i></p> <ul style="list-style-type: none"> • <i>Highlight of a community service project</i> • <i>College preparation tips</i> • <i>Career/military exploration information</i> • <i>Cafeteria offerings</i> • <i>A story of an inspiring person in your school or community</i> |
| Introduction to Social Media Strategy <i>9th & 10th grades only</i> <i>Rating Sheet:</i> <i>See p. 88</i> | <ul style="list-style-type: none"> • The project should address the following: <ul style="list-style-type: none"> • Develop a marketing strategy, utilizing social media, to effectively address a recruitment opportunity and a strategic approach to target audience. • Demonstrates knowledge of social media marketing beyond community management, including but not limited to: developing unique content, effectively utilizing existing content, optimizing content for search, distributing content across as many platforms as possible within a limited budget. • Describe any applicable insight/research methodology as to why you have chosen specific platforms, messaging, content, engagement, and outreach strategies. • Overall campaign—images, video, copywriting, graphic designs (if applicable)—is creative and appealing. • Final product indicates a clear thought process, a well-formulated campaign, and execution of a firm idea. • Effectively communicate required information and drive the campaign toward a clear call-to-action. <p>2024 FLC/SLC/NLC Topic <i>Your marketing firm has been asked to present a social media strategy for the online summer fundraising event for your state FBLA chapter. This event is used to secure new donors and increase existing donor support. You are being asked to present your social media strategy to the state FBLA Board of Directors at their annual meeting.</i></p> <p><i>Address the following in your social media strategy, focusing on ONE social media platform:</i></p> <ul style="list-style-type: none"> • <i>A schedule of social media posts</i> • <i>An example of a social media post</i> • <i>A plan to develop awareness of the fundraising event and organization.</i> <p><i>Do not create live accounts.</i></p> |
| Social Media Strategies <i>Rating Sheet:</i> <i>See p. 104</i> | <p>The project should address the following:</p> <ul style="list-style-type: none"> • Develop a marketing strategy, utilizing social media, to effectively address a recruitment opportunity and a strategic approach to target audience. • Demonstrates knowledge of social media marketing beyond community management, including but not limited to: developing unique content, effectively utilizing existing content, optimizing content for search, distributing content across as many platforms as possible within a limited budget. • Describe any applicable insight/research methodology as to why you have chosen specific platforms, messaging, content, engagement, and outreach strategies. • Overall campaign—images, video, copywriting, graphic designs (if applicable)—is creative and appealing. • Final product indicates a clear thought process, a well-formulated campaign, and execution of a firm idea. • Effectively communicate required information and drive the campaign toward a clear call-to-action. <p>2024 FLC/SLC/NLC Topic <i>Your marketing firm has been asked to create a social media campaign for your local animal shelter to promote adoptions.</i></p> <p><i>Address the following in your social media strategy:</i></p> <ul style="list-style-type: none"> • <i>A schedule of social media posts</i> • <i>Three examples of social media posts on multiple platforms</i> • <i>Promotional plan of the campaign</i> • <i>A plan to develop awareness of the animal shelter.</i> <p><i>Do not create live accounts without permission from the animal shelter.</i></p> |

Prepared Presentation Only Events with Equipment (RLC Qualifying)

Introduction to Business Presentation (9th and 10th grades only)
Sales Presentation

Eligibility

Each chapter may enter 1 entry created by a team of 1-3 members who are members of an active local chapter. Participants must be on record in the FBLA national office as having paid dues by October 31 of the current school year. No competitor may have placed among the top 10 in this event at a previous National Leadership Conference.

Only those competitors who have advanced from their respective Region Leadership Conference are eligible to compete in this event at the State Leadership Conference. No substitutions will be allowed.

Competitors in this event must be in the complete Georgia FBLA Official Dress. If any team member is not in complete compliance with the Georgia FBLA official dress, each judge will deduct 10 points.

Overview

This event consists of a presentation given at the respective conference.

Each team or individual presentation must be the result of its own independent work. Facts and working data may be secured from any source. The student members, not the advisers, must prepare presentations and speeches. In the event of a team entry, all members of the team must participate in the advance research of the topic and in the actual presentation. The competitors must answer judges' questions about their presentation (SLC final round only).

The chapter must provide all equipment for the presentation. Internet access will NOT be provided; therefore, online presentation services (e.g., Prezi) should not be used. Individuals or team members must perform all aspects of the presentation (e.g., speaking, setup, operating audiovisual equipment). Other representatives of the chapter, including the adviser, may not provide assistance.

Visual aids and samples may be used in the presentation; however, no items may be left with the judges or audience.

No lectern or microphone will be available.

Copyright and Fair Use Information. It is the policy of FBLA to comply with state and federal copyright laws. Refer to the Format Guide for more information.

Presentation Guidelines

Region Leadership Conference RLC Qualifying Presentation

- Competitors no longer have to report for event orientation for RLC presentation. They should arrive 30 minutes prior to their scheduled presentation time.
- Projectors are not allowed for this round. Power and internet access will not be provided for this round, nor may competitors plug into available outlets. The competitors may show their presentations to the judges directly from their battery-powered laptops or devices. Competitors may use an external screen provided that it does not exceed 17" diagonally or require the use of power.
- 3 minutes will be allowed to setup and remove equipment or presentation items. If the team exceeds their 5-minute setup time, the presentation time will begin immediately once the 5-minute setup time expires.
- The individual/team has 7 minutes to deliver the presentation.

- A timekeeper will stand and hold up a yellow card at 6 minutes and stand again, hold up a red card, and call time at 7 minutes. The competitor(s) must stop presenting immediately when time is called.
- *Introduction to Business Presentation only:* Judges will not ask questions following the presentation.
- The presentations at RLC for these events are closed to conference attendees.
- If advancing to the State Leadership Conference, changes can be made to the materials and presentation following the Region Leadership Conference.

State Leadership Conference Preliminary Round

- Participants will be randomly divided into groups, depending on the number of entries.
- Competitors no longer have to report for event orientation for preliminary round presentation. They should arrive 30 minutes prior to their scheduled presentation time.
- Projectors are not allowed for this round. Power and internet access will not be provided for this round, nor may competitors plug into available outlets. The competitors may show their presentations to the judges directly from their battery-powered laptops or devices. Competitors may use an external screen provided that it does not exceed 17" diagonally or require the use of power.
- 3 minutes will be allowed to setup and remove equipment or presentation items.
- The individual/team has 7 minutes to deliver the presentation.
- A timekeeper will stand at 6 minutes and again at 7 minutes.
- *Introduction to Business Presentation only:* Judges will not ask questions following the presentation.
- The top 4 entries from each group will be selected for the final round.
- The preliminary round presentation is not open to conference attendees, except performing competitors of this event.

State Leadership Conference Final Round

- Competitors no longer have to report for event orientation for final round presentation. They should arrive 30 minutes prior to their scheduled presentation time.
- Projectors and power will be provided for the final round. Internet access may not be provided for this round. The competitors may also show their presentations to the judges directly from their laptops or devices.
- 3 minutes will be allowed to setup and remove equipment or presentation items.
- The individual/team has 7 minutes to deliver the presentation.
- A timekeeper will stand and hold up a yellow card at 6 minutes and stand again, hold up a red card, and call time at 7 minutes. The competitor(s) must stop presenting immediately when time is called.
- *Introduction to Business Presentation only:* Following each presentation, judges will conduct a 3-minute question and answer period. Competitors should be prepared to defend their recommendations and respond to questions from the judges.
- The final presentation is open to conference attendees, except performing finalist competitors of this event.

Judging

A panel of judges will evaluate the presentations of these finalists and select winners. The presentation score will represent 100% of the final score for each round.

Awards

The number of awards presented at the Region and State Leadership Conferences is determined by the judges and/or number of entries.

Region Leadership Conference (Introduction to Business Presentation and Sales Presentation): The maximum number of awards will be 5. The top 1 team from each Region Leadership Conference will advance to the State Leadership Conference. Additional teams from larger regions (based on number of teams

registered as of January 1) may also be eligible to advance to the State Leadership Conference.

State Leadership Conference: The maximum number of awards will be 10. A maximum of 4 entries will represent Georgia at the National Leadership Conference.

| Event | Type of Event | Equip Setup Time | Presentation Time | Warning Time (Yellow Card) | Time Up (Red Card) | Q&A (3 min.) |
|---------------------------------------|--------------------------|------------------|----------------------|----------------------------|--------------------|-----------------|
| Introduction to Business Presentation | Individual or Team (1-3) | 3 min. | 7 min. | 6 min. | 7 min. | SLC Finals only |
| Sales Presentation | Individual or Team (1-3) | 3 min. | 7 min. (interactive) | 6 min. | 7 min. | No |

| Event | Specific Guidelines |
|---|--|
| Introduction to Business Presentation <i>9th & 10th grades only</i> <i>Rating Sheet:</i> <i>See p. 84</i> | <ul style="list-style-type: none"> The competitors must use a presentation software program as an aid in delivering the business presentation. <p>2024 RLC/SLC/NLC Topic <i>Develop a presentation exploring the reasons behind business failures and explain strategies that a business can use to avoid failures.</i></p> |
| Sales Presentation <i>Rating Sheet:</i> <i>See p. 103</i> | <ul style="list-style-type: none"> Participation in this event will allow the team members to demonstrate proficiency in selling techniques, merchandise knowledge, and presenting to the customer. Participants will sell a product or service of their choice to the judges. The team members shall provide the necessary materials and merchandise for the demonstration along with the product. All materials must be removed at the end of the presentation. Each team's demonstration must be the result of his/her own efforts. Facts and working data may be secured from any source. The team has 7 minutes to present to a panel of judges and sell the product or concept. This is an interactive event and judges may ask questions during the presentation. There is no separate question and answer period during any round. |

Prejudged Projects/Presentation Events (RLC Presentation)

Electronic Career Portfolio
Graphic Design
Public Service Announcement
Visual Design
Website Design

Eligibility

Electronic Career Portfolio: Each chapter may enter 1 individual in *Electronic Career Portfolio*. The competitor must be a member of an active local chapter and must be on record in the FBLA National Center as having paid dues by October 31 of the current school year. Competitors must not have placed among the top 10 in this event at a previous National Leadership Conference.

All Other Events: Each chapter may enter 1 entry created by a team of 1-3 members who are members of an active local chapter. Participants must be on record in the FBLA national office as having paid dues by October 31 of the current school year. All authors of the prejudged portion must be from the same local chapter. No competitor may have placed among the top 10 in this event at a previous National Leadership Conference.

Competitors in the presentation portion of these events at the Region and State Leadership Conferences must be in the complete Georgia FBLA Official Dress. If any team member is not in complete compliance with the Georgia FBLA Official Dress, each judge will deduct 10 points.

Overview

These events consist of 2 parts: a prejudged project (RLC only for *Electronic Career Portfolio*, *Graphic Design*, *Public Service Announcement*, *Visual Design*) and a live presentation component (RLC and SLC).

Student members, not advisers, must prepare the prejudged projects. Local advisers should serve as consultants to ensure that the report is well-organized, contains substantiated statements, and is written in an acceptable business style.

Any photographs, text, trademarks, videos, or names used must be supported by proper documentation and approvals indicated.

All competitors will participate in the prejudged project at the Region Leadership Conference. The prejudged project should be developed on the topic listed and must be submitted using the online entry form by November 28. Prejudged projects will be prejudged and top finalists in each region on the prejudged projects will participate in the oral presentation component at the Region Leadership Conference. The finalists will be announced in mid-December.

Entries advancing to the State Leadership Conference in *Website Design* only will resubmit their prejudged entry by the SLC competitive event deadline (February 13). You may make changes to your RLC entry prior to the SLC deadline. There is no prejudged component at SLC for *Electronic Career Portfolio*, *Graphic Design*, *Public Service Announcement*, or *Visual Design*.

The competitors at RLC who participate in both parts are the only members who are eligible to participate in the presentation at SLC.

At RLC, internet access will NOT be provided for any event. Therefore, competitors should avoid using online presentation services. For *Website Design*, competitors should have an offline method of demonstrating the website.

At SLC, internet access will be provided only for *Website Design*. Access may not be wireless, so competitors should plan appropriately when selecting laptops/tablets on which to present. There may not be internet access for any of the other events.

Therefore, competitors should avoid using online presentation services.

The individual or team members must perform all aspects of the presentation (e.g. speaking, setup, distribution of handouts, operating audio-visual equipment, etc.). Other representatives of the chapter, including the adviser, may provide no additional assistance.

In the event of a team presentation, all team members are expected to actively participate in the presentation.

Visual aids and samples specifically related to the project may be used in the final presentation. However, no items may be left after the presentation with either the judges or the audience.

Presentation Guidelines

Region Leadership Conference

Region Qualifying Presentation

- All competitors that advance from the RLC prejudging will make oral presentations at the Region Leadership Conference. Presentation of the entry must be conducted by competitors who authored the event.
- In the case of a team event, at least one author must give the presentation at the RLC. No replacement or substitutes will be allowed.
- Competitors no longer have to report for event orientation for their RLC presentation. They should arrive 30 minutes prior to their scheduled presentation time.
- Projectors are not allowed for this round. Power and internet access will not be provided for this round, nor may competitors plug into available outlets. The competitors may show their presentations to the judges directly from their battery-powered laptops or devices. Competitors may use an external screen provided that it does not exceed 17" diagonally or require the use of power.
- 3 minutes will be allowed to setup and remove equipment or presentation items. The chapter must provide all equipment for the presentation.
- Individuals/teams will have 7 minutes to describe the project and the results obtained.
- A timekeeper will stand and hold up a yellow card at 6 minutes and stand again and hold up a red card at 7 minutes. The competitor(s) must stop presenting immediately when time is called.
- Judges will not ask questions following the presentation at RLC.
- The presentations at RLC for these events are closed to conference attendees.
- If advancing to the State Leadership Conference, changes can be made to the materials and presentation following the Region Leadership Conference.

State Leadership Conference Preliminary Round

- Participants will be randomly divided into groups, depending on the number of entries.
- Competitors no longer have to report for event orientation for preliminary round presentation. They should arrive 30 minutes prior to their scheduled presentation time.
- Projectors are not allowed for this round. Power and internet access will not be provided for this round, nor may competitors plug into available outlets. The competitors may show their presentations to the judges directly from their battery-powered laptops or devices. Competitors may use an external screen provided that it does not exceed 17" diagonally or require the use of power.
- 3 minutes will be allowed to set up and remove equipment or presentation items.
- The individual/team has 7 minutes to deliver the presentation.
- A timekeeper will stand and hold up a yellow card at 6 minutes and stand again and hold up a red card at 7 minutes. The competitor(s) must stop presenting immediately when time is called.

- Judges will not ask questions following the preliminary round presentation.
- The top 4 entries from each group will be selected for the final round.
- The preliminary round presentation is not open to conference attendees, except performing competitors of this event.

State Leadership Conference Final Round

- Competitors no longer have to report for event orientation for final round presentations. They should arrive 30 minutes prior to their scheduled presentation time.
- Projectors and power will be provided for the final round. Other than for *Website Design*, internet access may not be provided for this round. The competitors may also show their presentations to the judges directly from their laptops or devices.
- 3 minutes will be allowed to setup and remove equipment or presentation items.
- The individual/team has 7 minutes to deliver the presentation.
- A timekeeper will stand and hold up a yellow card at 6 minutes and stand again, hold up a red card, and call time at 7 minutes. The competitor(s) must stop presenting immediately when time is called.
- Following each presentation, judges will conduct a 3-minute question and answer period. Competitors should be prepared to defend their recommendations and respond to questions from the judges.
- The final presentation is open to conference attendees, except performing finalist competitors of this event.

Judging

Region Leadership Conference

The score received on the prejudged portion of the event will account for 100% of the preliminary score for the Region Leadership

Conference. For the competitors who advance to the region oral presentation round, a separate panel of judges will evaluate the oral presentations.

Final region rank is determined by combining the prejudged project scores (50% of the overall score) and the oral presentation scores (50% of the overall score).

State Leadership Conference

Website Design: Prejudged entries will be screened to determine if chapters have complied with event eligibility and regulations. A separate panel of judges will evaluate the oral presentations. Final rank is determined by combining the prejudged project scores (50% of the overall score) and the oral presentation scores (50% of the overall score).

Electronic Career Portfolio, Graphic Design, Public Service Announcement and Visual Design: The presentation score is 100% of the overall score.

Awards

Region Leadership Conference: The maximum number of awards will be 5. The top 1 team from each Region Leadership Conference will advance to the State Leadership Conference. Additional teams from larger regions (based on number of teams registered as of January 1) may also be eligible to advance to the State Leadership Conference.

State Leadership Conference: The maximum number of awards will be 10. A maximum of 4 entries in each event will represent Georgia at the National Leadership Conference.

| Event | Type | RLC | SLC Prejudged Entry? | Who Presents at SLC | Equip Setup Time | Performance Time | Warning Time (Yellow Card) | Time Up (Red Card) | Penalty Over Time (5 points) | Q&A (3 min) SLC Only |
|---|------------|-----|----------------------|--------------------------------|------------------|------------------|----------------------------|--------------------|------------------------------|----------------------|
| Website Design | Team (1-3) | Yes | Yes | All entries advancing from RLC | 3 min. | 7 min. | 6 min. | 7 min. | Yes | SLC Finals Only |
| Electronic Career Portfolio | Individual | Yes | No | All entries advancing from RLC | 3 min. | 7 min. | 6 min. | 7 min. | Yes | SLC Finals Only |
| Graphic Design Public Service Announcement Visual Design | Team (1-3) | Yes | No | All entries advancing from RLC | 3 min. | 7 min. | 6 min. | 7 min. | Yes | SLC Finals Only |

| Event | Specific Guidelines |
|---|--|
| <p>Electronic Career Portfolio <i>Rating Sheet:</i> <i>See pp. 70-71</i></p> <p>What to Submit (RLC only): URL to portfolio</p> <p>RLC Deadline: Must be submitted online by November 28</p> <p><i>There is NO presubmission for SLC.</i></p> | <ul style="list-style-type: none"> • The prejudged component is only at RLC. If advancing to SLC, there is no prejudged component to submit for SLC prejudging. • For RLC submission, the competitors must submit a URL to the portfolio. • Individual event. • The Electronic Career Portfolio online event entry form (see Appendix A) must be completed by the local adviser no later than November 28. There is no late registration for this event. • The Electronic Career Portfolio site must be Web based and available for viewing on the Internet at the time of judging. No changes can be made to the Electronic Career Portfolio after the official entry deadline. • The event is to be specific to the career goals and professional experiences that the competitor has completed; it is not a showcase of FBLA experiences. • All information should reflect the competitor’s accomplishments and experiences that have actually occurred. No fictitious information should be presented. • The portfolio must include: a resume and a career summary. The resume should include evidence of professional career-related and leadership experience, qualifications, special certifications/trainings, overview of academic success, and community service. The career summary should include career choice; description of career, skills, and education required; and future job outlook (e.g., monetary, advancement). • Sample materials also must be included in the portfolio. These samples should include, but are not limited to, the following: <ul style="list-style-type: none"> • Career-Related Education: Describe career-related education that enhances employability. Include a summary of school activities, career research projects, application of business education, and/or related occupational skills and their relationship to job • Educational Enhancement: Describe educational opportunities that enhance employability. Include career opportunities development planning, summaries of job shadowing, internships, apprenticeships, informational interviews, community service projects, and products developed during these experiences. • Examples of Special Skills: Includes up to 5 examples of special skills, talents, certifications/ endorsements, and/or abilities related to job and career goals. These may be in any format but must fit within the dimensions of the portfolio. Audio and/or video recordings may be included in the portfolio. |
| <p>Graphic Design <i>Rating Sheet:</i> <i>See pp. 78-79</i></p> <p>What to Submit (RLC only): PDF Upload of graphics portfolio (PDF)</p> <p>RLC Deadline: Must be submitted online by November 28</p> <p><i>There is NO presubmission for SLC.</i></p> | <ul style="list-style-type: none"> • The prejudged component is only at RLC. If advancing to SLC, there is no prejudged component to submit for SLC prejudging. • For RLC submission, the competitors must submit a PDF to their graphics portfolio as well as YouTube video to the presentation of the portfolio. The video presentation should not exceed 7 minutes. The YouTube video should be marked as Unlisted. • Emphasize graphic interpretation of the topic and design. • Do not use any words, diagrams, clipart, and/or artwork that are not public domain. • Graphics should be computer generated. • For prejudging, competitors must convert their entry to PDFs which should be submitted online by the stated deadline. PDFs must be compiled into a single-file graphics portfolio. File may not exceed 10 MB. • The oral presentation should explain the development and contents of the design package. • Internet access will not be provided for the presentation component of this event. Therefore, competitors should avoid using online presentation services. <p>2024 RLC/SLC/NLC Topic: <i>Your marketing firm has been asked to create a branding package for a new business in your community. The branding package needs to showcase your unique style and highlight your skills in today’s design industry. Branding package to include:</i></p> <ul style="list-style-type: none"> • <i>Brand and logo design</i> • <i>Infographic or brochure of the business</i> • <i>Advertisements for the promotion of the business</i> <ul style="list-style-type: none"> ○ <i>Magazine advertisement</i> ○ <i>Billboard (14 feet high and 48 feet wide)</i> ○ <i>Two different social media posts</i> |

| Event | Specific Guidelines |
|--|---|
| <p>Public Service Announcement <i>Rating Sheet:</i> <i>See pp. 100-101</i></p> <p>What to Submit (RLC only): YouTube video of the 30 second PSA (not the presentation)</p> <p>RLC Deadline: Must be submitted online by November 28</p> <p><i>There is NO presubmission for SLC.</i></p> | <ul style="list-style-type: none"> • The prejudged component is only at RLC. If advancing to SLC, there is no prejudged component to submit for SLC prejudging. • For RLC submission, the competitors must submit a YouTube video of their PSA. The video PSA should not exceed 30 seconds. The YouTube video should be marked as Unlisted. Do not submit a video of the presentation. • Research, form an objective, and create a 30-second video on the topic provided. • The video must be original content; competitors may not use previously published video clips in the videos they submit for competition. • The video production may use any method to capture or create moving images. • During the presentation, the PSA video must be shown to the judges. • The presentation should include the team’s objective toward the topic, major findings from the topic research, the script writing process, use of different video techniques, a list of equipment and software used, and copyright issues with pictures, music, or other items. • Competitors must bring their own script copy if they want to refer to it during the presentation. • Internet access will not be provided for the presentation component of this event. Therefore, competitors should avoid using online presentation services. <p>2024 RLC/SLC/NLC Topic <i>There’s more to FBLA than competitions! Create a public service announcement to share the benefits and opportunities around FBLA that are not a part of the Competitive Events Program.</i></p> |
| <p>Visual Design <i>Rating Sheet:</i> <i>See pp. 106-107</i></p> <p>What to Submit (RLC only): PDF Upload of visual design portfolio (PDF)</p> <p>RLC Deadline: Must be submitted online by November 28</p> <p><i>There is NO presubmission for SLC.</i></p> | <ul style="list-style-type: none"> • The prejudged component is only at RLC. If advancing to SLC, there is no prejudged component to submit for SLC prejudging. • For RLC submission, the competitors must submit a PDF to their graphics portfolio as well as YouTube video to the presentation of the portfolio. The video presentation should not exceed 7 minutes. The YouTube video should be marked as Unlisted. • Emphasize graphic interpretation of the topic and designs. • Do not use any words, diagrams, clipart, and/or artwork that are not public domain. • Sketches and designs should be computer generated. • Participants must convert their entry to PDFs which should be submitted online by the stated deadline. PDFs must be compiled into a single-file publication portfolio. File may not exceed 10 MB. • The oral presentation should include the team’s objective toward the topic; use of different design techniques; a list of software used; and copyright issues with images or other items. • Competitors may bring copies of printed materials designed for presentation. • Internet access will not be provided for the presentation component of this event. Therefore, competitors should avoid using online presentation services. <p>2024 RLC/SLC/NLC Topic: <i>Design a storefront display for a local business’ holiday promotion. Include pictures or sketches of a window, door, and sidewalk display highlighting the promotion for the business.</i></p> |

| Event | Specific Guidelines |
|--|--|
| <p>Website Design <i>Rating Sheets:</i> <i>See pp. 109-110</i></p> <p>What to Submit (RLC & SLC): URL of website (not URL to presentation video)</p> <p>RLC Deadline: Must be submitted online by November 28</p> <p>SLC Deadline: Must be submitted online by February 13</p> | <ul style="list-style-type: none"> • For RLC and SLC submission, the competitors must submit a URL to their website, not a video of the presentation. • Websites must be available for viewing on the Internet at the time of judging. • The website should include elements such as page layout, navigational scheme, graphics/multimedia use, site content, and correct business format. • The product or service may be real or fictional. • Any photographs, text, trademarks, or names that are used on the site must be supported by proper documentation and approvals indicated on the website. Members are expected to follow all applicable copyright laws and may be disqualified if items are used inappropriately and not documented. • Websites should be designed to allow for viewing by as many different platforms as possible. • No changes may be made to the website after the official entry date. • Sites should be designed to allow for viewing on as many different platforms as possible. • Explanations should include development and design process, use and implementation of innovative technology, use and development of media elements. • The usability and functionality of the website must be demonstrated to the judges during the demonstration. • During the demonstration, competitors must show the judges any of the following that are applicable: readme file, source code, documentation of templates/libraries used, documentation of copyrighted materials used. <p>2024 RLC/SLC/NLC Topic <i>A local non-profit organization will hold a gala in the next 90 days to help raise funds to support their mission. You have been asked to design a website that promotes the benefits of partnering with them and the upcoming gala.</i></p> <p><i>The website should include the following elements:</i></p> <ul style="list-style-type: none"> • <i>Navigation menu</i> • <i>A header that promotes the non-profit organization and its activities</i> • <i>A sub-section highlighting the gala and relevant information.</i> • <i>An online form page to donate to the non-profit organization.</i> • <i>An online form page to register for the gala.</i> <p><i>Note: If partnering with an actual non-profit organization, permission must be received from the non-profit organization to make the website public.</i></p> |

Prejudged Projects/Presentation Events (No RLC Presentation)

Digital Video Production

Eligibility

Each chapter may enter 2 entries, each created by a team of 1-3 members who are members of an active local chapter. Participants must be on record in the FBLA national office as having paid dues by October 31 of the current school year. A member may only be part of 1 entry. All authors of the prejudged portion must be from the same local chapter. No competitor may have placed among the top 10 in this event at a previous National Leadership Conference.

Competitors in the presentation portion of these events at the State Leadership Conference only must be in the complete Georgia FBLA Official Dress. If any team member is not in complete compliance with the Georgia FBLA Official Dress, each judge will deduct 10 points.

Overview

These events consist of 2 parts: a prejudged project and a live presentation component.

Student members, not advisers, must prepare the prejudged projects. Local advisers should serve as consultants to ensure that the report is well-organized, contains substantiated statements, and is written in an acceptable business style.

Any photographs, text, trademarks, videos, or names used must be supported by proper documentation and approvals indicated.

All competitors will participate in the prejudged project at the Region Leadership Conference. The prejudged project should be developed on the topic listed and must be submitted using the online entry form by November 28. There is no physical presentation component at the Region Leadership Conferences in these events.

Only the top 12 prejudged entries statewide from the Region Leadership Conference will participate in the oral presentation component at the State Leadership Conference. Entries advancing to the State Leadership Conference will resubmit their prejudged entry by the SLC competitive event deadline (February 13). You may make changes to your RLC entry prior to the SLC deadline.

The authors of the prejudged project are the only members who are eligible to participate in the presentation at SLC.

Presentation Guidelines – SLC Only

- All competitors that advance from the Region Leadership Conference will make oral presentations at the State Leadership Conference. Presentation of the entry must be conducted by competitors who authored the event.
- In the case of a team event, at least one author must give the presentation at the SLC; however, all team members who wish to be recognized as state winners must register for the SLC. No replacement or substitutes will be allowed.

- Competitors no longer have to report for event orientation for final round presentations. They should arrive 30 minutes prior to their scheduled presentation time.
- Projectors and power will be provided for the final round. Internet access may not be provided for this round. The competitors may also show their presentations to the judges directly from their laptops or devices.
- 3 minutes will be allowed to setup and remove equipment or presentation items. The chapter must provide all equipment for the presentation.
- Internet access will not be provided for this event. Therefore, competitors should avoid using online presentation services.
- The individual or team members must perform all aspects of the presentation (e.g. speaking, setup, distribution of handouts, operating audio-visual equipment, etc.). Other representatives of the chapter, including the adviser, may provide no additional assistance.
- In the event of a team presentation, all team members are expected to actively participate in the presentation.
- Visual aids and samples specifically related to the project may be used in the final presentation. However, no items may be left after the presentation with either the judges or the audience.
- Individuals/teams will have 7 minutes to describe the project and the results obtained.
- A timekeeper will stand and hold up a yellow card at 6 minutes and stand again, hold up a red card, and call time at 7 minutes. The competitor(s) must stop presenting immediately when time is called.
- Following each presentation, the judges may conduct a 3-minute question-and-answer period.
- The final presentation is open to conference attendees, except performing competitors of this event.

Judging

Region Leadership Conference

The score received on the prejudged portion of the event will account for 100% of the final score for the Region Leadership Conference.

State Leadership Conference

Prejudged entries will be screened to determine if chapters have complied with event eligibility and regulations. A separate panel of judges will evaluate the oral presentations. Final rank is determined by combining the prejudged project scores (2/3 of the overall score) and the oral presentation scores (1/3 of the overall score).

Awards

Region Leadership Conference: The maximum number of awards will be 5 to the entries with the highest prejudged scores. Only the top 12 entries from across the state with the highest prejudged scores for these events will advance to the State Leadership Conference.

State Leadership Conference: The maximum number of awards will be 10. A maximum of 4 entries in each event will represent Georgia at the National Leadership Conference.

| Event | Type | SLC Prejudged Entry? | Who Presents at SLC | Equip Setup Time | Performance Time | Warning Time (Yellow Card) | Time Up (Red Card) | Q&A (3 min) |
|--------------------------|------------|----------------------|-----------------------------------|------------------|------------------|----------------------------|--------------------|-------------|
| Digital Video Production | Team (1-3) | Yes | Top 12 entries statewide from RLC | 3 min. | 7 min. | 6 min. | 7 min. | Yes |

| Event | Specific Guidelines |
|---|---|
| <p>Digital Video Production <i>Rating Sheets:</i> <i>See pp. 68-69</i></p> <p>What to Submit (RLC & SLC): Online video upload (<2 min.)</p> <p>RLC Deadline: Must be submitted online by November 28</p> <p>SLC Deadline: Must be submitted online by February 13</p> | <ul style="list-style-type: none"> • For RLC and SLC submission, the competitors must submit a YouTube video of their project, not the presentation. The video project should not exceed 2 minutes. The YouTube video should be marked as Unlisted. • The production must be original content; competitors may not use previously published video clips in the videos they submit for competition. • The production may use any method to capture or create moving images. • The presentation should include sources used to research the topic, development, and design process, use of different video techniques, a list of equipment and software used, and copyright information for pictures, music, and other items • The video production should be no more than 2 minutes and copyright issues must be addressed in the film credits. • During the presentation, the video should be shown to the judges. • Internet access will not be provided for the presentation component of this event. Therefore, competitors should avoid using online presentation services. <p>2024 RLC/SLC/NLC Topic <i>Create a video that instructs others how to use a technology tool (hardware or software) found in a business setting. All video content must be original.</i></p> |

Prejudged Projects/Presentation Events (Straight to State)

Coding & Programming

Computer Game & Simulation Programming

Data Analysis

Digital Animation

Financial Statement Analysis

Future Business Educator

Introduction to Programming (9th and 10th grades only)

Mobile Application Development

Website Coding & Development

Eligibility

Each chapter may enter up to 2 entries in each event (5 entries in *Coding & Programming*, *Computer Game & Simulation Programming*, *Introduction to Programming*, and *Mobile Application Development*), each created by a team of 1-3 members who are members of active local chapters (*Future Business Educator* can only be an individual entry). Participants must be on record in the FBLA national office as having paid dues by January 15 of the current school year. A member may only be part of 1 entry per event. All authors of the prejudged portion must be from the same local chapter. No competitor may have placed among the top 10 in this event at a previous National Leadership Conference.

Competitors in the presentation portion of these events at the State Leadership Conference only must be in the complete Georgia FBLA Official Dress. If any team member is not in complete compliance with the Georgia FBLA Official Dress, each judge will deduct 10 points.

Overview

These events consist of 2 parts: a prejudged project and a live presentation component.

Student members, not advisers, must prepare the prejudged projects. Local advisers should serve as consultants to ensure that the report is well-organized, contains substantiated statements, and is written in an acceptable business style.

Any photographs, text, trademarks, videos, or names used must be supported by proper documentation and approvals indicated.

All competitors will participate in the prejudged project at the State Leadership Conference which must be submitted by February 13. For *Digital Animation*, the competitors will submit the actual project for prejudging. For *Data Analysis & Financial Statement Analysis*, the competitors will submit a video presentation for prejudging. For *Coding & Programming*, *Computer Game & Simulation Programming*, *Introduction to Programming*, *Mobile Application Development*, *Website Coding & Development*, the competitors will submit a video demonstration of the program or application for prejudging. For *Future Business Educator*, the competitors will submit a lesson plan (not to exceed 3 pages) of a business course and a video presentation for prejudging. **Only the top 7 prejudged entries will participate in the oral presentation component at the State Leadership Conference where they will demonstrate/present their project to the panel of judges.**

The authors of the prejudged project are the only members who are eligible to participate in the presentation at SLC.

Presentation Guidelines – SLC Only

- Based on the highest prejudged entries, a maximum of 7 entries will be selected to make oral presentations at the State Leadership Conference.

In the case of a team event, at least one author must give the presentation; however, all team members who wish to be recognized as state winners must register for the SLC. No replacement or substitutes will be allowed.

- Competitors no longer have to report for event orientation for final round presentations. They should arrive 30 minutes prior to their scheduled presentation time.
- Projectors and power will be provided for the final round. Internet access may not be provided for some events (internet access will be provided for *Mobile Application Development* and *Website Coding & Development*). The competitors may also show their presentations to the judges directly from their laptops or devices.
- 3 minutes will be allowed to setup and remove equipment or presentation items. The chapter must provide all equipment for the presentation.
- Internet access will be provided only for *Mobile Application Development* and *Website Coding & Development*. Access may not be wireless, so competitors should plan appropriately when selecting laptops/tablets on which to present. There may not be internet access for any of the other events. Therefore, competitors should avoid using online presentation services.
- The individual or team members must perform all aspects of the presentation (e.g. speaking, setup, distribution of handouts, operating audio-visual equipment, etc.). Other representatives of the chapter, including the adviser, may provide no additional assistance.
- In the event of a team presentation, all team members are expected to actively participate in the presentation.
- Visual aids and samples specifically related to the project may be used in the final presentation. However, no items may be left after the presentation with either the judges or the audience.
- The individual/team has 7 minutes to deliver the presentation.
- A timekeeper will stand and hold up a yellow card at 6 minutes and stand again, hold up a red card, and call time at 7 minutes. The competitor(s) must stop presenting immediately when time is called.
- Following each presentation, the judges may conduct a 3-minute question-and-answer period.
- The final presentation is open to conference attendees, except performing competitors of this event.

Judging

State Leadership Conference

Digital Animation: Prejudged entries will be screened to determine if chapters have complied with event eligibility and regulations. A panel of judges will select the finalists before the State Leadership Conference. A separate panel of judges will evaluate the oral presentations. Final rank is determined by combining the prejudged project (2/3 of overall score) and the oral presentation scores (1/3 of overall score).

Future Business Educator: Prejudged entries will be screened to determine if chapters have complied with event eligibility and regulations. A panel of judges will select the finalists before the State Leadership Conference. A separate panel of judges will evaluate the oral presentations. Final rank is determined by combining the prejudged project (1/3 of overall score) and the oral presentation scores (2/3 of overall score).

Coding & Programming, Computer Game & Simulation Programming, Data Analysis, Financial Statement Analysis, Introduction to Programming, Mobile Application Development, Website Coding & Development: Prejudged entries will be screened to determine if chapters have complied with event eligibility and regulations. A panel of judges will select the finalists for these events before SLC. A separate panel of judges will evaluate the oral presentations. Final rank is determined by the oral presentation scores (100% total score).

Awards

State Leadership Conference: The maximum number of awards will be 10. A maximum of 4 entries in each event will represent Georgia at the National Leadership Conference.

| Event | Type | Who Presents at SLC | Equip Setup Time | Presentation Time | Warning Time (Yellow Card) | Time Up (Red Card) | Q&A (3 min) |
|--|------------|--|------------------|-------------------|----------------------------|--------------------|-------------|
| Future Business Educator | Indiv | Top 7 entries from prejudged SLC entries | 3 min. | 7 min. | 6 min. | 7 min. | Yes |
| Coding & Programming Computer Game & Simulation Programming Data Analysis Digital Animation Financial Statement Analysis Introduction to Programming Mobile Application Development Website Coding & Development | Team (1-3) | Top 7 entries from prejudged SLC entries | 3 min. | 7 min. | 6 min. | 7 min. | Yes |

| Event | Specific Guidelines |
|---|--|
| <p>Coding & Programming <i>Rating Sheet:</i> <i>See p. 61</i></p> <p>What to Submit (SLC Only): URL to YouTube video of demonstration of program</p> <p>SLC Deadline: Must be submitted online by February 13</p> <p>This event begins at SLC. There is no RLC entry</p> | <ul style="list-style-type: none"> The program that is submitted must be the result of independent work of the competitors. Programs developed in conjunction with others are not eligible to be submitted. Solution must run standalone with no programming errors. The usability and functionality of the program must be demonstrated to the judges during the demonstration. Competitors must show the judges any of the following that are applicable: readme file, source code, documentation of templates/libraries used, documentation of copyrighted materials used. Internet access will not be provided for the presentation component of this event. Therefore, competitors should avoid using online presentation services and should have a workable copy of the program locally. For the prejudged project, the competitors must submit a video of the team demonstrating the program. The competitors must be visible. The video must be saved in YouTube and should be marked Unlisted. Videos that cannot be accessed (e.g., incorrect URL, videos marked Private) will not be judged. <p>2024 SLC/NLC Topic: <i>Create a program that allows your school's Career and Technical Education Department to collect and store information about business and community partners. This program should include information on at least 25 different partners (real or fictional), with details such as, but not limited to, the type of organization, resources available, and direct contact information for an individual. The program should enable users to search and filter the information as needed.</i></p> |

| Event | Specific Guidelines |
|---|--|
| <p>Computer Game & Simulation Programming <i>Rating Sheet:</i> <i>See p. 64</i></p> <p>What to Submit (SLC Only): URL to YouTube video of demonstration of program</p> <p>SLC Deadline: Must be submitted online by February 13</p> <p>This event begins at SLC. There is no RLC entry</p> | <ul style="list-style-type: none"> The program that is submitted must be the result of independent work of the competitors. Programs developed in conjunction with others are not eligible to be submitted. Choose a programming language or game/animation engine to create a standalone executable program that will display creativity, programming, skills, and convey the message of the topic The program must contain the following, at a minimum: <ul style="list-style-type: none"> Must be graphical in nature, not text based. Must have an initial title page with the game title, user interface control instructions, and active buttons for Play and Quit. Must have a quit command programmed to the escape key During the demonstration, the usability and functionality of the program must be demonstrated to the judges. This presentation should address the program creation, the process used, and the results of the program. Competitors must show any of the following that are applicable: readme file, source code, documentation of templates/libraries used, documentation of copyrighted materials used. Internet access will not be provided for the presentation component of this event. Therefore, competitors should avoid using online presentation services and should have a workable copy of the program locally. For the prejudged project, the competitors must submit a video of the team demonstrating the program. The competitors must be visible. The video must be saved in YouTube and should be marked Unlisted. Videos that cannot be accessed (e.g., incorrect URL, videos marked Private) will not be judged. <p>2024 SLC/NLC Topic <i>Create an adventure game with a storyline incorporating FBLA goals, concepts, and/or history. The game must:</i></p> <ul style="list-style-type: none"> <i>Be playable on the student device using Windows 10, Mac OS, or a modern web browser.</i> <i>Be compatible with a maximum ESRB rating of E10+.</i> <i>Be secure and bug-free.</i> <i>Include:</i> <ul style="list-style-type: none"> <i>A hero</i> <i>At least one villain</i> <i>Use of arrow keys for movement and can incorporate other keys for other actions</i> <i>Scoring (examples include points system, leaderboards, etc.)</i> <i>Win/lose screens</i> <i>At least two levels of play</i> |
| <p>Data Analysis <i>Rating Sheet:</i> <i>See p. 65</i></p> <p>What to Submit (SLC): YouTube video of presentation</p> <p>SLC Deadline: Must be submitted online by February 13</p> <p>This event begins at SLC. There is no RLC entry</p> | <ul style="list-style-type: none"> For SLC submission, the competitors must submit a YouTube video of their presentation. The video presentation should not exceed 7 minutes. The YouTube video should be marked as Unlisted. Competitors must research the topic prior to conference and be prepared to present their findings and solutions. Facts and data must be cited and secured from quality sources (peer review documents, legal documents, etc.) Internet access will not be provided for the presentation component of this event. Therefore, competitors should avoid using online presentation services. <p>2024 SLC/NLC Topic <i>Sun Motor Company is a fictitious auto manufacturer selling internal combustion (gas-powered) vehicles primarily in the United States. Sun Motor Company executives have expressed interest in the potential that electric vehicles could bring to the business. Your team is a consultant making data-driven recommendations for the executives. Using the datasets given at THIS LINK analyze the data and provide analyses and recommendations about the opportunities and challenges facing the business. Not all datasets need to be included in the analysis and you are encouraged to include outside research.</i></p> |
| <p>Digital Animation <i>Rating Sheets:</i> <i>See pp. 66-67</i></p> <p>What to Submit (SLC): Online video upload (<3 min.)</p> <p>SLC Deadline: Must be submitted online by February 13</p> <p>This event begins at SLC. There is no RLC entry</p> | <ul style="list-style-type: none"> For the SLC submission, the competitors must submit a YouTube video of their project, not the presentation. The video project should not exceed 2 minutes. The YouTube video should be marked as Unlisted. Animation will be used to create a standalone video product. The video should be no more than 3 minutes and copyright issues should be addressed in the credits of the film. The video should be shown to the judges. Internet access will not be provided for the presentation component of this event. Therefore, competitors should avoid using online presentation services. <p>2024 SLC/NLC Topic <i>Create an animated video for incoming freshmen that teaches a business concept related to any FBLA competitive event.</i></p> |

| Event | Specific Guidelines |
|--|--|
| <p>Financial Statement Analysis <i>Rating Sheets:</i> <i>See p. 73</i></p> <p>What to Submit (SLC only): YouTube video of presentation</p> <p>SLC Deadline: Must be submitted online by February 13</p> <p>This event begins at SLC. There is no RLC entry.</p> | <ul style="list-style-type: none"> o The presentation should include the following: <ul style="list-style-type: none"> ▪ Analysis performed on Intel Corp’s financial statements (<i>the actual Intel Corp, finding publicly posted financial statements from the previous year, found at SEC’s EDGAR website</i>) <ul style="list-style-type: none"> • Balance Sheet • Income Statement • Statement of Cash Flow • Stockholders’ Equity ▪ Describe each financial statement and its purpose ▪ Perform financial analysis over each financial statement section ▪ Describe the financial condition of the company using insights gained from financial analysis ▪ Guidance for upcoming business decisions <p>2024 SLC/NLC Topic <i>Your CFO has asked you to prepare a presentation for your company’s Board of Directors to describe the financial condition of Intel Corp and articulate your guidance on investment decisions. Show analysis performed on each financial statement and use that analysis to tell the company’s Board of Directors a story of Intel Corp’s performance and where you see the company going.</i></p> |
| <p>Future Business Educator <i>Rating Sheets:</i> <i>See pp. 74-75</i></p> <p>What to Submit (SLC only): PDF of lesson plan (not to exceed 3 pages) URL to YouTube video of 7-minute portion of lesson plan</p> <p>SLC Deadline: Must be submitted online by February 13</p> <p>This event begins at SLC. There is no RLC entry.</p> | <p>Pre-judged Materials – The Lesson Plan</p> <ul style="list-style-type: none"> • A PDF of the lesson plan must be uploaded to Blue Panda by February 13 • The lesson plan should not be more than three pages long • Competitors must use the provided lesson plan components. The lesson plan can be retyped into a different format with the same components. The lesson plan should account for a full class period • Competitors can choose a business-related topic from one of the following subject areas: Entrepreneurship, Accounting, Economics, or Marketing • Competitors must prepare lesson plans. Advisers and others are not permitted to assist. Lesson plans must be original, current, and not submitted for a previous NLC • Facts and data must be cited and secured from quality sources • Pages must be formatted to fit on 8 ½” x 11” paper <p>Presentation – The Lesson</p> <ul style="list-style-type: none"> • Competitors must bring one hard copy of the lesson plan in a folder onsite. Label folders with the competitor’s name, state, and school. No items are to be left with the judges • Judges will play the role as middle school or secondary students. Competitors will select one part of their lesson plan to teach to the judges during the presentation. |
| <p>Introduction to Programming <i>9th & 10th grades only</i> <i>Rating Sheets:</i> <i>See p. 86</i></p> <p>What to Submit (SLC only): URL to YouTube video of demonstration of program</p> <p>SLC Deadline: Must be submitted online by February 13</p> <p>This event begins at SLC. There is no RLC entry</p> | <ul style="list-style-type: none"> • The program that is submitted must be the result of independent work of the competitors. Programs developed in conjunction with others are not eligible to be submitted. • Solution must run standalone with no programming errors. • The usability and functionality of the program must be demonstrated to the judges during the demonstration. • Competitors must show the judges any of the following that are applicable: readme file, source code, documentation of templates/libraries used, documentation of copyrighted materials used. • Internet access will not be provided for the presentation component of this event. Therefore, competitors should avoid using online presentation services and should have a workable copy of the program locally. • For the prejudged project, the competitors must submit a video of the team demonstrating the program. The competitors must be visible. The video must be saved in YouTube and should be marked Unlisted. Videos that cannot be accessed (e.g., incorrect URL, videos marked Private) will not be judged. <p>2024 SLC/NLC Topic <i>Create a program that allows students at your school to calculate their grade point average. Use your school’s grading scale to calculate both weighted and unweighted grade point averages.</i></p> |

| Event | Specific Guidelines |
|--|---|
| <p>Mobile Application Development <i>Rating Sheet:</i> <i>See p. 95</i></p> <p>What to Submit (SLC Only): URL to YouTube video of demonstration of application</p> <p>SLC Deadline: Must be submitted online by February 13</p> <p>This event begins at SLC. There is no RLC entry</p> | <ul style="list-style-type: none"> The application that is submitted must be the result of independent work of the competitors. Applications developed in conjunction with others are not eligible to be submitted. The following platforms may be used to develop the project: Google's Android, Apple iOS, or Microsoft Windows Phone. The solution must run standalone with no programming errors. Applications may deploy from a smartphone, tablet, or both, but must be smartphone deployable. Applications do not need to be available for download from a digital-distribution multimedia-content service. The usability and functionality of the application must be demonstrated to the judges during the demonstration. During the demonstration, competitors must show the judges any of the following that are applicable: readme file, source code, documentation of templates/libraries used, documentation of copyrighted materials used. Internet access will not be provided for the presentation component of this event. Therefore, competitors should avoid using online presentation services and should have a workable copy of the program locally. For the prejudged project, the competitors must submit a video of the team demonstrating the application. The competitors must be visible. The video must be saved in YouTube and should be marked Unlisted. Videos that cannot be accessed (e.g., incorrect URL, videos marked Private) will not be judged. <p>2024 SLC/NLC Topic <i>Create a mobile application that enables students to create a portfolio of their high school experiences. This app should allow students to showcase any of the following: their academic achievements, athletic participation, performing arts experience, clubs and organization memberships, community service hours, honors classes, and other related items.</i></p> |
| <p>Website Coding & Development <i>Rating Sheets:</i> <i>See p. 108</i></p> <p>What to Submit (SLC only): URL to YouTube video of demonstration of website</p> <p>SLC Deadline: Must be submitted online by February 13</p> <p>This event begins at SLC. There is no RLC entry.</p> | <ul style="list-style-type: none"> For the SLC submission, the competitors must submit a URL to the video of their website demonstration. Competitors must also submit a URL to the actual website. Entries without both URLs will be disqualified The focus of this event is the backend coding and development of a website Templates and web content management systems are not allowed in the creation of the website Websites must be available for viewing on the Internet at the time of judging. The product or service may be real or fictional. Any photographs, text, trademarks, or names that are used on the site must be supported by proper documentation and approvals indicated on the website. Members are expected to follow all applicable copyright laws and may be disqualified if items are used inappropriately and not documented. The website must be shown to the judges during the demonstration. Websites should be designed to allow for viewing on as many different platforms as possible. No changes may be made to the website after the official entry date. Explanations should include development and design process, use and implementation of innovative technology, use and development of media elements. The usability and functionality of the website must be demonstrated to judges during the demonstration. During the demonstration, competitors must show the judges any of the following that are applicable: readme file, source code, documentation of copyrighted materials used. Presentation should cover the following aspects of the website: <ul style="list-style-type: none"> The development, usability and functionality of the website must be demonstrated and explained to the judges The coding used, with the code shown to the judges Websites should be designed to allow for viewing on as many different platforms as possible Competitors must show the judges any of the following that are applicable: source code, documentation of copyrighted material and sources used. No templates are allowed. <p>2024 SLC/NLC Topic <i>A business has approached your team and asked you to develop a website that advertises their open positions. The website must showcase your coding and creative design skills. Your website must include the following:</i></p> <ul style="list-style-type: none"> <i>A page including information about benefits and/or reasons to work at the company.</i> <i>A page including at least three different job openings at the company.</i> <i>An online job application form that allows applicants to apply for jobs at the company.</i> <p><i>Note: If partnering with an actual business, permission must be received from the business to make the website public.</i></p> |

Recognition Events

Administrator of the Year

Adviser of the Year

Businessperson of the Year

New Adviser of the Year, Dr. Sarah M. Heath Award

Who's Who in FBLA, Russell Mercer Award

Eligibility

Each chapter may enter one individual for each recognition event.

Administrator of the Year: An administrator is not eligible if he/she has received an Overall Local or System Administrator of the Year within the past 5 years.

Adviser of the Year/New Adviser of the Year: An adviser is not eligible if he/she has received a Region Adviser of the Year award within the past 5 years. Advisers with no more than 5 years of service will be eligible for New Adviser of the Year.

Businessperson of the Year: Nominees must be members of the business community. They may not come from the educational community.

Who's Who in FBLA: Nominees must achieve at least the *Business Level* recognition in the National FBLA Business Achievement Award Member Recognition Program by February 13.

Nominees for Adviser of the Year, New Adviser of the Year, and Who's Who in FBLA must be registered for the State Leadership Conference to be considered.

Guidelines

Pre-Conference Submission Guidelines

The following must be submitted online no later than February 13.

- The appropriate online event entry form should be completed by the local chapter adviser or president. The online entry form should include:
 - A letter of recommendation addressed to the FBLA state adviser from the local chapter adviser and/or president naming the person nominated and giving the reasons for the nomination;
 - A biographical sketch of the nominee, addressing the criteria listed below;
 - Optional. You may also include no more than 3 additional letters of recommendations from school administrators, department or CTAE supervisors, fellow FBLA advisers, other local officers, etc.

| Event | Selection Criteria | Awards & Recognition |
|---|--|---|
| Administrator of the Year | <ul style="list-style-type: none"> • Years of support and participation in FBLA activities • Support of local, state, and national officers • Support of local advisers in attending FBLA conferences and conducting local chapter activities • Extent of support of state and national conference participation Contribution to chapter projects and participation in state and nationally approved projects • Recommendations supportive of the administrator's involvement in and support of FBLA. | <p>All nominees will receive a certificate of recognition</p> <p>At least one school and one school system administrator from among the nominees will be recognized at the State Leadership Conference</p> |
| Adviser of the Year New Adviser of the Year | <ul style="list-style-type: none"> • Years of participation in FBLA activities; • State and national officers; • Extent of state and national conference participation; • Contribution to chapter projects and participation in state and nationally approved projects; • Recommendations supportive of the adviser's involvement in FBLA | <p>All nominees will receive a certificate of recognition</p> <p>One adviser from each region will be recognized as a Region Adviser of the Year. State officer advisers will automatically receive this recognition.</p> <p>At least one new adviser with less than 5 years of experience statewide will be recognized as a New Adviser of the Year</p> <p>One adviser from the above awardees will be recognized as the Outstanding Local Adviser will be recognized at the National Leadership Conference.</p> |
| Businessperson of the Year | <ul style="list-style-type: none"> • Years of participation in FBLA activities • Promotion of FBLA through presentations and seminars • Contribution to local or state chapter projects and activities. • Financial assistance to and sponsorship of activities for local and/or state chapter(s) | <p>All nominees will receive a certificate of recognition</p> <p>One nominee will be recognized as the Businessperson of the Year and will be recognized at the National Leadership Conference.</p> |
| Who's Who in FBLA <i>Rating Sheets: See pp. 111-112</i> | <ul style="list-style-type: none"> • Years of participation in FBLA activities. • Extent of participation in conferences sponsored by the state chapter and national association. • Offices held. • Contributions to local, state, and national projects. • Participation in other activities. • Recommendations supportive of the member's involvement in FBLA. • Level achieved in the Business Achievement Awards Individual Member Recognition Program. • Leadership interview | <p>All nominees will receive a certificate of recognition</p> <p>One nominee from each region will be recognized as a Region Who's Who in FBLA. State officers will automatically receive this recognition.</p> <p>One nominee from the above awardees will be recognized as the overall Who's Who in FBLA winner and will be recognized at the National Leadership Conference.</p> |

State Only Events

Battle of the Chapters, Brenda R. Woodruff Award

Competencies

This event is composed of 2 parts: an online objective test and an oral question/answer session.

Online Objective Test: The online objective test may include questions on any FBLA state or national publication or current national and state news issues. Questions will be formulated from information contained in the National and State handbooks, National FBLA Bylaws, National and Georgia FBLA websites, The Tomorrow's Business Leader, Robert's Rules of Order, Newly Revised, National and State Awards Program Guidelines, Georgia FBLA Chapter Planning Guide, and national and state mailings. This portion will be administered at the beginning of the Fall Leadership Conference.

Question/Answer Session: A maximum of ten teams will be selected for the oral question/answer session with questions based on the same content as the objective test. This portion will be held at the State Leadership Conference.

Eligibility

Each chapter may enter one team that must be composed of 3 members. Only two members of the team may have competed in this event at a previous conference. Each member of the team must be a member of an active local chapter and be on the record in the FBLA National Center as having paid dues by October 1.

Current Georgia FBLA state officers are not eligible to compete in this event.

Regulations

Event entry form on the Fall Leadership Conference registration form must be completed by the local adviser or designee and must be mailed to the FBLA state office postmarked no later than the published deadline.

Procedure

Online Objective Test:

A 50-minute written test will be administered *during the Fall Leadership Conference* based on the competencies listed. Contestants should study FBLA Bylaws, FBLA history and operations, important individuals and dates in national and state FBLA, parliamentary procedure, current events, FBLA partnerships and programs, national and state competitive event guidelines, and Georgia FBLA Battle of the Chapters and Battle of the States history.

The online objective test will consist of 100 points.

The team score is determined by averaging the scores of its members. The teams with the highest average scores on the objective test will be scheduled for the question and answer session. The number of teams advancing to the question/answer session will be determined by the judges. The maximum is ten.

Question/Answer Session – Preliminary Round:

Prior to the preliminary oral round, each team member and their adviser will be required to attend an orientation session shortly before the semifinal competition. Time and location will be announced at the conference. Failure to attend may result in the team being disqualified. The team members participating in the oral rounds must be the same members who took the online objective test. Chapter teams will be lined up across the stage in alphabetical order according to school name. An announcer will give a question to each chapter beginning in alphabetical order. The first team member on that chapter will have a chance to answer the question

within 10 seconds. A timekeeper will state when the ten seconds are up. If the team member answers the question incorrectly, the next chapter's team member will attempt to answer the same question.

Questions will be asked in random order. They will not range in order of difficulty. If more than one answer is given by a team member, the first answer will be the only one used by the judges. When the question has been answered correctly, a new question will be asked of the next chapter's team member. If no one answers a question correctly, the question is discarded. Another question is given with no one disqualified for the previous question. When a team member answers incorrectly, he/she will leave the stage only after the question has been answered correctly. Questions will be asked of team members until only two chapters are represented.

Team members are not allowed to discuss the question in the preliminary round. The audience is asked to remain quiet and not respond to the question. Failure to adhere to these rules will result in the team being disqualified. The audience is not permitted to come to the judges' table during or after the event. All judges' decisions are final. If one chapter eliminates all remaining teams, that team will automatically advance to the final round. The teams just eliminated will return and will continue until only one team remains.

The use of recording devices, including video cameras, is prohibited.

Question/Answer Session—Final Round:

Two teams are represented in the finals. All three team members of these teams will participate in this round. The final round will be divided into ten rounds, each round consisting of each team being asked a question. The order the teams will answer a question will be determined by a coin toss.

The first team will be asked a question. The team will have 5 seconds to answer the question. The time will start from the time the question has been completed. If that team answers the question correctly, that team will receive 1 point for that round. If an incorrect answer is given, the question will be thrown out and a new question will be asked of the next team. A round will be completed when both teams have been given a question. For the next round, the order of teams will be rotated.

At the end of ten rounds, the team with the most points will be the winner. In the event that the teams are tied at the end of the tenth round, the competition will continue until one team is able to answer a question correctly while the other team answers the question in that round incorrectly.

Judging

The online objective tests will be computer graded. Ties will be broken by comparing the last ten questions of the objective tests for the affected competitors. The Judging for the oral question/answer session will be by a panel of former state and national officers, former Battle of the Chapters competitors, and advisers.

Awards

Each team member, as well as the chapter, of the championship team, will receive an award at the State Leadership Conference.

The individual who scores highest on the online objective test will also be recognized at the State Leadership Conference.

There is no national competition for this event.



AMERICAN ENTERPRISE PROJECT

Pre-judged Report Rating Sheet

| Expectation Item | Not Demonstrated | Below Expectations | Meets Expectations | Exceeds Expectations | Points Earned |
|---|--|---|--|---|---------------|
| Project specifically promotes local understanding of and support for the American Enterprise system | Project is not an American Enterprise Project 0 | Project promotes local understanding of OR shows how to support the American Enterprise system but not both 1-6 | Project promotes local understanding of AND support for the American Enterprise system 7-8 | Project indicates future activities or steps that could be taken to further the work stated 9-10 | |
| Describe research into school and/or community needs | No evidence of school and/or community research 0 | Research was completed but not clearly outlined 1-8 | Research clearly completed and clearly outlined 9-12 | Research was planned, executed, and evaluated 13-15 | |
| Describe planning, development, and implementation of project | No evidence of planning, development, or implementation of project 0 | Planning, development, OR implementation explanation is missing 1-8 | Planning, development, and implementation activities/steps are clearly described 9-12 | Planning, development, and implementation activities/steps are described and rationale for types of activities is given 13-15 | |
| Show evidence of publicity received | No evidence of publicity received 0 | Information about publicity was written in the report but no evidence of publicity is available 1-8 | Project was recognized within the school and/or community 9-12 | Project was recognized in more than one way by the school and/or community 13-15 | |
| Report benefits to and degree of impact on the school and/or community | School and/or community impact is not addressed 0 | Project was completed and served a purpose 1-6 | Project created tangible results that benefitted the school and/or community 7-8 | Project impacted the school and/or community to a level that something has dynamically changed and the project should continue 9-10 | |
| Evaluate the project | No evidence of project evaluation is provided 0 | Project was evaluated 1-6 | Project was evaluated and the evaluation was assessed 7-8 | Project was evaluated and recommendations for change were given 9-10 | |

Report Format

| | | | | | |
|--|--|---|---|---|---|
| Guidelines followed and report arranged according to rating sheet (See above Expectation Items) | Missing one or more sections and/or does not follow rating sheet 0 | All information presented, but order inconsistent with rating sheet 1-6 | Information arranged according to rating sheet 7-8 | Presented in the correct order and includes written transitions between sections 9-10 | |
| Format and design a business report | Does not format document 0 | Inconsistent formatting, excessive white space, and/or unrelated graphics and/or photos 1-6 | Consistent formatting throughout the report 7-8 | Utilizes full bleed, effective use of space, related defined graphics, and consistent formatting 9-10 | |
| Include correct grammar, punctuation, and spelling | More than 5 grammar, punctuation, or spelling errors 0 | 3-4 grammar, punctuation, or spelling errors 1-2 | No spelling errors, and not more than 2 grammar or punctuation errors 3-4 | No spelling errors, and not more than 1 grammar or punctuation error 5 | |
| Report Subtotal (100 max) | | | | | |
| Penalty Points: Deduct 5 points for each instance of report/project guidelines not being followed | | | | | - |
| Total Points (100 max) | | | | | |

Judge's Comments:



AMERICAN ENTERPRISE PROJECT

Presentation Rating Sheet

| Expectation Item | Not Demonstrated | Below Expectations | Meets Expectations | Exceeds Expectations | Points Earned |
|---|--|--|---|--|---------------|
| Describes project development and strategies used to implement project | No evidence of project development or strategies presented | Project development is explained briefly, very limited strategies are utilized | Project development is clearly outlined. More than one strategy is outlined | Project development is clearly outlined. Strategies are chronological and clearly explained | |
| | 0 | 1-9 | 10-16 | 17-20 | |
| Describes research into school or community needs | No evidence of school and/or community research | Research was completed but not clearly outlined | Research clearly completed and clearly outlined | Research was planned, executed, and evaluated | |
| | 0 | 1-8 | 9-12 | 13-15 | |
| Appropriate level of chapter member involvement in project | Chapter involvement is not explained | Participation was limited to a small number of members | The project was clearly a chapter project and participated in by multiple members | Entire chapter participated in the event and clear evidence is provided of the impact | |
| | 0 | 1-6 | 7-8 | 9-10 | |
| Degree of impact on the community and its citizens | School and/or community impact is not addressed | Project was completed and served a purpose | Project created tangible results that benefitted the school and/or community | Project impacted the school and/or community to a level that something has dynamically changed and the project should continue | |
| | 0 | 1-9 | 10-16 | 17-20 | |
| Evidence of publicity received | No evidence of publicity received | Information about publicity was written in the report, but no evidence of publicity is available | Project was recognized within the school and/or community | Project was recognized in more than one way by the school and/or community | |
| | 0 | 1-2 | 3-4 | 5 | |
| Student evaluation of project effectiveness | No evidence of project evaluation is provided | Project was evaluated | Project was evaluated and the evaluation was assessed | Project was evaluated and the team has created recommendations for change should the project be repeated | |
| | 0 | 1-2 | 3-4 | 5 | |
| Presentation Delivery | | | | | |
| Statements are well-organized and clearly stated | Competitor(s) did not appear prepared | Competitor(s) were prepared, but flow was not logical | Presentation flowed in logical sequence | Presentation flowed in logical sequence; statements were well organized | |
| | 0 | 1-6 | 7-8 | 9-10 | |
| Demonstrates self-confidence, poise, assertiveness, and good voice projection | Competitor(s) did not demonstrate self-confidence | Competitor(s) demonstrated self-confidence and poise | Competitor(s) demonstrated self-confidence, poise, and good voice projection | Competitor(s) demonstrated self-confidence, poise, good voice projection, and assertiveness | |
| | 0 | 1-2 | 3-4 | 5 | |
| Demonstrates the ability to effectively answer questions | Unable to answer questions | Does not completely answer questions | Completely answers questions | Interacted with the judges in the process of completely answering questions | |
| | 0 | 1-6 | 7-8 | 9-10 | |
| Presentation Subtotal (100 max) | | | | | |
| Penalty Points | | Official Dress violation: -5 | Failing to report on time -10 | Total Penalty: - | |
| Total Points (100 max) | | | | | |

Judge's Comments:



BANKING & FINANCIAL SYSTEMS

Role Play Presentation Rating Sheet

| Expectation Item | Not Demonstrated | Below Expectations | Meets Expectations | Exceeds Expectations | Points Earned |
|--|--|---|--|---|---------------|
| Demonstrates understanding of the role play and defines problem(s) to be solved | No description or role play synopsis provided; no problems defined 0 | Describes and provides role play synopsis OR defines the problem(s) 1-8 | Describes and provides role play synopsis AND defines the problem(s) 9-12 | Demonstrates expertise of role play synopsis AND definition of the problem(s) 13-15 | |
| Identifies alternatives and the pro(s) and con(s) of each | No alternatives identified 0 | Alternative(s) given but pro(s) and/or con(s) are not analyzed 1-9 | At least two alternatives given and pro(s) and con(s) are analyzed 10-16 | Multiple alternatives given and multiple pros and cons analyzed for each 17-20 | |
| Identifies logical solution and aspects of implementation | No solution identified 0 | Solution provided, but implementation plan not developed 1-9 | Logical solution and implementation plan provided and developed 10-16 | Feasible solution and implementation plan developed and necessary resources identified 17-20 | |
| Demonstrates knowledge and understanding of the event competencies: Concepts and practices/ basic terminology/ government regulations/ financial services/ technology/ types of institutions/ethics/ financial careers/taxation | No competencies demonstrated 0 | One or two competencies are demonstrated 1-9 | Three competencies are demonstrated 10-16 | Four or more competencies are demonstrated 17-20 | |
| Presentation Delivery | | | | | |
| Statements are well-organized and clearly stated | Competitor(s) did not appear prepared 0 | Competitor(s) were prepared, but flow was not logical 1-6 | Presentation flowed in logical sequence 7-8 | Presentation flowed in logical sequence; statements were well organized 9-10 | |
| Demonstrates self-confidence, poise, assertiveness, and good voice projection | Competitor(s) did not demonstrate self-confidence 0 | Competitor(s) demonstrated self-confidence and poise 1-2 | Competitor(s) demonstrated self-confidence, poise, and good voice projection 3-4 | Competitor(s) demonstrated self-confidence, poise, good voice projection, and assertiveness 5 | |
| Demonstrates the ability to effectively answer questions | Unable to answer questions 0 | Does not completely answer questions 1-6 | Completely answers questions 7-8 | Interacted with the judges in the process of completely answering questions 9-10 | |
| Presentation Subtotal (100 max) | | | | | |
| Penalty Points | | Official Dress violation: -5 | Failing to report on time -10 | Total Penalty: - | |
| Total Points (100 max) | | | | | |

Judge's Comments:



BROADCAST JOURNALISM

Presentation Rating Sheet

| Expectation Item | Not Demonstrated | Below Expectations | Meets Expectations | Exceeds Expectations | Points Earned |
|---|--|---|---|--|-------------------------|
| Presentation represents a LIVE BROADCAST | Presentation is 100 percent pre-recorded | Presentation is pre-recorded with a small amount of LIVE broadcast | Presentation represents a LIVE broadcast with supporting features | Presentation represents a LIVE broadcast with creative techniques and supporting features | |
| | 0 | 1-8 | 9-12 | 13-15 | |
| Demonstrates understanding of the event topic | No understanding of topic as it relates to the event guidelines or wrong topic | Identifies event topic, but does not demonstrate understanding | Identifies and demonstrates understanding of event topic | Uses industry terminology to demonstrate the understanding of the event topic | |
| | 0 | 1-8 | 9-12 | 13-15 | |
| Quality writing related to the topic | Writing lacks a clear voice and original style. Lead is neither original nor catchy, is overused or boring | Writing is rather bland; lacks a clear voice and/or sense of originality. Lead is adequate but not extremely catchy or original | Writing is inadequate but not extremely compelling, is wordy or voice is unclear. Lead is appropriate to story and effective at attention | Writing is strong and effective with a clear voice and active verbs. Lead is original and catchy and invites readers | |
| | 0 | 1-8 | 9-12 | 13-15 | |
| Quality of news broadcast | Broadcast was not complete. No graphics used, no creativity in production/product | Does not fully resemble a news broadcast. Little to no creativity in production or product. Limited graphics and support | Over half of the presentation/product resembles a news broadcast. Some creativity present. Graphics present and effective | Impressive overall broadcast. Clear balance of creativity/realism. Production graphics well done. Balanced team effort | |
| | 0 | 1-8 | 9-12 | 13-15 | |
| Substantiates and cites sources used while conducting research | Sources are not cited | Sources/references are seldom cited to support statements | Professionally legitimate sources & resources that support statements are generally present | Compelling evidence from professionally legitimate sources & resources is given to support statements | |
| | 0 | 1-6 | 7-8 | 9-10 | |
| Presentation Delivery | | | | | |
| Statements are well-organized and clearly stated | Competitor(s) did not appear prepared | Competitor(s) were prepared, but flow was not logical | Presentation flowed in logical sequence | Presentation flowed in logical sequence; statements were well organized | |
| | 0 | 1-6 | 7-8 | 9-10 | |
| Demonstrates self-confidence, poise, assertiveness, and good voice projection | Competitor(s) did not demonstrate self-confidence | Competitor(s) demonstrated self-confidence and poise | Competitor(s) demonstrated self-confidence, poise, and good voice projection | Competitor(s) demonstrated self-confidence, poise, good voice projection, and assertiveness | |
| | 0 | 1-6 | 7-8 | 9-10 | |
| Demonstrates the ability to effectively answer questions | Unable to answer questions | Does not completely answer questions | Completely answers questions | Interacted with the judges in the process of completely answering questions | |
| | 0 | 1-6 | 7-8 | 9-10 | |
| Presentation Subtotal (100 max) | | | | | |
| Penalty Points | Official Dress violation: | -5 | Failing to report on time | -10 | Total Penalty: - |
| Total Points (100 max) | | | | | |

Judge's Comments:



BUSINESS ETHICS

Pre-judged Report Rating Sheet (*SLC Only*)

| Expectation Item | Not Demonstrated | Below Expectations | Meets Expectations | Exceeds Expectations | Points Earned |
|---|---|--|---|--|-------------------------|
| Identifies and defines ethical issues presented in the topic | No identification of the ethical issues as it relates to the event guidelines 0 | Identifies OR defines the ethical issues 1-2 | Identifies AND defines the ethical issues 3-4 | Identifies and defines the ethical issues using industry terminology 5 | |
| Explains why the ethical issues happened | No reasons cited for the ethical issues 0 | Reasons for the ethical issues identified but were not on target 1-6 | Several, but not all, reasons accurately identified 7-8 | All reasons addressed and analyzed 9-10 | |
| Provides logical solutions as to how the ethical issues should be resolved | No ethical solutions are identified 0 | One ethical solution provided 1-2 | Ethical solution provided with supporting evidence 3-4 | Feasible, logical solutions recommended for all issues 5 | |
| Recommends safeguards that should have been in place to prevent the ethical issue | No safeguards identified 0 | One safeguard provided 1-6 | Safeguards provided with supporting evidence 7-8 | Feasible, logical safeguards recommended for all issues 9-10 | |
| Substantiates and cites sources used while conducting research | Sources are not cited 0 | Sources/references are seldom cited to support statements 1-6 | Professionally legitimate sources & resources that support statements are generally present 7-8 | Compelling evidence from professionally legitimate sources & resources is given to support statements 9-10 | |
| Report Format | | | | | |
| Follows event guidelines | Does not follow event guidelines 0 | Inconsistent with event guidelines 1-2 | Consistent with event guidelines 3-4 | All guidelines were followed, including businessperson interviews 5 | |
| Include correct grammar, punctuation, and spelling | More than 5 grammar, punctuation, or spelling errors 0 | 3-4 grammar, punctuation, or spelling errors 1-2 | No spelling errors, and not more than 2 grammar or punctuation errors 3-4 | No spelling errors, and not more than 1 grammar or punctuation error 5 | |
| Report Subtotal (50 max) | | | | | |
| Penalty Points | Deduct 5 points for each instance of guidelines not being followed: | | | -5 | Total Penalty: - |
| Total Points (50 max) | | | | | |

Judge's Comments:



BUSINESS ETHICS

Presentation Rating Sheet

| Expectation Item | Not Demonstrated | Below Expectations | Meets Expectations | Exceeds Expectations | Points Earned |
|---|---|--|---|--|-------------------------|
| Identifies and defines ethical issues presented in the case study | No identification of ethical issues as it relates to the event guidelines 0 | Identifies OR defines the ethical issues 1-6 | Identifies AND defines the ethical issues 7-8 | Identifies and defines the ethical issues using industry terminology 9-10 | |
| Explains why the ethical issues happened | No reasons cited for the ethical issues 0 | One reason for the ethical issue(s) identified but were not on target 1-6 | One reason identified for the ethical issue(s) identified and on target 7-8 | Two or more reasons identified, on target, and analyzed 9-10 | |
| Provides logical recommendation as to how the ethical issues should be resolved | No recommendations are given 0 | One recommendation provided but no supporting evidence 1-6 | One recommendation provided with supporting evidence 7-8 | Two or more recommendations provided with evidence 9-10 | |
| Recommends safeguards that should have been in place to prevent the ethical issue | No safeguards identified 0 | One safeguard provided but no supporting evidence 1-8 | One safeguard provided with supporting evidence 9-12 | Two or more safeguards provided with evidence 13-15 | |
| Research shows quality and related information to the ethical issues and incorporates input of businesspeople interviewed | No research done with 3 or more inaccurate statements 0 | Research is unrelated to the ethical topic and 1-2 inaccurate statements 1-8 | All research is accurate with no reference made to supporting evidence 9-12 | Research is accurate with supporting evidence provided; incorporates input of businesspeople interviewed as part of presentation 13-15 | |
| Substantiates and cites sources used while conducting research | Sources are not cited 0 | Sources/references are seldom cited to support statements 1-6 | Professionally legitimate sources & resources that support statements are generally present 7-8 | Compelling evidence from professionally legitimate sources & resources is given to support statements 9-10 | |
| Presentation Delivery | | | | | |
| Statements are well-organized and clearly stated with use of industry language | Competitor(s) did not appear prepared 0 | Competitor(s) were prepared, but flow was not logical 1-6 | Presentation flowed in logical sequence 7-8 | Presentation flowed in a logical sequence; statements were well organized 9-10 | |
| Demonstrates self-confidence, poise, assertiveness, and good voice projection | Competitor(s) did not demonstrate self-confidence 0 | Competitor(s) demonstrated self-confidence and poise 1-6 | Competitor(s) demonstrated self-confidence, poise, and good voice projection 7-8 | Competitor(s) demonstrated self-confidence, poise, good voice projection, and assertiveness 9-10 | |
| Demonstrates the ability to effectively answer questions | Unable to answer questions 0 | Does not completely answer questions 1-6 | Completely answers questions 7-8 | Interacted with the judges in the process of completely answering questions 9-10 | |
| Presentation Subtotal (100 max) | | | | | |
| Penalty Points | Official Dress violation: -5 | | Failing to report on time: -10 | | Total Penalty: - |
| Total Points (100 max) | | | | | |

Judge's Comments:



BUSINESS MANAGEMENT

Role Play Presentation Rating Sheet

| Expectation Item | Not Demonstrated | Below Expectations | Meets Expectations | Exceeds Expectations | Points Earned |
|--|--|---|--|---|---------------|
| Demonstrates understanding of the role play and defines problem(s) to be solved | No description or role play synopsis provided; no problems defined 0 | Describes and provides role play synopsis OR defines the problem(s) 1-8 | Describes and provides role play synopsis AND defines the problem(s) 9-12 | Demonstrates expertise of role play synopsis AND definition of the problem(s) 13-15 | |
| Identifies alternatives and the pro(s) and con(s) of each | No alternatives identified 0 | Alternative(s) given but pro(s) and/or con(s) are not analyzed 1-9 | At least two alternatives given, and pro(s) and con(s) are analyzed 10-16 | Multiple alternatives given and multiple pros and cons analyzed for each 17-20 | |
| Identifies logical solution and aspects of implementation | No solution identified 0 | Solution provided, but implementation plan not developed 1-9 | Logical solution and implementation plan provided and developed 10-16 | Feasible solution and implementation plan developed, and necessary resources identified 17-20 | |
| Demonstrates knowledge and understanding of the event competencies: Information and communication systems, human resource management, financial management, business operations, management functions, business ownership, careers, ethics, marketing, social responsibility, economic concepts, strategic management | No competencies demonstrated 0 | One or two competencies are demonstrated 1-9 | Three competencies are demonstrated 10-16 | Four or more competencies are demonstrated 17-20 | |
| Presentation Delivery | | | | | |
| Statements are well-organized and clearly stated | Competitor(s) did not appear prepared 0 | Competitor(s) were prepared, but flow was not logical 1-6 | Presentation flowed in logical sequence 7-8 | Presentation flowed in logical sequence; statements were well organized 9-10 | |
| Demonstrates self-confidence, poise, assertiveness, and good voice projection | Competitor(s) did not demonstrate self-confidence 0 | Competitor(s) demonstrated self-confidence and poise 1-2 | Competitor(s) demonstrated self-confidence, poise, and good voice projection 3-4 | Competitor(s) demonstrated self-confidence, poise, good voice projection, and assertiveness 5 | |
| Demonstrates the ability to effectively answer questions | Unable to answer questions 0 | Does not completely answer questions 1-6 | Completely answers questions 7-8 | Interacted with the judges in the process of completely answering questions 9-10 | |
| Presentation Subtotal (100 max) | | | | | |
| Penalty Points | | Official Dress violation: -5 | Failing to report on time: -10 | Total Penalty: - | |
| Total Points (100 max) | | | | | |

Judge's Comments:



BUSINESS PLAN

Pre-judged Report Rating Sheet

| Expectation Item | Not Demonstrated | Below Expectations | Meets Expectations | Exceeds Expectations | Points Earned |
|---|---|--|--|--|---------------|
| Executive Summary: Provide brief and concise Executive Summary Convince reader that business concept is sound and has a reasonable chance of success | No Executive Summary is given | Executive Summary is provided but does not show evidence of sound business concept OR reasonable chance of success | Executive Summary is proved AND shows evidence of sound business concepts and reasonable chance of success | Executive Summary serves as a strong introduction and transitions into the remainder of the report | |
| | 0 | 1-8 | 9-12 | 13-15 | |
| Develop Company Profile: -Legal form of business -Effective date of business -Company mission statement/vision -Company governance -Company location(s) -Immediate development goals -Overview of company's financial status | More than one of the components listed is not addressed | Description of one or more components is limited OR one or more components is not described | All components are described adequately | All components are described adequately with supporting documentation | |
| | 0 | 1-8 | 9-12 | 13-15 | |
| Present Industry Analysis: -Description of industry (size, growth rates, nature of competition, history) -Trends and strategic opportunities within industry | More than one of the components listed is not addressed | Description of one or more components is limited OR one or more components is not described | All components are described adequately | All components are described adequately with supporting documentation | |
| | 0 | 1-8 | 9-12 | 13-15 | |
| Present Target Market: -Target market defined (size, growth potential, needs) -Effective analysis of market's potential, current patterns, and sensitivities | More than one of the components listed is not addressed | Description of one or more components is limited OR one or more components is not described | All components are described adequately | All components are described adequately with supporting documentation | |
| | 0 | 1-8 | 9-12 | 13-15 | |
| Discuss Competition: -Key competitors identified -Effective analysis of competitors' strengths and weaknesses -Potential future competitors -Barriers to entry for new competitors identified | More than one of the components is not addressed | Description of one or more components is limited OR one or more components is not described | All components are described adequately | All components are described adequately with supporting documentation | |
| | 0 | 1-8 | 9-12 | 13-15 | |
| Marketing Plan and Sales Strategy: -Key message to be communicated identified -Options for message delivery identified and analyzed including Web process -Sales procedures and methods defined | More than one of the components listed is not addressed | Description of one or more components is limited OR one or more components is not described | All components are described adequately | All components are described adequately with supporting documentation | |
| | 0 | 1-8 | 9-12 | 13-15 | |
| Operations: -Business facilities described -Production plan defined and analyzed -Workforce plan defined and analyzed -Impact of technology | More than one of the components listed is not addressed | Description of one or more components is limited OR one or more components is not described | All components are described adequately | All components are described adequately with supporting documentation | |
| | 0 | 1-8 | 9-12 | 13-15 | |
| Management and Organization: -Key employees/principals identified and described -Board of Directors, advisory committee, consultants, and other human resources identified and described -Plan for identifying, recruiting, and securing key competitors described -Compensation and incentives plan | More than one of the components listed is not addressed | Description of one or more components is limited OR one or more components is not described | All components are described adequately | All components are described adequately with supporting documentation | |
| | 0 | 1-8 | 9-12 | 13-15 | |
| Provide Long-term Development: -Goals for three, five, or more years are identified and documented -Risks and potential adverse results identified and analyzed -Strategy in place to take business toward long-term goals | More than one of the components listed is not addressed | Description of one or more component is limited OR one or more components is not described | All components are described adequately | All components are described adequately with supporting documentation | |
| | 0 | 1-9 | 10-16 | 17-20 | |

(continued on next page)



BUSINESS PLAN

Report Rating Sheet (continued)

| | | | | | |
|--|--|---|---|---|---|
| Financials -Type of accounting system to be used is identified -Financial projections are included and reasonable -Year 1 monthly cash flow -Year 1 monthly income statement -Yearly income statements for Years 1, 3, & 5 | More than one of the components listed is not addressed | Description of one or more components is limited OR one or more components is not described | All components are described adequately | All components are described adequately with supporting documentation | |
| | 0 | 1-9 | 10-16 | 17-20 | |
| Substantiates and cites sources used while conducting research | Sources are not cited | Sources/references are seldom cited to support statements | Professionally legitimate sources & resources that support statements are generally present | Compelling evidence from professionally legitimate sources & resources is given to support statements | |
| | 0 | 1-8 | 9-12 | 13-15 | |
| Report Format | | | | | |
| Guidelines followed and report arranged according to rating sheet (See above Expectation Items) | Missing one or more sections and/or does not follow rating sheet | All information presented, but order inconsistent with rating sheet | Information arranged according to the rating sheet | Presented in the correct order and includes written transitions between sections | |
| | 0 | 1-6 | 7-8 | 9-10 | |
| Format and design a business report | Does not format document | Inconsistent formatting, excessive white space, and/or unrelated graphics and/or photos | Consistent formatting throughout the report | Utilizes full bleed, effective use of space, related defined graphics, and consistent formatting | |
| | 0 | 1-6 | 7-8 | 9-10 | |
| Include correct grammar, punctuation, and spelling | More than 5 grammar, punctuation, or spelling errors | 3-4 grammar, punctuation, or spelling errors | No spelling errors, and not more than 2 grammar or punctuation errors | No spelling errors, and not more than 1 grammar or punctuation error | |
| | 0 | 1-2 | 3-4 | 5 | |
| Report Subtotal (200 max) | | | | | |
| Penalty Points: Deduct 5 points for each instance of report/project guidelines not being followed | | | | | - |
| Total Points (200 max) | | | | | |

Judge's Comments:



BUSINESS PLAN Presentation Rating Sheet

| Expectation Item | Not Demonstrated | Below Expectations | Meets Expectations | Exceeds Expectations | Points Earned |
|--|--|---|---|--|-------------------------|
| Describes business concept and company profile | No evidence of business concept or company profile | Business concept OR company profile described | Business concept AND company profile explained | Business concept and company profile explained including how the concept matches the profile | |
| | 0 | 1-8 | 9-12 | 13-15 | |
| Explains marketing aspects of business | No marketing evident | One aspect of marketing explained | Two aspects of marketing explained | Three or more aspects of marketing to increase company performance explained | |
| | 0 | 1-8 | 9-12 | 13-15 | |
| Describes operations and management plans | No evidence of company, operations plan, or management plan | Description of operations OR management plan | Description of operations AND management plan | Detailed description of operations and management with plan for future growth | |
| | 0 | 1-8 | 9-12 | 13-15 | |
| Provides information on financial documents and projections | No evidence of financial documents or company projections received | Provides information on at least one financial document OR one projection | Provides information on two financial documents and at least one projection | Provides information on at least three financial documents and at least three projections | |
| | 0 | 1-6 | 7-8 | 9-10 | |
| Identifies and analyzes risks and adverse results and provides plan to avoid adverse results | No evidence of risks or adverse results | One risk OR adverse result is given; no evidence of planning | Two risks and at least one adverse result identified; includes a plan with at least one step to avoid adverse results | Three risks and at least one adverse result identified; includes a plan with at least two steps to avoid adverse results | |
| | 0 | 1-6 | 7-8 | 9-10 | |
| Identifies long-term goals | No goals identified | Only one goal identified | Two goals identified | Three or more goals identified with specific plan to achieve the goals | |
| | 0 | 1-6 | 7-8 | 9-10 | |
| Presentation Delivery | | | | | |
| Statements are well-organized and clearly stated | Competitor(s) did not appear prepared | Competitor(s) were prepared, but flow was not logical | Presentation flowed in logical sequence | Presentation flowed in logical sequence; statements were well organized | |
| | 0 | 1-6 | 7-8 | 9-10 | |
| Demonstrates self-confidence, poise, assertiveness, and good voice projection | Competitor(s) did not demonstrate self-confidence | Competitor(s) demonstrated self-confidence and poise | Competitor(s) demonstrated self-confidence, poise, and good voice projection | Competitor(s) demonstrated self-confidence, poise, good voice projection, and assertiveness | |
| | 0 | 1-2 | 3-4 | 5 | |
| Demonstrates the ability to effectively answer questions | Unable to answer questions | Does not completely answer questions | Completely answers questions | Interacted with the judges in the process of completely answering questions | |
| | 0 | 1-6 | 7-8 | 9-10 | |
| Presentation Subtotal (100 max) | | | | | |
| Penalty Points | Official Dress violation: | -5 | Failing to report on time | -10 | Total Penalty: - |
| Total Points (100 max) | | | | | |

Judge's Comments:



CLIENT SERVICE

Role Play Presentation Rating Sheet

| Expectation Item | Not Demonstrated | Below Expectations | Meets Expectations | Exceeds Expectations | Points Earned |
|---|--|---|---|---|-------------------------|
| Demonstrates understanding of the role play and defines problem(s) to be solved | No description or role play synopsis provided; no problems defined 0 | Describes and provides role play synopsis OR defines the problem(s) 1-6 | Describes and provides role play synopsis AND defines the problem(s) 7-8 | Demonstrates expertise of role play synopsis AND definition of the problem(s) 9-10 | |
| Communicates position on problem of role play | No position communicated 0 | Communicates position not related to problem 1-6 | Communicates position on problem 7-8 | Communicates in a professional manner position on problem in scenario 9-10 | |
| Identifies logical solution and aspects of implementation | No solution identified 0 | Solution provided, but implementation plan not developed 1-6 | Logical solution and implementation plan provided and developed 7-8 | Feasible solution and implementation plan developed, and necessary resources identified 9-10 | |
| Displays empathy/diplomacy when responding to role play scenario | No empathy or diplomacy displayed 0 | Empathy or diplomacy displayed in response to role play scenario 1-6 | Empathy and diplomacy displayed in response to role play scenario 7-8 | Display of empathy and diplomacy skills add to resolution of role play scenario 9-10 | |
| Shows knowledge of terminology and components related to the role play | No understanding of the role play demonstrated 0 | Terminology is presented but not expanded on 1-6 | Clear understanding of terminology and implementation into presentation 7-8 | Terminology is communicated clear enough for client (judge) to proceed on their own 9-10 | |
| Demonstrates conflict resolution and closure to the role play | No closure was provided 0 | Situation was closed OR conflict was resolved 1-9 | Conflict was resolved, the situation has closure 10-16 | Conflict was resolved, the situation has closure, and the client (judge) is satisfied 17-20 | |
| Presentation Delivery | | | | | |
| Statements are well-organized and clearly stated | Competitor did not appear prepared 0 | Competitor was prepared, but flow was not logical 1-6 | Presentation flowed in logical sequence 7-8 | Presentation flowed in logical sequence; statements were well organized 9-10 | |
| Demonstrates self-confidence, poise, assertiveness, and good voice projection | Competitor did not demonstrate self-confidence 0 | Competitor demonstrated self-confidence and poise 1-6 | Competitor demonstrated self-confidence, poise, and good voice projection 7-8 | Competitor demonstrated self-confidence, poise, good voice projection, and assertiveness 9-10 | |
| Demonstrates the ability to effectively ask and answer questions | Unable to answer questions 0 | Does not completely answer questions 1-6 | Completely answers questions 7-8 | Interacted with the judges in the process of completely answering questions 9-10 | |
| Presentation Subtotal (100 max) | | | | | |
| Penalty Points | Official Dress violation: -5 | | Failing to report on time: -10 | | Total Penalty: - |
| Total Points (100 max) | | | | | |

Judge's Comments:



CODING & PROGRAMMING

Prejudged & In-Person Presentation Rating Sheet

| Code Qualify | Not Demonstrated | Below Expectations | Meets Expectations | Exceeds Expectations | Points Earned |
|--|---|--|--|---|---------------|
| Appropriate use of comments, naming conventions, and proper formatting | No commentary provided 0 | Commentary provided but is not logical 1-6 | Commentary provided assists the user throughout the demonstration 7-8 | Commentary provided is logical, useful, and complete 9-10 | |
| Appropriate use of classes, modules, and/or components | Identifiers not used 0 | Identifiers are used for programming elements but are incorrectly placed 1-6 | Identifiers are used and are accurate in all instances 7-8 | Identifiers exhibit an advanced knowledge of programming 9-10 | |
| User Experience | | | | | |
| User interface is intuitive or clear instructions are provided | No instructions provided and is not intuitive 0 | Instructions provided or program is not intuitive 1-6 | Appropriate & clear instructions are provided 7-8 | Program is intuitive and clear instructions are provided 9-10 | |
| Users can easily navigate between pages | No help menu or navigation system incorporated 0 | Includes basic help menu and usable navigation 1-6 | Interface contains no spelling errors, has interactive help menu, and has no navigation errors 7-8 | Program use also includes an intelligent feature such as an interactive Q&A 9-10 | |
| User input is validated | User input isn't validated 0 | User input is somewhat validated 1-2 | User input is validated 3-4 | Input validation applied on both syntactical and semantic levels 5 | |
| Functionality | | | | | |
| Program addresses all parts of the prompt | Program does not address the topic/problem 0 | Program addresses the topic/problem at a minimal level 1-8 | Program fully addresses the topic/problem 9-12 | Program fully addresses the topic/problem, and the correlation is explained in the instructions 13-15 | |
| Program generates a presentable report | Output reports are not accurate or not available 0 | Output reports are not sufficient to analyze data 1-2 | Output reports are error free and provide all necessary information to analyze data 3-4 | Output reports allow user to customize and analyze information 5 | |
| Data storage is persistent | Where data is stored is unclear 0 | Where data is stored may not be secure 1-2 | Data storage is clear and storage is secure 3-4 | Data storage includes dynamic backup feature 5 | |
| Presentation Delivery | | | | | |
| Statements are well-organized and clearly stated | Competitor(s) did not appear prepared 0 | Competitor(s) was prepared, but flow was not logical 1-6 | Presentation flowed in logical sequence 7-8 | Presentation flowed in logical sequence; statements were well organized 9-10 | |
| Demonstrates self-confidence, poise, assertiveness, and good voice projection | Competitor(s) did not demonstrate self-confidence 0 | Competitor(s) demonstrated self-confidence and poise 1-6 | Competitor(s) demonstrated self-confidence, poise, and good voice projection 7-8 | Competitor(s) demonstrated self-confidence, poise, good voice projection, and assertiveness 9-10 | |
| Demonstrates the ability to effectively answer questions (only used in-person) | Unable to answer questions 0 | Does not completely answer questions 1-6 | Completely answers questions 7-8 | Interacted with the judges in the process of completely answering questions 9-10 | |
| Presentation Subtotal (100 max) | | | | | |
| Penalty Points | | Dress Code not followed: -5 | Failing to report on time: -10 | Total Penalty: - | |
| Total Points (100 max) | | | | | |

Judge's Comments:



COMMUNITY SERVICE PROJECT

Pre-judged Report Rating Sheet

| Expectation Item | Not Demonstrated | Below Expectations | Meets Expectations | Exceeds Expectations | Points Earned |
|--|--|---|---|--|---------------|
| Project has specific goals and provides service to the community and its citizens | Project is not a Community Service Project 0 | Project has specific goals OR provides service to the community and its citizens but not both 1-6 | Project has specific goals AND provides service to the community and its citizens 7-8 | Project has quantitatively defined goals and indicates future activities or steps that could be taken to further the work started 9-10 | |
| Describe research into school and/or community needs | No evidence of community research 0 | Research was completed but not clearly outlined 1-8 | Research clearly completed and clearly outlined 9-12 | Research was planned, executed, and evaluated 13-15 | |
| Describe planning, development, and implementation of project | No evidence of planning, development, or implementation of project 0 | Planning, development, OR implementation explanation is missing 1-9 | Planning, development, and implementation activities/ steps are clearly described 10-16 | Planning, development, and implementation activities/ steps are described and rationale for types of activities is given 17-20 | |
| Show evidence of publicity received | No evidence of publicity received 0 | Information about publicity was written in the report but no evidence of publicity is available 1-6 | Project was recognized within the school and/or community 7-8 | Project was recognized in more than one way by the school and/or community 9-10 | |
| Report benefits to and degree of impact on the school and/or community | School and/or community impact is not addressed 0 | Project was completed and served a purpose 1-6 | Project created tangible results that benefitted the school and/or community 7-8 | Project impacted the school and/or community to a level that something has dynamically changed and the project should continue 9-10 | |
| Evaluate the project | No evidence of project evaluation is provided 0 | Project was evaluated 1-6 | Project was evaluated and the evaluation was assessed 7-8 | Project was evaluated and recommendations for change were given 9-10 | |
| Report Format | | | | | |
| Guidelines followed and report arranged according to rating sheet (See above Expectation Items) | Missing one or more sections and/or does not follow rating sheet 0 | All information presented, but order inconsistent with rating sheet 1-6 | Information arranged according to rating sheet 7-8 | Presented in the correct order and includes written transitions between sections 9-10 | |
| Format and design a business report | Does not format document 0 | Inconsistent formatting, excessive white space, and/or unrelated graphics and/or photos 1-6 | Consistent formatting throughout the report 7-8 | Utilizes full bleed, effective use of space, related defined graphics, and consistent formatting 9-10 | |
| Include correct grammar, punctuation, and spelling | More than 5 grammar, punctuation, or spelling errors 0 | 3-4 grammar, punctuation, or spelling errors 1-2 | No spelling errors, and not more than 2 grammar or punctuation errors 3-4 | No spelling errors, and not more than 1 grammar or punctuation error 5 | |
| Report Subtotal (100 max) | | | | | |
| Penalty Points: Deduct 5 points for each instance of report/project guidelines not being followed | | | | | - |
| Total Points (100 max) | | | | | |

Judge's Comments:



COMMUNITY SERVICE PROJECT Presentation Rating Sheet

| Expectation Item | Not Demonstrated | Below Expectations | Meets Expectations | Exceeds Expectations | Points Earned |
|---|--|---|--|---|-------------------------|
| Describes project development and strategies used to implement project | No evidence of project development or strategies presented | Project development is explained briefly, very limited strategies are utilized | Project development is clearly outlined. More than one strategy is outlined | Project development is clearly outlined. Strategies are chronological and clearly explained | |
| | 0 | 1-9 | 10-16 | 17-20 | |
| Describes research into school or community needs | No evidence of community research | Research was completed but not clearly outlined | Research clearly completed and clearly outlined | Research was planned, executed, and evaluated | |
| | 0 | 1-8 | 9-12 | 13-15 | |
| Appropriate level of chapter member involvement in project | Chapter involvement is not explained | Participation was limited to a small number of members | The project effort was clearly a chapter project and participated in by entire chapter | Entire chapter and additional individuals participated in the event and clear evidence is provided of the impact | |
| | 0 | 1-6 | 7-8 | 9-10 | |
| Degree of impact on the community and its citizens | Community impact is not addressed | Project was completed and served a purpose | Project created tangible results that benefitted the community | Project impacted the community to a level that something has dynamically changed, and the project should continue | |
| | 0 | 1-9 | 10-16 | 17-20 | |
| Evidence of publicity received | No evidence of publicity received | Information about publicity was written in the report but no evidence of publicity is available | Project was recognized within the school and/or community | Project was recognized in more than one way by the school and/or community | |
| | 0 | 1-2 | 3-4 | 5 | |
| Student evaluation of project effectiveness | No evidence of project evaluation is provided | Project was evaluated | Project was evaluated and the evaluation was assessed | Project was evaluated and the team has created recommendations for change should the project be repeated | |
| | 0 | 1-2 | 3-4 | 5 | |
| Presentation Delivery | | | | | |
| Statements are well-organized and clearly stated | Competitor(s) did not appear prepared | Competitor(s) were prepared, but flow was not logical | Presentation flowed in logical sequence | Presentation flowed in logical sequence; statements were well organized | |
| | 0 | 1-6 | 7-8 | 9-10 | |
| Demonstrates self-confidence, poise, assertiveness, and good voice projection | Competitor(s) did not demonstrate self-confidence | Competitor(s) demonstrated self-confidence and poise | Competitor(s) demonstrated self-confidence, poise, and good voice projection | Competitor(s) demonstrated self-confidence, poise, good voice projection, and assertiveness | |
| | 0 | 1-2 | 3-4 | 5 | |
| Demonstrates the ability to effectively answer questions | Unable to answer questions | Does not completely answer questions | Completely answers questions | Interacted with the judges in the process of completely answering questions | |
| | 0 | 1-6 | 7-8 | 9-10 | |
| Presentation Subtotal (100 max) | | | | | |
| Penalty Points | Official Dress violation: | -5 | Failing to report on time | -10 | Total Penalty: - |
| Total Points (100 max) | | | | | |

Judge's Comments:



COMPUTER GAME & SIMULATION PROGRAMMING

Prejudged & In-Person Presentation Rating Sheet

| Concept & Design | Not Demonstrated | Below Expectations | Meets Expectations | Exceeds Expectations | Points Earned |
|---|--|--|---|--|---------------|
| Game addresses all parts of the prompt | Concept and/or topic are not addressed 0 | Concept and/or topic are not fully developed 1-8 | Fully addresses the concept and/or topic 9-12 | User with no knowledge of the concept and/or topic can identify it based on use of project 13-15 | |
| Games rules are well-defined and clearly explained | Rules contain substantial errors affecting game play 0 | Rules contain errors that have minimal impact on game play 1-2 | Rules are error free as discovered through basic game play 3-4 | At least one advanced rule feature available 5 | |
| Game is challenging but can be completed | Game is overly simplistic and/or cannot be completed 0 | Game can be completed but is simplistic 1-2 | Game is challenging and can be completed 3-4 | User can navigate the game with rules as defined and several outcomes are available for completion 5 | |
| Implementation | | | | | |
| Describes programming languages, graphic design tools, game engines or other software needs | Program documentation not provided 0 | Program documentation contains errors 1-2 | Program documentation is error-free 3-4 | Program documentation invites use of advanced features 5 | |
| Graphics and game assets are appropriate for concept and/or topic | No graphic design principles applied 0 | Graphics are distracting/busy 1-2 | Graphics are appropriate for the concept/topic 3-4 | Graphics enhance the user experience 5 | |
| Graphics and game assets are consistently applied | Graphics & assets not available 0 | Graphics & assets not consistent 1-2 | Graphics & assets consistently applied 3-4 | Graphics & assets consistently applied and enhance the user experience 5 | |
| Graphics and game assets are visually appealing and engaging | No design principles applied 0 | Color, contrast, background, typography, sound, and design are distracting or busy 1-2 | Color, contrast, background, typography, sound, and design are appropriate for the concept or topic 3-4 | Color, contrast, background, typography, sound, and design enhance the user experience 5 | |
| User Experience | | | | | |
| Title screen functions and provides working instructions | No title screen provided 0 | Title screen has limited instructions and/or functionality 1-2 | Title screen functions and provides clear instructions 3-4 | Title screen provided but allows user to execute without instructions 5 | |
| Users can easily navigate between pages | Experience intended for the game is not defined 0 | User can navigate the game but experience and purpose are not defined 1-6 | User can navigate and complete the game following the rules 7-8 | Games includes an operating multi-player function 9-10 | |
| Game controls and mechanics are intuitive | Controls & mechanics aren't present 0 | Controls & mechanics not fully present 1-6 | Controls & mechanics are intuitive 7-8 | Controls & mechanics are intuitive and enhance the user experience 9-10 | |
| Presentation Delivery | | | | | |
| Statements are well-organized and clearly stated | Competitor(s) did not appear prepared 0 | Competitor(s) were prepared, but flow was not logical 1-6 | Presentation flowed in logical sequence 7-8 | Presentation flowed in logical sequence; statements were well organized 9-10 | |
| Self-confidence, poise, assertiveness, and good voice projection | Competitor(s) did not demonstrate self-confidence 0 | Competitor(s) demonstrated self-confidence and poise 1-6 | Competitor(s) demonstrated self-confidence, poise, and good voice projection 7-8 | Competitor(s) demonstrated self-confidence, poise, good voice projection, and assertiveness 9-10 | |
| Demonstrates the ability to effectively answer questions (only used in-person) | Unable to answer questions 0 | Does not completely answer questions 1-6 | Completely answers questions 7-8 | Interacted with the judges in the process of completely answering questions 9-10 | |
| Presentation Subtotal (100 max) | | | | | |
| Penalty Points | | Official Dress violation: | -5 | Failing to report on time | -10 |
| Total Penalty: - | | | | | |
| Total Points (100 max) | | | | | |

Judge's Comments:



DATA ANALYSIS

Prejudged & In-Person Presentation Rating Sheet

| Expectation Item | Not Demonstrated | Below Expectations | Meets Expectations | Exceeds Expectations | Points Earned |
|--|---|---|---|---|---------------|
| Demonstrates understanding of the event topic during presentation | No understanding of event topic OR incorrect topic used 0 | Understanding of topic inconsistent with event guidelines 1-6 | Demonstrates understanding of the topic during the presentation 7-8 | Demonstrates use of industry terminology of the topic during the presentation 9-10 | |
| Provides analysis of data | No attempt made to analyze the data 0 | Limited, surface-level analysis provided 1-8 | Provides analysis of the data 9-12 | Provides deep, industry standard analysis of data and addresses broader global impact 13-15 | |
| Provides visualizations of data | No visualizations provided 0 | One visualization provided that provides a superficial overview of data 1-8 | Two visualizations provided that try to explain the trends found in the data 9-12 | At least three professional visualizations provided that explain the overall trends found in the data in the context of the topic 13-15 | |
| Identifies recommendation to accomplish the purpose | No recommendation identified 0 | Recommendation provided, but plan not developed 1-6 | Logical recommendation and plan developed 7-8 | Feasible recommendation and plan developed, and necessary resources identified 9-10 | |
| Uses suitable and accurate statements related to topic's information in presentation | More than three statements are inaccurate 0 | One or two statements are inaccurate 1-9 | All statements are accurate 10-16 | All statements are accurate with supporting evidence 17-20 | |
| Substantiates and cites sources used while conducting research | Sources are not cited 0 | Sources/references are seldom cited to support statements 1-6 | Professionally legitimate sources & resources that support statements are generally present 7-8 | Compelling evidence from professionally legitimate sources & resources is given to support statements 9-10 | |
| Presentation Delivery | | | | | |
| Statements are well-organized and clearly stated | Competitor(s) did not appear prepared 0 | Competitor(s) were prepared, but flow was not logical 1-2 | Presentation flowed in logical sequence 3-4 | Presentation flowed in logical sequence; statements were well organized 5 | |
| Demonstrates self-confidence, poise, assertiveness, and good voice projection | Competitor(s) did not demonstrate self-confidence 0 | Competitor(s) demonstrated self-confidence and poise 1-2 | Competitor(s) demonstrated self-confidence, poise, and good voice projection 3-4 | Competitor(s) demonstrated self-confidence, poise, good voice projection, and assertiveness 5 | |
| Demonstrates the ability to effectively answer questions (only used in-person) | Unable to answer questions 0 | Does not completely answer questions 1-6 | Completely answers questions 7-8 | Interacted with the judges in the process of completely answering questions 9-10 | |
| Presentation Subtotal (100 max) | | | | | |
| Penalty Points | | Official Dress violation: -5 | Failing to report on time: -10 | Total Penalty: - | |
| Total Points (100 max) | | | | | |

Judge's Comments:



DIGITAL ANIMATION

Pre-judged Project Rating Sheet

| Project Usability | Not Demonstrated | Below Expectations | Meets Expectations | Exceeds Expectations | Points Earned |
|---|--|---|--|--|---------------|
| Video plays successfully | Media not usable | Media usable but not submitted according to event guidelines | Media usable but not click and play | Media usable on multiple players/browsers | |
| | 0 | 1-9 | 10-16 | 17-20 | |
| Project Concept & Design Evaluation | | | | | |
| Fully address the concept and/or topic | Concept and/or topic is not followed | Concept and/or topic not fully developed | Fully addresses the concept and/or topic | A user with no knowledge of the concept and/or topic can identify based on video | |
| | 0 | 1-9 | 10-16 | 17-20 | |
| Color, contrast, background, typography, sound, and design are appropriate for the concept or topic | No design principles applied | Color, contrast, background, typography, sound and design are distracting or busy | Color, contrast, background, typography, sound, and design are appropriate for the concept or topic | Color, contrast, background, typography, sound, and design enhance the user experience | |
| | 0 | 1-9 | 10-16 | 17-20 | |
| Graphics appropriate for concept and/or topic | No graphic design principles applied | Graphics are distracting/busy | Graphics are appropriate for the concept/topic | Graphics enhance the user experience and are consistent throughout the video | |
| | 0 | 1-9 | 10-16 | 17-20 | |
| Information related to the topic is accurate | Animation video does not incorporate information | Animation video incorporates information but there are no sources or evidence of validity | Animation video incorporates information and backs it up with sources | Animation video incorporates information in an entertaining way that is backed up with sources | |
| | 0 | 1-9 | 10-16 | 17-20 | |
| Project Evaluation | | | | | |
| Overall quality of elements of animation | Video does not incorporate any elements of animation | Video incorporates basic elements of animation | Video incorporates animation elements that are functional | Video incorporates animation elements that clearly have been designed in multiple ways | |
| | 0 | 1-14 | 15-23 | 24-30 | |
| Quality of editing and transition | There are no transitions or evidence of video editing incorporated | Transitions exist but are rough and do not flow easily | Transitions flow seamlessly and serve as a logical component of the video | Multiple types of transitions are used and all flow seamlessly | |
| | 0 | 1-14 | 15-23 | 24-30 | |
| Logical flow of thoughts | Flow of video does not seem logical | Flow does not connect each element of the video | Flow is logical and appears sequenced | Flow is logical including a clear beginning, middle, and end | |
| | 0 | 1-9 | 10-16 | 17-20 | |
| Video concludes with proper credits and acknowledgement of copyright and sources | Video does not include credits | Video includes credits but they are limited | Video includes credits that recognize the creator, contributors, and acknowledgement of materials used | Video includes credits that recognize the creator, contributors, and includes written acknowledgement of copyright | |
| | 0 | 1-9 | 10-16 | 17-20 | |
| Project Subtotal (200 max) | | | | | |
| Penalty Points: Deduct 5 points for each instance of project guidelines not being followed - | | | | | |
| Total Points (200 max) | | | | | |

Judge's Comments:



DIGITAL ANIMATION Presentation Rating Sheet

| Expectation Item | Not Demonstrated | Below Expectations | Meets Expectations | Exceeds Expectations | Points Earned |
|---|---|---|---|---|-------------------------|
| Demonstrates understanding of the event topic | No understanding of event topic OR incorrect topic used | Understanding of topic inconsistent from video to presentation | Demonstrates the topic through presentation and animation | Demonstrates expertise of the topic through presentation and animation | |
| | 0 | 1-6 | 7-8 | 9-10 | |
| Describes the development process | No explanation of the development process | Explains the development process but does not share tangible planning documents | Explains the development process and shares tangible planning documents | Explains development process using industry terminology and displays tangible planning documents | |
| | 0 | 1-8 | 9-12 | 13-15 | |
| Describes the production process | No explanation of the production process | Explains the production process but does not share tangible planning documents | Explains the production process and shares tangible planning documents | Explains the production process using industry terminology and displays tangible planning documents | |
| | 0 | 1-8 | 9-12 | 13-15 | |
| Describes software and hardware used | No explanation of software and hardware used | Explains software OR hardware used | Explains software AND hardware used | Explains software and hardware used as well as alternative options and reasoning for final choice | |
| | 0 | 1-9 | 10-16 | 17-20 | |
| Describes animation techniques used | No explanation of animation techniques used | Identifies animation techniques used | Identifies animation techniques used with industry terminology | Identifies and explains animation techniques used with industry terminology | |
| | 0 | 1-6 | 7-8 | 9-10 | |
| Provides proper copyright documentation and citing of sources | Sources are not cited | Sources/references are seldom cited to support statements | Professionally legitimate sources & resources that support statements are generally present | Compelling evidence from professionally legitimate sources & resources is given to support statements | |
| | 0 | 1-6 | 7-8 | 9-10 | |
| Presentation Delivery | | | | | |
| Statements are well-organized and clearly stated | Competitor(s) did not appear prepared | Competitor(s) were prepared, but flow was not logical | Presentation flowed in logical sequence | Presentation flowed in logical sequence; statements were well organized | |
| | 0 | 1-2 | 3-4 | 5 | |
| Demonstrates self-confidence, poise, assertiveness, and good voice projection | Competitor(s) did not demonstrate self-confidence | Competitor(s) demonstrated self-confidence and poise | Competitor(s) demonstrated self-confidence, poise, and good voice projection | Competitor(s) demonstrated self-confidence, poise, good voice projection, and assertiveness | |
| | 0 | 1-2 | 3-4 | 5 | |
| Demonstrates the ability to effectively answer questions | Unable to answer questions | Does not completely answer questions | Completely answers questions | Interacted with the judges in the process of completely answering questions | |
| | 0 | 1-6 | 7-8 | 9-10 | |
| Presentation Subtotal (100 max) | | | | | |
| Penalty Points | Official Dress violation: | -5 | Failing to report on time | -10 | Total Penalty: - |
| Total Points (100 max) | | | | | |

Judge's Comments:



DIGITAL VIDEO PRODUCTION

Pre-judged Project Rating Sheet

| Project Usability | Not Demonstrated | Below Expectations | Meets Expectations | Exceeds Expectations | Points Earned |
|---|---|---|--|--|---------------|
| Video plays successfully | Media not usable | Media usable but not submitted according to event guidelines | Media usable but not click and play | Media usable in multiple players | |
| | 0 | 1-9 | 10-16 | 17-20 | |
| Video Content | | | | | |
| Fully address the concept and/or topic | Concept and/or topic is not followed | Concept and/or topic not fully developed | Fully addresses the concept and/or topic | User with no knowledge of the concept and/or topic can identify based on video | |
| | 0 | 1-9 | 10-16 | 17-20 | |
| Video contains multiple elements providing evidence of production skill | No evidence of video production skill demonstrated | Video is designed using limited video editing skills | Video contains transitions and use of multiple technologies | Video contains multiple advanced film techniques | |
| | 0 | 1-9 | 10-16 | 17-20 | |
| Grammar, spelling, and punctuation | Video contains grammar or spelling errors | Video contains 3 or less spelling or grammar errors | Video contains one grammar and no spelling errors | Video is grammar and spelling error free | |
| | 0 | 1-9 | 10-16 | 17-20 | |
| Copyright information and sources are noted and documented, and video content is original | Copyright information or sources not addressed or cited incorrectly AND video content is not original | Material violates copyright guidelines OR video content is not original | Copyright information and sources documented, and video content is original | Copyright compliance is documented, sources cited using visual representation, and video content is original | |
| | 0 | 1-9 | 10-16 | 17-20 | |
| Project Evaluation | | | | | |
| Video has logical flow of information | Flow of video does not seem logical | Flow does not connect each element of the video | Flow is logical and appears sequenced with beginning, middle, and end | Video is logical, flows well and includes a call to action at the end | |
| | 0 | 1-14 | 15-24 | 25-30 | |
| Quality of editing and transition | There are no transitions or evidence of video editing incorporated | Transitions exist but are rough and do not flow easily | Transitions flow seamlessly and serve as a logical component of the video | Multiple types of transitions are used and all flow seamlessly | |
| | 0 | 1-14 | 15-24 | 25-30 | |
| Audio and visual elements are coordinated | Audio and visual elements are limited | Audio and visual elements do not include variety | Audio uses a variety of sources including direct audio and dubbed audio; visual includes multiple camera angles and techniques | Audio and visual uses variety of sources and special effects | |
| | 0 | 1-9 | 10-16 | 17-20 | |
| Use of video/film techniques | Video technology use not evident | Video incorporates use of film techniques | Video incorporates advanced use of film techniques | Video contains multiple advanced film techniques such as special effects | |
| | 0 | 1-9 | 10-16 | 17-20 | |
| Project Subtotal (200 max) | | | | | |
| Penalty Points: Deduct 5 points for each instance of project guidelines not being followed - | | | | | |
| Total Points (200 max) | | | | | |

Judge's Comments:



DIGITAL VIDEO PRODUCTION Presentation Rating Sheet

| Expectation Item | Not Demonstrated | Below Expectations | Meets Expectations | Exceeds Expectations | Points Earned |
|---|---|--|--|--|---------------|
| Demonstrates understanding of the event topic | No understanding of event topic OR incorrect topic used 0 | Understanding of topic inconsistent from video to presentation 1-6 | Demonstrates the topic through presentation and video 7-8 | Demonstrates expertise of the topic through presentation and video 9-10 | |
| Describes the use and implementation of innovative technology | No explanation of use or implementation of technology 0 | Identification OR implementation of innovative technology 1-9 | Implementation and demonstration of video techniques, equipment, and software 10-16 | Expert description and demonstration of video techniques, equipment and software 17-20 | |
| Explains the design and development process | No explanation or description of the design and development process 0 | Competitor(s) explains the design OR development process 1-9 | Competitor(s) explains both the design and the development process 10-16 | Expert industry explanation of both design and development process 17-20 | |
| Incorporates video into presentation | Does not present video 0 | Video of any length presented 1-6 | Video is presented, but inadequate introduction and transition back into presentation 7-8 | Video is presented, with adequate introduction and transition back into presentation 9-10 | |
| Copyright and source information is noted and documented, and video content is original | Copyright information or sources not addressed or cited incorrectly AND video content is not original 0 | Material violates copyright and source guidelines OR video content is not original 1-9 | Copyright information and sources document, and video content is original 10-16 | Copyright compliance is documented, sources cited using visual representation, and video content is original 17-20 | |
| Presentation Delivery | | | | | |
| Statements are well-organized and clearly stated | Competitor(s) did not appear prepared 0 | Competitor(s) were prepared, but flow was not logical 1-2 | Presentation flowed in logical sequence 3-4 | Presentation flowed in logical sequence; statements were well organized 5 | |
| Demonstrates self-confidence, poise, assertiveness, and good voice projection | Competitor(s) did not demonstrate self-confidence 0 | Competitor(s) demonstrated self-confidence and poise 1-2 | Competitor(s) demonstrated self-confidence, poise, and good voice projection 3-4 | Competitor(s) demonstrated self-confidence, poise, good voice projection, and assertiveness 5 | |
| Demonstrates the ability to effectively answer questions | Unable to answer questions 0 | Does not completely answer questions 1-6 | Completely answers questions 7-8 | Interacted with the judges in the process of completely answering questions 9-10 | |
| Presentation Subtotal (100 max) | | | | | |
| Penalty Points | | Official Dress violation: -5 | Failing to report on time: -10 | Total Penalty: - | |
| Total Points (100 max) | | | | | |

Judge's Comments:



ELECTRONIC CAREER PORTFOLIO

Prejudged Rating Sheet (*RLC Only*)

| Expectation Item | Not Demonstrated | Below Expectations | Meets Expectations | Exceeds Expectations | Points Earned |
|--|---|---|--|--|-------------------------|
| Resume | Resume not included | Resume includes experiences, qualifications, and special skills | Resume is included using multiple visual aids | Resume integrates interactive features of technology into presentation | |
| | 0 | 1-6 | 7-8 | 9-10 | |
| Career research | Career research not included | Includes research on desired career | Includes research on desired career and correlates personal qualifications to this career | Includes research and qualifications for career and incorporates statistics, data, salary, and obstacles | |
| | 0 | 1-6 | 7-8 | 9-10 | |
| Career related education | No demonstration of career related education | Includes information about school activities and work experiences | Includes information about school activities and work experiences and how one prepared for the other | Correlates experience and education and provides details about a career research project | |
| | 0 | 1-9 | 10-16 | 17-20 | |
| Special skills or proficiencies | No demonstration of special skills or proficiencies | Includes one special skill or proficiency related to desired career | Includes one special skill or proficiency related to desired career they have earned and how it makes them qualified for their selected career | Includes correlates at least one special skill or proficiency related to desired career skill that is linked to a certification or endorsement | |
| | 0 | 1-9 | 10-16 | 17-20 | |
| Substantiates and cites sources used while conducting research | Sources are not cited | Sources/references are seldom cited to support statements | Professionally legitimate sources & resources that support statements are generally present | Compelling evidence from professionally legitimate sources & resources is given to support statements | |
| | 0 | 1-6 | 7-8 | 9-10 | |
| Project Subtotal (70 max) | | | | | |
| Penalty Points | | Deduct 5 points for each instance of guidelines not being followed: | | -5 | Total Penalty: - |
| Total Points (70 max) | | | | | |

Judge's Comments:



ELECTRONIC CAREER PORTFOLIO

Presentation Rating Sheet

| Expectation Item | Not Demonstrated | Below Expectations | Meets Expectations | Exceeds Expectations | Points Earned |
|---|---|---|--|--|---------------|
| Resume | Resume not included or demonstrated | Provides a review of resume including experiences, qualifications, and special skills | Provides a review of resume using multiple visual aids | Provides a review of resume and integrates interactive features of technology into presentation | |
| | 0 | 1-6 | 7-8 | 9-10 | |
| Career research | Career research not included or demonstrated | Shares research on desired career | Shares research on desired career and correlates personal qualifications to this career | Shares research and qualifications for career and incorporates statistics, data, salary, and obstacles | |
| | 0 | 1-6 | 7-8 | 9-10 | |
| Career related education | No demonstration of career related education | Shares information about school activities and work experiences | Shares information about school activities and work experiences and how one prepared for the other | Correlates experience and education and provides details about a career research project | |
| | 0 | 1-9 | 10-16 | 17-20 | |
| Special skills or proficiencies | No demonstration of special skills or proficiencies | Shares about one special skill or proficiency related to desired career | Shares about one special skill or proficiency related to desired career they have earned and how it makes them qualified for their selected career | Shares and correlates at least one special skill or proficiency related to desired career skill that is linked to a certification or endorsement | |
| | 0 | 1-9 | 10-16 | 17-20 | |
| Substantiates and cites sources used while conducting research | Sources are not cited | Sources/references are seldom cited to support statements | Professionally legitimate sources & resources that support statements are generally present | Compelling evidence from professionally legitimate sources & resources is given to support statements | |
| | 0 | 1-6 | 7-8 | 9-10 | |
| Presentation Delivery | | | | | |
| Statements are well-organized and clearly stated | Competitor did not appear prepared | Competitor was prepared, but flow was not logical | Presentation flowed in logical sequence | Presentation flowed in logical sequence; statements were well organized | |
| | 0 | 1-6 | 7-8 | 9-10 | |
| Demonstrates self-confidence, poise, assertiveness, and good voice projection | Competitor did not demonstrate self-confidence | Competitor demonstrated self-confidence and poise | Competitor demonstrated self-confidence, poise, and good voice projection | Competitor demonstrated self-confidence, poise, good voice projection, and assertiveness | |
| | 0 | 1-6 | 7-8 | 9-10 | |
| Demonstrates the ability to effectively answer questions | Unable to answer questions | Does not completely answer questions | Completely answers questions | Interacted with the judges in the process of completely answering questions | |
| | 0 | 1-6 | 7-8 | 9-10 | |
| Presentation Subtotal (100 max) | | | | | |
| Penalty Points | | Official Dress violation: -5 | Failing to report on time -10 | Total Penalty: - | |
| Total Points (100 max) | | | | | |

Judge's Comments:



ENTREPRENEURSHIP

Role Play Presentation Rating Sheet

| Expectation Item | Not Demonstrated | Below Expectations | Meets Expectations | Exceeds Expectations | Points Earned |
|---|--|---|--|---|---------------|
| Demonstrates understanding of the role play and defines problem(s) to be solved | No description or role play synopsis provided; no problems defined 0 | Describes and provides role play synopsis OR defines the problem(s) 1-8 | Describes and provides role play synopsis AND defines the problem(s) 9-12 | Demonstrates expertise of role play synopsis AND definition of the problem(s) 13-15 | |
| Identifies alternatives and the pro(s) and con(s) of each | No alternatives identified 0 | Alternative(s) given but pro(s) and/or con(s) are not analyzed 1-9 | At least two alternatives given, and pro(s) and con(s) are analyzed 10-16 | Multiple alternatives given and multiple pros and cons analyzed for each 17-20 | |
| Identifies logical solution and aspects of implementation | No solution identified 0 | Solution provided, but implementation plan not developed 1-9 | Logical solution and implementation plan provided and developed 10-16 | Feasible solution and implementation plan developed, and necessary resources identified 17-20 | |
| Demonstrates knowledge and understanding of the event competencies: Business plan, community and business relations, legal issues, initial capital and credit, personnel management, financial management, marketing management, taxes, government regulations | No competencies demonstrated 0 | One or two competencies are demonstrated 1-9 | Three competencies are demonstrated 10-16 | Four or more competencies are demonstrated 17-20 | |
| Presentation Delivery | | | | | |
| Statements are well-organized and clearly stated | Competitor(s) did not appear prepared 0 | Competitor(s) were prepared, but flow was not logical 1-6 | Presentation flowed in logical sequence 7-8 | Presentation flowed in logical sequence; statements were well organized 9-10 | |
| Demonstrates self-confidence, poise, assertiveness, and good voice projection | Competitor(s) did not demonstrate self-confidence 0 | Competitor(s) demonstrated self-confidence and poise 1-2 | Competitor(s) demonstrated self-confidence, poise, and good voice projection 3-4 | Competitor(s) demonstrated self-confidence, poise, good voice projection, and assertiveness 5 | |
| Demonstrates the ability to effectively answer questions | Unable to answer questions 0 | Does not completely answer questions 1-6 | Completely answers questions 7-8 | Interacted with the judges in the process of completely answering questions 9-10 | |
| Presentation Subtotal (100 max) | | | | | |
| Penalty Points | | Official Dress violation: -5 | Failing to report on time -10 | Total Penalty: - | |
| Total Points (100 max) | | | | | |

Judge's Comments:



FINANCIAL STATEMENT ANALYSIS

Prejudged & In-Person Presentation Rating Sheet

| Expectation Item | Not Demonstrated | Below Expectations | Meets Expectations | Exceeds Expectations | Points Earned |
|--|---|---|---|---|---------------|
| Describes each financial statement and its purpose | No description given | Description given, but not of all financial statements | All financial statements are described | Each financial statements and their purposes are described using industry terminology | |
| | 0 | 1-9 | 10-16 | 17-20 | |
| Performs financial analysis of each financial statement | No analysis given | Analysis given, but not of each financial statement | Each financial statement is analyzed | Each financial statement is analyzed, using industry terminology | |
| | 0 | 1-9 | 10-16 | 17-20 | |
| Describes financial condition of the company using insights gained from financial analysis | No description given | Financial condition is described, but no details given | Financial condition description is given | Financial condition is described, using insights gained from analysis, using industry terminology | |
| | 0 | 1-8 | 9-12 | 13-15 | |
| Offers guidance for business decision making | No guidance given | Guidance is given, with little details | Guidance is given for future decisions of the business | Guidance is given about future decisions, based on the analysis, and using industry terminology | |
| | 0 | 1-6 | 7-8 | 9-10 | |
| Substantiates and cites sources used while conducting research | Sources are not cited | Sources/References are seldom cited to support statements | Professionally legitimate sources & resources that support statements are generally present | Compelling evidence from professionally legitimate sources & resources is given to support statements | |
| | 0 | 1-2 | 3-4 | 5 | |
| Presentation Delivery | | | | | |
| Statements are well-organized and clearly stated | Competitor(s) did not appear prepared | Competitor(s) were prepared, but flow was not logical | Presentation flowed in logical sequence | Presentation flowed in logical sequence; statements were well organized | |
| | 0 | 1-6 | 7-8 | 9-10 | |
| Demonstrates self-confidence, poise, assertiveness, and good voice projection | Competitor(s) did not demonstrate self-confidence | Competitor(s) demonstrated self-confidence and poise | Competitor(s) demonstrated self-confidence, poise, and good voice projection | Competitor(s) demonstrated self-confidence, poise, good voice projection, and assertiveness | |
| | 0 | 1-6 | 7-8 | 9-10 | |
| Demonstrates the ability to effectively answer questions (only used in-person) | Unable to answer questions | Does not completely answer questions | Completely answers questions | Interacted with the judges in the process of completely answering questions | |
| | 0 | 1-6 | 7-8 | 9-10 | |
| Presentation Subtotal (100 max) | | | | | |
| Penalty Points | | Official Dress violation: -5 | Failing to report on time -10 | Total Penalty: - | |
| Total Points (100 max) | | | | | |

Judge's Comments:



FUTURE BUSINESS EDUCATOR

Prejudged & In-Person Presentation Rating Sheet

| Expectation Item | Not Demonstrated | Below Expectations | Meets Expectations | Exceeds Expectations | Points Earned |
|---|---|---|--|---|-------------------------|
| Preliminary Information Included, Documents are free of spelling, punctuation, and grammatical errors | Three or more errors | Two errors | No spelling errors, and not more than 1 punctuation or grammatical error | No spelling or grammatical errors, and not more than 1 punctuation error | |
| | 0 | 1-2 | 3-4 | 5 | |
| Business and Academic Standards | No standards identified | Standards are identified, but not business or academic related | Standards are identified, either business OR academic | Business standards are identified and connected to common core academic standards | |
| | 0 | 1-2 | 3-4 | 5 | |
| Objectives (Competencies & Presentation Indicator) | No objectives listed | Objectives are identified, may not be specific & measurable | Objectives are identified and are specific and measurable | Objectives are identified and relate to meaningful skills or concepts essential to student learning | |
| | 0 | 1-2 | 3-4 | 5 | |
| Outcome & Measurement | No outcome or measurement listed | Outcome and measurement are listed | The measurement of the outcome reflects objectives | The measurement of outcome reflects a variety of assessment types and/or methods | |
| | 0 | 1-6 | 7-8 | 9-10 | |
| Resources & Materials | Resources & materials are not listed or not appropriate | Resources & materials are listed, not effectively implemented | Range of resources and materials are listed with specific citation information | Resources and materials are selected and/or designed to meet diverse learning needs | |
| | 0 | 1-2 | 3-4 | 5 | |
| Instructional Activities | Plan of activities is so vague or generalized that it is unusable | Plan of activities lack elements or details for effective delivery | Plan of activities is clear and designed to promote critical thinking, problem solving or creativity | Plan of activities utilizes multiple strategies and includes guiding questions appropriate for engaging students in higher-level thinking | |
| | 0 | 1-6 | 7-8 | 9-10 | |
| Substantiates and cites sources used while conducting research | Sources are not cited | Sources/References are seldom cited to support statements | Professionally legitimate sources & resources that support statements are generally present | Compelling evidence from professionally legitimate sources & resources is given to support statements | |
| | 0 | 1-6 | 7-8 | 9-10 | |
| Pre-Judge Subtotal (50 max) | | | | | |
| Penalty Points | | Deduct 5 points for each instance of guidelines not being followed: | | -5 | Total Penalty: - |
| Total Points (50 max) | | | | | |

Judge's Comments:



FUTURE BUSINESS EDUCATOR Presentation Rating Sheet

| Expectation Item | Not Demonstrated | Below Expectations | Meets Expectations | Exceeds Expectations | Points Earned |
|--|---|--|---|---|---------------|
| Demonstrated knowledge of subject matter | No knowledge of the subject matter demonstrated 0 | Demonstrated limited understanding of the subject matter 1-8 | Demonstrated understanding of the subject matter 9-12 | Demonstrated extensive understanding of the subject matter 13-15 | |
| Presented material met the objectives of the lesson plan | Presented material was not included 0 | Presented material was included, but not connected to the lesson plan objectives 1-8 | Presented material was included and connected to the lesson plan objectives 9-12 | Materials meet the objectives and accommodate learner differences 13-15 | |
| Presented material appropriate for audience and subject | Activities/materials are not included or not appropriate for the grade level or topic 0 | Activities/materials are included but do not give students clear opportunities for guided practice 1-8 | Activities/materials are included and give students opportunities for practice 9-12 | Activities/materials engage and motivate students with opportunities to demonstrate skills 13-15 | |
| Presented interesting, motivating and creative lesson plan | Lesson plan is unorganized 0 | Lesson plan is organized 1-8 | Lesson plan is organized; and interesting, motivating, OR creative 9-12 | Lesson plan is organized, interesting, motivating, and creative and presented professionally 13-15 | |
| Substantiates and cites sources used while conducting research | Sources are not cited 0 | Sources/References are seldom cited to support statements 1-2 | Professionally legitimate sources & resources that support statements are generally present 3-4 | Compelling evidence from professionally legitimate sources & resources is given to support statements 5 | |
| Presentation Delivery | | | | | |
| Statements are well-organized and clearly stated | Competitor(s) did not appear prepared 0 | Competitor(s) were prepared, but flow was not logical 1-6 | Presentation flowed in logical sequence 7-8 | Presentation flowed in logical sequence; statements were well organized 9-10 | |
| Demonstrates self-confidence, poise, assertiveness, and good voice projection | Competitor(s) did not demonstrate self-confidence 0 | Competitor(s) demonstrated self-confidence and poise 1-6 | Competitor(s) demonstrated self-confidence, poise, and good voice projection 7-8 | Competitor(s) demonstrated self-confidence, poise, good voice projection, and assertiveness 9-10 | |
| Demonstrates the ability to effectively answer questions (only used in-person) | Unable to answer questions 0 | Does not completely answer questions 1-6 | Completely answers questions 7-8 | Interacted with the judges in the process of completely answering questions 9-10 | |
| Lesson Plan | | | | | |
| Student brought lesson plan | No lesson plan was brought 0 | | Lesson plan was brought 5 | | |
| Presentation Subtotal (100 max) | | | | | |
| Penalty Points | | Official Dress violation: -5 | Failing to report on time: -10 | Total Penalty: - | |
| Total Points (100 max) | | | | | |

Judge's Comments:



FUTURE BUSINESS LEADER

Pre-Judged Materials Rating Sheet

| Cover Letter | Not Demonstrated | Below Expectations | Meets Expectations | Exceeds Expectations | Points Earned |
|---|---|--|--|---|-------------------------|
| States award applying for | No award stated | Award stated does not match qualifications | States award and shows match of award to qualifications | States award and shows match of award to qualifications with demonstrated experience | |
| | 0 | 1 | 2-3 | 4 | |
| Promotes self in letter: Lists skills, achievements, volunteerism, experience, etc. | No self-promotion included | Describes skills and academic achievements, but no volunteerism or experience included | Describes skills, academic achievements, and volunteerism or experience | Describes skills, academic achievements, and multiple volunteerism or experiences | |
| | 0 | 1-3 | 4-6 | 7-8 | |
| States that the resume is included with the letter and asks for interview | No resume statement nor interview requested | States resume included but does not ask for interview | States resume is included and asks interview | States resume is included, asks for interview, provides opportunity to request more information | |
| | 0 | 1 | 2-3 | 4 | |
| Resume | | | | | |
| Targets award on cover letter | No award targeted | Targeted award does not match cover letter | Targeted award matches cover letter | Resume supports targeted award on cover letter | |
| | 0 | 1 | 2-3 | 4 | |
| Reader friendly – categories can be found easily, white space utilized, professional fonts and font sizes | Resume is unreadable | Resume design is distracting | Resume is reader friendly | Resume is professional in design for targeted award | |
| | 0 | 1-3 | 4-6 | 7-8 | |
| Includes education, activities, and volunteerism or experience information | No education, activities, volunteerism, experience information listed | Two sections included | Three sections included | Three or more sections support targeted award | |
| | 0 | 1-3 | 4-6 | 7-8 | |
| Brief, concise information | Resume is longer than two pages | Information provided but in paragraph form | Sections are clearly identified with organized information | Clearly identified and organized information in each section supports targeted award | |
| | 0 | 1 | 2-3 | 4 | |
| Spelling & Grammar | | | | | |
| Documents are free of spelling, punctuation, and grammatical errors | Three or more errors | Two errors | No spelling errors, and not more than 1 punctuation or grammatical error | No spelling or grammatical errors, and not more than 1 punctuation error | |
| | 0 | 1-6 | 7-8 | 9-10 | |
| Pre-judge Subtotal (50 max) | | | | | |
| Penalty Points | Cover Letter not signed or letter has typed signature: | -5 | Deduct 5 points for each instance of guidelines not being followed: | -5 | Total Penalty: - |
| Total Points (50 max) | | | | | |

Judge's Comments:



FUTURE BUSINESS LEADER

Presentation Interview Rating Sheet

| Expectation Item | Not Demonstrated | Below Expectations | Meets Expectations | Exceeds Expectations | Points Earned |
|--|--|---|---|--|---------------|
| Illustrates participation in and leadership experiences in FBLA | Has not been involved in FBLA other than to pay membership dues and attend one state/national conference | Has limited participation in FBLA activities OR has had limited FBLA leadership opportunities | Can communicate participation in FBLA throughout high school and discuss leadership experiences in FBLA | Can explain how participation and leadership experiences in FBLA have transferred to other areas of his/her life | |
| | 0 | 1-8 | 9-12 | 13-15 | |
| Explains participation in other school and/or community organizations | No evidence of participation in other school and/or community organizations | Participates in only one additional school and/or community organization other than FBLA | Explains participation in other school and/or community organizations | Explains how participation in FBLA has complemented or enhanced other school and/or community organizations | |
| | 0 | 1-8 | 9-12 | 13-15 | |
| Explains and shows areas of outstanding achievement | No other achievements outside of FBLA | Has limited areas of outstanding achievement other than FBLA | Can explain and show areas of outstanding achievement | Can explain how participation in FBLA has complemented or enhanced other areas of outstanding achievement | |
| | 0 | 1-8 | 9-12 | 13-15 | |
| Indicates understanding of career knowledge and career plans | No career plans at this time | May have an idea for a career but has developed no solid plans OR obtained any career knowledge | Knows career plans and shows some evidence that the career knowledge has been obtained | Can discuss how the career plans were decided and how the plans will be achieved. Can also discuss how the career knowledge was acquired and how it will be used | |
| | 0 | 1-8 | 9-12 | 13-15 | |
| Presentation Delivery | | | | | |
| Demonstrates proper greeting, introduction, and closing | Competitor does not use proper greeting, introduction, OR closing | Competitor's greeting, introduction, OR closing was weak | Competitor has strong greeting, introduction AND closing | Competitor is creative in their introduction of themselves and asks for or provides follow-up action in the conclusion | |
| | 0 | 1-8 | 9-12 | 13-15 | |
| Demonstrates strong self-confidence, appropriate assertiveness, and enthusiasm | Competitor did not demonstrate self-confidence, assertiveness, OR enthusiasm | Competitor demonstrated minimal self-confidence, assertiveness, AND enthusiasm | Competitor used strong eye contact, appropriate assertiveness, AND enthusiasm | Competitor led the interview process and effectively used interview time | |
| | 0 | 1-6 | 7-8 | 9-10 | |
| Demonstrates proper verbal and nonverbal communication skills | Verbal AND nonverbal communication skills are inappropriate | Verbal and/or nonverbal communication skills are weak or distracting | All questions were clearly answered using good grammar and appropriate body language | Verbal communication skills are excellent; nonverbal communication is natural | |
| | 0 | 1-6 | 7-8 | 9-10 | |
| Application Materials | | | | | |
| Student brought application materials to interview | No materials were brought | | Materials were brought | | |
| | 0 | | 5 | | |
| Presentation Subtotal (100 max) | | | | | |
| Penalty Points | | Official Dress violation: -5 | Failing to report on time -10 | Total Penalty: - | |
| Total Points (100 max) | | | | | |

Judge's Comments:



GRAPHIC DESIGN

Project Rating Sheet (RLC Only)

| Content | Not Demonstrated | Below Expectations | Meets Expectations | Exceeds Expectations | Points Earned |
|---|---|--|--|---|---------------|
| Fully address the topic | Topic is not followed 0 | Topic is not fully developed 1-10 | Topic is fully addressed 11-20 | User with no knowledge of the topic can identify based on site 21-30 | |
| Elements in the graphics are suitable, appropriate, and directed toward a specific audience | No design principles applied 0 | Contrast, graphics, font, colors, or design choice is distracting 1-7 | Contrast, graphics font, colors, and design are appropriate for the concept/topic 8-14 | Contrast, graphics, font, colors, and design are appropriate for the topic and the specific audience 15-20 | |
| Design | | | | | |
| Layout has direction and balance | Layout has no direction or balance 0 | Layout is not functionally designed 1-3 | Layout is well designed and balanced appropriately 4-7 | Layout is proportionately designed, and effectively demonstrates knowledge of graphic design placement standards 8-10 | |
| Colors, fonts, type style, and graphics enhance aesthetic appeal | Colors, fonts, type style, and graphics do not enhance aesthetic appeal 0 | Colors, fonts, type style, and graphics are not complimentary to a cohesive design 1-7 | Colors, fonts, type style, and graphics are appropriate and support design 8-14 | Colors, fonts, type style, and graphics fully represent theme 15-20 | |
| Graphic design shows creativity, originality, and supports topic | Graphic design shows no creativity, originality, and does not support topic 0 | Graphic design is lacking in creativity and uses standard/templated graphics 1-7 | The design is creative and original while supporting topic 8-14 | Design features custom-created graphics or graphics that support the theme immense attention to detail 15-20 | |
| Project Subtotal (100 max) | | | | | |
| Penalty Points: Deduct 5 points if Project Guidelines are not followed - | | | | | |
| Total Points (100 max) | | | | | |

Judge's Comments:



GRAPHIC DESIGN

Presentation Rating Sheet

| Expectation Item | Not Demonstrated | Below Expectations | Meets Expectations | Exceeds Expectations | Points Earned |
|---|---|---|--|---|---------------|
| Description of the event topic and materials | Materials not described and/or one or more elements are missing or incomplete 0 | Event topic and at least one of the materials described 1-9 | Event topic and all materials described 10-16 | All materials and event topic described, and the presenters connect the different pieces together 17-20 | |
| Explains the design and development process | No explanation or description of the design and process 0 | Explains the design OR development process 1-9 | Explains both the design and the development process 10-16 | Expert industry explanation of both design and development process 17-20 | |
| Create interest and desire for the design | Does not create interest or desire for the design 0 | Describes two or more features of the design that would assist in selling the product 1-9 | Describes four or more features of the design that would assist in selling the product 10-16 | Describes at least four features that would assist in selling the product and identify how the design is connected to the existing brand of the company 17-20 | |
| Consistency in graphic design to theme | Consistency in graphic design to theme not addressed 0 | Explains how graphic design is consistent with theme 1-9 | Demonstrates with visual aids the consistency between graphic design and theme 10-16 | Emphasize interpretation of the topic and design as it relates to graphic design and theme including use of visual aids 17-20 | |
| Presentation Delivery | | | | | |
| Statements are well-organized and clearly stated | Competitor(s) did not appear prepared 0 | Competitor(s) were prepared, but flow was not logical 1-2 | Presentation flowed in logical sequence 3-4 | Presentation flowed in logical sequence; statements were well organized 5 | |
| Demonstrates self-confidence, poise, assertiveness, and good voice projection | Competitor(s) did not demonstrate self-confidence 0 | Competitor(s) demonstrated self-confidence and poise 1-2 | Competitor(s) demonstrated self-confidence, poise, and good voice projection 3-4 | Competitor(s) demonstrated self-confidence, poise, good voice projection, and assertiveness 5 | |
| Demonstrates the ability to effectively answer questions | Unable to answer questions 0 | Does not completely answer questions 1-6 | Completely answers questions 7-8 | Interacted with the judges in the process of completely answering questions 9-10 | |
| Presentation Subtotal (100 max) | | | | | |
| Penalty Points | Official Dress violation: -5 | Failing to report on time: -10 | Total Penalty: - | | |
| Total Points (100 max) | | | | | |

Judge's Comments:



HELP DESK

Role Play Presentation Rating Sheet

| Expectation Item | Not Demonstrated | Below Expectations | Meets Expectations | Exceeds Expectations | Points Earned |
|---|--|---|---|---|---------------|
| Demonstrates understanding of the role play and defines problem(s) to be solved | No description or role play synopsis provided; no problems defined 0 | Describes and provides role play synopsis OR defines the problem(s) 1-6 | Describes and provides role play synopsis AND defines the problem(s) 7-8 | Demonstrates expertise of role play synopsis AND definition of the problem(s) 9-10 | |
| Communicates position on role play scenario | No position communicated 0 | Communicates position not related to problem 1-6 | Communicates position on problem 7-8 | Communicates in a professional manner position on problem in scenario 9-10 | |
| Identifies logical solution and aspects of implementation | No solution identified 0 | Solution provided, but implementation plan not developed 1-6 | Logical solution and implementation plan provided and developed 7-8 | Feasible solution and implementation plan developed, and necessary resources identified 9-10 | |
| Displays empathy/diplomacy when responding to role play problem | No empathy or diplomacy displayed 0 | Empathy or diplomacy displayed in response to role play scenario 1-6 | Empathy and diplomacy displayed in response to role play scenario 7-8 | Display of empathy and diplomacy skills add to resolution of role play scenario 9-10 | |
| Shows knowledge of terminology and components related to the role play | No understanding of the role play demonstrated 0 | Terminology is presented but not expanded on 1-6 | Clear understanding of terminology and implementation into presentation 7-8 | Terminology is communicated clear enough for client (judge) to proceed on their own 9-10 | |
| Demonstrates conflict resolution and closure to the role play | No closure was provided 0 | Situation was closed OR conflict was resolved 1-9 | Conflict was resolved, the situation has closure 10-16 | Conflict was resolved, the situation has closure, and client (judge) is satisfied 17-20 | |
| Presentation Delivery | | | | | |
| Statements are well-organized and clearly stated | Competitor did not appear prepared 0 | Competitor was prepared, but flow was not logical 1-3 | Presentation flowed in logical sequence 4-7 | Presentation flowed in logical sequence; statements were well organized 8-10 | |
| Demonstrates self-confidence, poise, assertiveness, and good voice projection | Competitor did not demonstrate self-confidence 0 | Competitor demonstrated self-confidence and poise 1-3 | Competitor demonstrated self-confidence, poise, and good voice projection 4-7 | Competitor demonstrated self-confidence, poise, good voice projection, and assertiveness 8-10 | |
| Demonstrates the ability to effectively ask and answer questions | Unable to ask or answer questions 0 | Does not completely answer questions 1-3 | Completely answers questions 4-7 | Interacted with the judges in the process of completely answering questions 8-10 | |
| Presentation Subtotal (100 max) | | | | | |
| Penalty Points | | Official Dress violation: -5 | Failing to report on time: -10 | Total Penalty: - | |
| Total Points (100 max) | | | | | |

Judge's Comments:



HOSPITALITY & EVENT MANAGEMENT

Role Play Presentation Rating Sheet

| Expectation Item | Not Demonstrated | Below Expectations | Meets Expectations | Exceeds Expectations | Points Earned |
|---|--|---|--|---|---------------|
| Demonstrates understanding of the role play and defines problem(s) to be solved | No description or role play synopsis provided; no problems defined 0 | Describes and provides role play synopsis OR defines the problem(s) 1-8 | Describes and provides role play synopsis AND defines the problem(s) 9-12 | Demonstrates expertise of role play synopsis AND definition of the problem(s) 13-15 | |
| Identifies alternatives and the pro(s) and con(s) of each | No alternatives identified 0 | Alternative(s) given but pro(s) and/or con(s) are not analyzed 1-9 | At least two alternatives given, and pro(s) and con(s) are analyzed 10-16 | Multiple alternatives given and multiple pros and cons analyzed for each 17-20 | |
| Identifies logical solution and aspects of implementation | No solution identified 0 | Solution provided, but implementation plan not developed 1-9 | Logical solution and implementation plan provided and developed 10-16 | Feasible solution and implementation plan developed, and necessary resources identified 17-20 | |
| Demonstrates knowledge and understanding of the event competencies: Manage strategic plan; hospitality marketing concepts; markets and customers; operation and management; customer service; human resources; hotel sales; project management; financial resources; meeting design and layout; site selection and management; marketing; communication and professionalism; legal issues; financial management and budgeting; current trends; environmental, ethical, and global issues; train & manage staff and volunteers; design the program; manage stakeholder relationships; engage speakers & performers; food and beverage sales; managing movement of attendees | No competencies demonstrated 0 | One or two competencies are demonstrated 1-9 | Three competencies are demonstrated 10-16 | Four or more competencies are demonstrated 17-20 | |
| Presentation Delivery | | | | | |
| Statements are well-organized and clearly stated | Competitor(s) did not appear prepared 0 | Competitor(s) were prepared, but flow was not logical 1-6 | Presentation flowed in logical sequence 7-8 | Presentation flowed in logical sequence; statements were well organized 9-10 | |
| Demonstrates self-confidence, poise, assertiveness, and good voice projection | Competitor(s) did not demonstrate self-confidence 0 | Competitor(s) demonstrated self-confidence and poise 1-2 | Competitor(s) demonstrated self-confidence, poise, and good voice projection 3-4 | Competitor(s) demonstrated self-confidence, poise, good voice projection, and assertiveness 5 | |
| Demonstrates the ability to effectively answer questions | Unable to answer questions 0 | Does not completely answer questions 1-6 | Completely answers questions 7-8 | Interacted with the judges in the process of completely answering questions 9-10 | |
| Presentation Subtotal (100 max) | | | | | |
| Penalty Points | | Official Dress violation: -5 | Failing to report on time: -10 | Total Penalty: - | |
| Total Points (100 max) | | | | | |

Judge's Comments:



IMPROMPTU SPEAKING

Presentation Rating Sheet

| Expectation Item | Not Demonstrated | Below Expectations | Meets Expectations | Exceeds Expectations | Points Earned |
|---|---|--|--|--|---------------|
| Incorporates provided topic | Provided topic is not mentioned in speech 0 | Topic is not clearly incorporated into speech 1-6 | Topic was clearly incorporated into speech 7-8 | Topic was clearly incorporated and expanded thoroughly throughout the speech 9-10 | |
| Identify and execute a consistent theme | No theme presented 0 | Theme was identified, but not consistent throughout speech 1-6 | Theme identified and consistent throughout speech 7-8 | Personal stories are utilized and expand on the central theme 9-10 | |
| Include accurate and appropriate supporting information | No supporting information provided OR inappropriate material used 0 | One example of supporting information provided 1-6 | Multiple examples of supporting information provided 7-8 | Multiple examples of supporting information included to develop and enhance the speech 9-10 | |
| Introduce the topic immediately (Introduction) | Topic was not introduced 0 | Introduction was not clearly presented 1-6 | Introduction was clearly presented, and topic was defined immediately 7-8 | Introduction was clearly presented, and topic was defined immediately with an effective transition into the speech body 9-10 | |
| Support the topic(s) throughout (Body) | Speech did not have a topic 0 | Multiple topics presented without clear connections 1-9 | Central topic(s) were identified, connected, and supported throughout the speech 10-16 | Smooth transitions were effectively utilized to support the central topic(s) 17-20 | |
| Provides effective conclusion (Closing) | Speech did not have a conclusion 0 | Conclusion was not clearly presented 1-6 | Effective conclusion was presented 7-8 | Conclusion provides connection to entire presentation 9-10 | |

Presentation Delivery

| | | | | | |
|---|--|---|--|--|--|
| Delivers quality extemporaneous presentation | Does not address audience at all 0 | Reads speech directly from notes with minimal eye contact 1-8 | Glances at notes occasionally while keeping appropriate eye contact with audience 9-12 | Glances at notes occasionally, keeps appropriate eye contact, and utilizes appropriate body language and hand gestures 13-15 | |
| Demonstrates self-confidence, poise, assertiveness, and good voice projection | Competitor did not demonstrate self-confidence 0 | Competitor demonstrated self-confidence and poise 1-8 | Competitor demonstrated self-confidence, poise, and good voice projection 9-12 | Competitor demonstrated self-confidence, poise, good voice projection, and assertiveness 13-15 | |

Presentation Subtotal (100 max)

| | | | |
|-----------------------|-------------------------------------|---------------------------------------|-------------------------|
| Penalty Points | Official Dress violation: -5 | Failing to report on time: -10 | Total Penalty: - |
|-----------------------|-------------------------------------|---------------------------------------|-------------------------|

Total Points (100 max)

Judge's Comments:



INTERNATIONAL BUSINESS

Role Play Presentation Rating Sheet

| Expectation Item | Not Demonstrated | Below Expectations | Meets Expectations | Exceeds Expectations | Points Earned |
|---|--|---|--|---|---------------|
| Demonstrates understanding of the role play and defines problem(s) to be solved | No description or role play synopsis provided; no problems defined | Describes and provides role play synopsis OR defines the problem(s) | Describes and provides role play synopsis AND defines the problem(s) | Demonstrates expertise of role play synopsis AND definition of the problem(s) | |
| | 0 | 1-8 | 9-12 | 13-15 | |
| Identifies alternatives and the pro(s) and con(s) of each | No alternatives identified | Alternative(s) given but pro(s) and/or con(s) are not analyzed | At least two alternatives given, and pro(s) and con(s) are analyzed | Multiple alternatives given and multiple pros and cons analyzed for each | |
| | 0 | 1-9 | 10-16 | 17-20 | |
| Identifies logical solution and aspects of implementation | No solution identified | Solution provided, but implementation plan not developed | Logical solution and implementation plan provided and developed | Feasible solution and implementation plan developed, and necessary resources identified | |
| | 0 | 1-9 | 10-16 | 17-20 | |
| Demonstrates knowledge and understanding of the event competencies: Basic international concepts, ownership and management, marketing, finance, communication (including culture and language), ethics, taxes and government regulation, currency exchange, international travel, career development | No competencies demonstrated | One or two competencies are demonstrated | Three competencies are demonstrated | Four or more competencies are demonstrated | |
| | 0 | 1-7 | 8-14 | 15-20 | |
| Presentation Delivery | | | | | |
| Statements are well-organized and clearly stated | Competitor(s) did not appear prepared | Competitor(s) were prepared, but flow was not logical | Presentation flowed in logical sequence | Presentation flowed in logical sequence; statements were well organized | |
| | 0 | 1-3 | 4-7 | 8-10 | |
| Demonstrates self-confidence, poise, assertiveness, and good voice projection | Competitor(s) did not demonstrate self-confidence | Competitor(s) demonstrated self-confidence and poise | Competitor(s) demonstrated self-confidence, poise, and good voice projection | Competitor(s) demonstrated self-confidence, poise, good voice projection, and assertiveness | |
| | 0 | 1-2 | 3-4 | 5 | |
| Demonstrates the ability to effectively answer questions | Unable to answer questions | Does not completely answer questions | Completely answers questions | Interacted with the judges in the process of completely answering questions | |
| | 0 | 1-3 | 4-7 | 8-10 | |
| Presentation Subtotal (100 max) | | | | | |
| Penalty Points | | Official Dress violation: -5 | Failing to report on time: -10 | Total Penalty: - | |
| Total Points (100 max) | | | | | |

Judge's Comments:



INTRO TO BUSINESS PRESENTATION

Presentation Rating Sheet

| Expectation Item | Not Demonstrated | Below Expectations | Meets Expectations | Exceeds Expectations | Points Earned |
|--|---|---|--|---|-------------------------|
| Demonstrates understanding of the event topic in presentation | No understanding of event topic OR incorrect topic used 0 | Understanding of topic inconsistent from the event guidelines 1-8 | Demonstrates the topic through presentation 9-12 | Demonstrates use of industry terminology in the presentation 13-15 | |
| Describes the purpose with a logical sequence of ideas | No evidence of purpose and logical sequence 0 | Purpose stated OR logical sequence of ideas given 1-8 | Purpose is described using a logical sequence of ideas 9-12 | Purpose is well-defined and in a logical sequence of ideas 13-15 | |
| Summarizes information from the event topic and identifies recommendations | No summary or recommendations identified 0 | Recommendations or summary provided, but plan not developed 1-8 | Summary was effective and logical recommendations developed 9-12 | Summary provided logical connection to all aspects of the event topic through entire presentation, with feasible recommendations identified 13-15 | |
| Technology demonstrates proper formatting, design elements, and business presentation features | No use of technology or design 0 | Proper formatting and design elements are consistent with theme 1-8 | Demonstrates with visual aids proper formatting and design elements 9-12 | Emphasize interpretation of the topic through proper formatting and design of the presentation 13-15 | |
| Uses suitable and accurate statements of information in presentation | Sources are not cited 0 | Sources/References are seldom cited to support statements 1-8 | Professionally legitimate sources & resources that support statements are generally present 9-12 | Compelling evidence from professionally legitimate sources & resources is given to support statements 13-15 | |
| Presentation Delivery | | | | | |
| Statements are well-organized and clearly stated | Competitor(s) did not appear prepared 0 | Competitor(s) were prepared, but flow was not logical 1-6 | Presentation flowed in logical sequence 7-8 | Presentation flowed in logical sequence; statements were well organized 9-10 | |
| Demonstrates self-confidence, poise, assertiveness, and good voice projection | Competitor(s) did not demonstrate self-confidence 0 | Competitor(s) demonstrated self-confidence and poise 1-2 | Competitor(s) demonstrated self-confidence, poise, and good voice projection 3-4 | Competitor(s) demonstrated self-confidence, poise, good voice projection, and assertiveness 5 | |
| Demonstrates the ability to effectively answer questions | Unable to answer questions 0 | Does not completely answer questions 1-6 | Completely answers questions 7-8 | Interacted with the judges in the process of completely answering questions 9-10 | |
| Presentation Subtotal (100 max) | | | | | |
| Penalty Points | Official Dress violation: -5 | | Failing to report on time: -10 | | Total Penalty: - |
| Total Points (100 max) | | | | | |

Judge's Comments:



INTRO TO EVENT PLANNING

Role Play Presentation Rating Sheet

| Expectation Item | Not Demonstrated | Below Expectations | Meets Expectations | Exceeds Expectations | Points Earned |
|---|--|---|--|---|---------------|
| Demonstrates understanding of the role play and defines problem(s) to be solved | No description or role play synopsis provided; no problems defined 0 | Describes and provides role play synopsis OR defines the problem(s) 1-8 | Describes and provides role play synopsis AND defines the problem(s) 9-12 | Demonstrates expertise of role play synopsis AND definition of the problem(s) 13-15 | |
| Identifies alternatives and the pro(s) and con(s) of each | No alternatives identified 0 | Alternative(s) given but pro(s) and/or con(s) are not analyzed 1-9 | At least two alternatives given, and pro(s) and con(s) are analyzed 10-16 | Multiple alternatives given and multiple pros and cons analyzed for each 17-20 | |
| Identifies logical solution and aspects of implementation | No solution identified 0 | Solution provided, but implementation plan not developed 1-9 | Logical solution and implementation plan provided and developed 10-16 | Feasible solution and implementation plan developed, and necessary resources identified 17-20 | |
| Demonstrates knowledge and understanding of the event competencies: Customer service skills, management skills, event staffing, legal aspects, convention management, designing and executing an event, crowd control, pricing, careers in event planning, supply chain management | No competencies demonstrated 0 | One or two competencies are demonstrated 1-9 | Three competencies are demonstrated 10-16 | Four or more competencies are demonstrated 17-20 | |
| Presentation Delivery | | | | | |
| Statements are well-organized and clearly stated | Competitor(s) did not appear prepared 0 | Competitor(s) were prepared, but flow was not logical 1-3 | Presentation flowed in logical sequence 4-7 | Presentation flowed in logical sequence; statements were well organized 8-10 | |
| Demonstrates self-confidence, poise, assertiveness, and good voice projection | Competitor(s) did not demonstrate self-confidence 0 | Competitor(s) demonstrated self-confidence and poise 1-2 | Competitor(s) demonstrated self-confidence, poise, and good voice projection 3-4 | Competitor(s) demonstrated self-confidence, poise, good voice projection, and assertiveness 5 | |
| Demonstrates the ability to effectively answer questions | Unable to answer questions 0 | Does not completely answer questions 1-3 | Completely answers questions 4-7 | Interacted with the judges in the process of completely answering questions 8-10 | |
| Presentation Subtotal (100 max) | | | | | |
| Penalty Points | Official Dress violation: -5 | Failing to report on time: -10 | Total Penalty: - | | |
| Total Points (100 max) | | | | | |

Judge's Comments:



INTRO TO PROGRAMMING

Prejudged & In-Person Presentation Rating Sheet

| Code Qualify | Not Demonstrated | Below Expectations | Meets Expectations | Exceeds Expectations | Points Earned |
|--|---|--|--|---|---------------|
| Appropriate use of comments, naming conventions, and proper formatting | No commentary provided 0 | Commentary provided but is not logical 1-6 | Commentary provided assists the user throughout the demonstration 7-8 | Commentary provided is logical, useful, and complete 9-10 | |
| Appropriate use of classes, modules, and/or components | Identifiers not used 0 | Identifiers are used for programming elements but are incorrectly placed 1-6 | Identifiers are used and are accurate in all instances 7-8 | Identifiers exhibit an advanced knowledge of programming 9-10 | |
| User Experience | | | | | |
| User interface is intuitive or clear instructions are provided | No instructions provided and is not intuitive 0 | Instructions provided or program is not intuitive 1-6 | Appropriate & clear instructions are provided 7-8 | Program is intuitive and clear instructions are provided 9-10 | |
| Users can easily navigate between pages | No help menu or navigation system incorporated 0 | Includes basic help menu and usable navigation 1-6 | Interface contains no spelling errors, has interactive help menu, and has no navigation errors 7-8 | Program use also includes an intelligent feature such as an interactive Q&A 9-10 | |
| User input is validated | User input isn't validated 0 | User input is somewhat validated 1-2 | User input is validated 3-4 | Input validation applied on both syntactical and semantic levels 5 | |
| Functionality | | | | | |
| Program addresses all parts of the prompt | Program does not address the topic/problem 0 | Program addresses the topic/problem at a minimal level 1-8 | Program fully addresses the topic/problem 9-12 | Program fully addresses the topic/problem, and the correlation is explained in the instructions 13-15 | |
| Program generates a presentable report | Output reports are not accurate or not available 0 | Output reports are not sufficient to analyze data 1-2 | Output reports are error free and provide all necessary information to analyze data 3-4 | Output reports allow user to customize and analyze information 5 | |
| Data storage is persistent | Where data is stored is unclear 0 | Where data is stored may not be secure 1-2 | Data storage is clear and storage is secure 3-4 | Data storage includes dynamic backup feature 5 | |
| Presentation Delivery | | | | | |
| Statements are well-organized and clearly stated | Competitor(s) did not appear prepared 0 | Competitor(s) was prepared, but flow was not logical 1-6 | Presentation flowed in logical sequence 7-8 | Presentation flowed in logical sequence; statements were well organized 9-10 | |
| Demonstrates self-confidence, poise, assertiveness, and good voice projection | Competitor(s) did not demonstrate self-confidence 0 | Competitor(s) demonstrated self-confidence and poise 1-6 | Competitor(s) demonstrated self-confidence, poise, and good voice projection 7-8 | Competitor(s) demonstrated self-confidence, poise, good voice projection, and assertiveness 9-10 | |
| Demonstrates the ability to effectively answer questions (only used in-person) | Unable to answer questions 0 | Does not completely answer questions 1-6 | Completely answers questions 7-8 | Interacted with the judges in the process of completely answering questions 9-10 | |
| Presentation Subtotal (100 max) | | | | | |
| Penalty Points | Dress Code not followed: -5 | Failing to report on time: -10 | Total Penalty: - | | |
| Total Points (100 max) | | | | | |

Judge's Comments:



INTRO TO PUBLIC SPEAKING

Presentation Rating Sheet

| Expectation Item | Not Demonstrated | Below Expectations | Meets Expectations | Exceeds Expectations | Points Earned |
|---|---|---|--|---|---------------|
| Topic: Incorporates provided topic | Provided topic is not mentioned in speech 0 | Topic is not clearly incorporated into speech 1-6 | Topic was clearly incorporated into speech 7-8 | Topic was clearly incorporated and expanded thoroughly throughout the speech 9-10 | |
| Theme: Identify and execute a consistent theme | No theme presented 0 | Theme was identified, but not consistent throughout speech 1-6 | Theme identified and consistent throughout speech 7-8 | Personal stories are utilized and expand on the central theme 9-10 | |
| Introduction: Introduce the topic immediately | Topic was not introduced 0 | Introduction was not clearly presented 1-6 | Introduction was clearly presented and topic was defined immediately 7-8 | Introduction was clearly presented and topic was defined immediately with an effective transition into the speech body 9-10 | |
| Supporting Information (Body): Include accurate and appropriate supporting information | Speech did not have a topic 0 | Multiple topics presented without clear connections 1-9 | Central topic(s) were identified, connected, and supported throughout the speech 10-16 | Smooth transitions were effectively utilized to support the central topic(s) 17-20 | |
| Conclusion: Provides effective conclusion | Speech did not have a conclusion 0 | Conclusion was not clearly presented 1-6 | Effective conclusion was presented 7-8 | Conclusion provides connection to entire presentation 9-10 | |
| Speech Delivery: Deliver speech with varied facial expressions, eye contact, good posture, voice projection, self-confidence, and poise | Does not have varied facial expressions and/or poor posture 0 | Does not have varied facial expressions and/or poor posture 1-6 | Minimal varied facial expressions and/or poor posture 7-8 | Appropriate varied facial expressions and posture 9-10 | |
| | Does not make eye contact 0 | Minimal eye contact 1-6 | Appropriate eye contact 7-8 | Appropriate eye contact and didn't use notecards 9-10 | |
| | Does not have voice projection 0 | Minimal voice projection 1-6 | Appropriate voice projection 7-8 | Appropriate voice projection and diction 9-10 | |
| | Competitor(s) did not demonstrate self-confidence 0 | Competitor(s) demonstrated self-confidence and poise 1-6 | Competitor(s) demonstrated self-confidence, poise, and good voice projection 7-8 | Competitor(s) demonstrated self-confidence, poise, good voice projection, and assertiveness 9-10 | |
| | 0 | 1-6 | 7-8 | 9-10 | |
| Presentation Subtotal (100 max) | | | | | |
| Penalty Points | Official Dress violation: -5 | Failing to report on time: -10 | Total Penalty: - | | |
| Total Points (100 max) | | | | | |

Judge's Comments:



INTRO TO SOCIAL MEDIA STRATEGY

Presentation Rating Sheet

| Expectation Item | Not Demonstrated | Below Expectations | Meets Expectations | Exceeds Expectations | Points Earned |
|---|---|--|---|---|-------------------------|
| Demonstrates understanding of the event topic | No understanding of event topic OR incorrect topic used | Understanding of topic inconsistent during presentation | Demonstrates the topic throughout presentation | Demonstrates use of industry terminology and expertise throughout presentation | |
| | 0 | 1-6 | 7-8 | 9-10 | |
| Demonstrate knowledge of a social media strategy and metrics throughout | No knowledge demonstrated | Unclearly demonstrated knowledge of social media or metrics | Demonstrates knowledge of social media and metrics | Demonstrates knowledge of social media strategies and metrics with supporting evidence | |
| | 0 | 1-6 | 7-8 | 9-10 | |
| Explains the design and development process | No explanation or description of the design and development process | Explains the design OR development process | Explains both the design and the development process | Expert industry explanation of both design and development process | |
| | 0 | 1-9 | 10-16 | 17-20 | |
| Incorporates campaign into presentation | Does not present campaign | Campaign is presented but contains less than 3 models of social media OR contains 3 models that are not well developed | Campaign is presented with 3 models of social media and is well developed | Campaign is presented with 3 models of social media and is fully developed | |
| | 0 | 1-9 | 10-16 | 17-20 | |
| Substantiates and cites sources used while conducting research | Sources are not cited | Sources/References are seldom cited to support statements | Professionally legitimate sources & resources that support statements are generally present | Compelling evidence from professionally legitimate sources & resources is given to support statements | |
| | 0 | 1-6 | 7-8 | 9-10 | |
| Presentation Delivery | | | | | |
| Statements are well-organized and clearly stated | Competitor(s) did not appear prepared | Competitor(s) were prepared, but flow was not logical | Presentation flowed in logical sequence | Presentation flowed in logical sequence; statements were well organized | |
| | 0 | 1-6 | 7-8 | 9-10 | |
| Demonstrates self-confidence, poise, assertiveness, and good voice projection | Competitor(s) did not demonstrate self-confidence | Competitor(s) demonstrated self-confidence and poise | Competitor(s) demonstrated self-confidence, poise, and good voice projection | Competitor(s) demonstrated self-confidence, poise, good voice projection, and assertiveness | |
| | 0 | 1-6 | 7-8 | 9-10 | |
| Demonstrates the ability to effectively answer questions | Unable to answer questions | Does not completely answer questions | Completely answers questions | Interacted with the judges in the process of completely answering questions | |
| | 0 | 1-6 | 7-8 | 9-10 | |
| Presentation Subtotal (100 max) | | | | | |
| Penalty Points | Official Dress violation: | -5 | Failing to report on time | -10 | Total Penalty: - |
| Total Points (100 max) | | | | | |

Judge's Comments:



JOB INTERVIEW

Pre-Judged Materials Rating Sheet

| Cover Letter | Not Demonstrated | Below Expectations | Meets Expectations | Exceeds Expectations | Points Earned |
|---|---|--|--|---|-------------------------|
| States job applying for | No job stated 0 | Job stated does not match qualifications 1 | States job and shows match of job to qualifications 2-3 | States job and shows match of job to qualifications with demonstrated experience 4 | |
| Promotes self in letter: Lists skills, achievements, volunteerism, experience, etc. | No self-promotion included 0 | Describes skills and academic achievements, but no volunteerism or experience included 1-3 | Describes skills, academic achievements, and volunteerism or experience 4-6 | Describes skills, academic achievements, and multiple volunteerism or experiences 7-8 | |
| States that the resume is included with the letter and asks for interview | No resume statement or interview requested 0 | States resume included but does not ask for interview 1 | States resume is included and asks for interview 2-3 | States resume is included, asks for interview, provides opportunity to request more information 4 | |
| Resume | | | | | |
| Targets job on cover letter | No job targeted 0 | Targeted job does not match cover letter 1 | Targeted job matches cover letter 2-3 | Resume supports targeted job on cover letter 4 | |
| Reader friendly – categories can be found easily, white space utilized, professional fonts and font sizes | Resume is unreadable 0 | Resume design is distracting 1-3 | Resume is reader friendly 4-6 | Resume is professional in design for targeted job 7-8 | |
| Includes education, activities, and volunteerism or experience information | No education, activities, volunteerism, experience information listed 0 | Two sections included 1-3 | Three sections included 4-6 | Three or more sections support targeted job 7-8 | |
| Brief, concise information | Resume is longer than two pages 0 | Information provided but in paragraph form 1 | Sections are clearly identified with organized information 2-3 | Clearly identified and organized information in each section supports targeted job 4 | |
| Spelling & Grammar | | | | | |
| Documents are free of spelling, punctuation, and grammatical errors | Three or more errors 0 | Two errors 1-6 | No spelling errors, and not more than 1 punctuation or grammatical error 7-8 | No spelling or grammatical errors, and not more than 1 punctuation error 9-10 | |
| Interview Materials Subtotal (50 max) | | | | | |
| Penalty Points | Cover Letter not signed or letter has typed signature: | -5 | Deduct 5 points for each instance of guidelines not being followed: | -5 | Total Penalty: - |
| Total Points (50 max) | | | | | |

Judge's Comments:



JOB INTERVIEW

Presentation Interview Rating Sheet

| Expectation Item | Not Demonstrated | Below Expectations | Meets Expectations | Exceeds Expectations | Points Earned |
|---|--|---|---|---|-------------------------|
| Demonstrates the ability to understand and respond to interview questions | Does not answer questions 0 | Answers are not relevant to question asked 1-8 | Answers are relevant to the question asked 9-12 | Answers are relevant and fully support knowledge of position/duties 13-15 | |
| Relates previous experiences/activities with position's duties and skills necessary to succeed | No evidence of previous experience/activities 0 | One previous experience/activity mentioned but not related to position's duties or skills necessary for success 1-8 | One previous experience/activity mentioned and is clearly related to position's duties or skills necessary for success 9-12 | Multiple previous experiences/activities mentioned and are clearly related to position's duties or skills necessary for success 13-15 | |
| Possesses knowledge about the position and career field | No evidence of position or career field knowledge 0 | Has limited knowledge of the organization or understanding of the position 1-8 | Comprehensive knowledge of the organization or understanding of the position demonstrated 9-12 | Extensive knowledge of both the organization and career field demonstrated 13-15 | |
| Asks questions that demonstrate an interest in the organization and understanding of the position | No question asked 0 | Question asked, but it is not related to the organization or understanding of the position 1-8 | Question asked that is related to the organization or understanding of the position 9-12 | Question(s) asked that are directly related to both the organization and the understanding of the position 13-15 | |
| Presentation Delivery | | | | | |
| Demonstrates proper greeting, introduction, and closing | Competitor does not use proper greeting, introduction, OR closing 0 | Competitor greeting, introduction, OR closing was weak 1-8 | Competitor has strong greeting, introduction, AND closing 9-12 | Competitor is creative in their introduction of themselves and asks for or provides follow-up action in the conclusion 13-15 | |
| Demonstrates strong self-confidence, appropriate assertiveness, and enthusiasm | Competitor did not demonstrate self-confidence, assertiveness, OR enthusiasm 0 | Competitor demonstrated minimal self-confidence, assertiveness, AND enthusiasm 1-6 | Competitor used strong eye contact, appropriate assertiveness, AND enthusiasm 7-8 | Competitor led the interview process and effectively used interview time 9-10 | |
| Demonstrates proper verbal and nonverbal communication skills | Verbal AND nonverbal communication skills are inappropriate 0 | Verbal and/or nonverbal communication skills are weak or distracting 1-6 | All questions were clearly answered using good grammar and appropriate body language 7-8 | Verbal communication skills are excellent; nonverbal communication is natural 9-10 | |
| Application Materials | | | | | |
| Student brought application materials to interview | No materials were brought 0 | | Materials were brought 5 | | |
| Interview Subtotal (100 max) | | | | | |
| Penalty Points | Official Dress violation: | -5 | Failing to report on time | -10 | Total Penalty: - |
| Total Points (100 max) | | | | | |

Judge's Comments:



LOCAL CHAPTER ANNUAL BUSINESS REPORT

Pre-judged Report Rating Sheet

| Expectation Item | Not Demonstrated | Below Expectations | Meets Expectations | Exceeds Expectations | Points Earned |
|--|--|---|---|--|---------------|
| Include "State of the Chapter" remarks to current members by chapter president. Report on membership numbers and size of school and community Program of Work | This section is missing in the report | Part of this information is missing | All the information is included and easy to find | All the information is included, easy to find, and additional school and/or community information is given | |
| | 0 | 1-8 | 9-12 | 13-15 | |
| | Program of Work not included in report | | Program of Work included in report | | |
| | 0 | 10 | | | |
| Report activities to benefit chapter and its members: -Recruitment -Leadership development -Career exploration & preparation -Business partnerships -Chapter fundraising -Public relations and chapter publicity | This section is missing in report | There is at least one activity listed in four of the components | There is at least one activity mentioned in each component listed in this section | Multiple activities are reported in all components listed | |
| | 0 | 1-9 | 10-16 | 17-20 | |
| Describe activities to benefit other individuals and organizations: -State and national projects -Other community service projects | This section is missing in report | There is at least one activity listed in one component | There is at least one activity mentioned in each component listed in this section | Multiple activities are reported in all components listed | |
| | 0 | 1-8 | 9-12 | 13-15 | |
| Include conferences attended and recognition received: -Participation in FBLA conferences -Other chapter and individual recognition earned -Competitive event winners and participation | This section is missing in report | There is at least one activity listed in one component | There is at least one activity mentioned in each component listed in this section | Multiple activities are reported in all components listed | |
| | 0 | 1-8 | 9-12 | 13-15 | |
| Report Format | | | | | |
| Guidelines followed and report arranged according to rating sheet (See above Expectation Items) | Missing one or more sections and/or does not follow rating sheet | All information presented, but order inconsistent with rating sheet | Information arranged according to rating sheet | Presented in the correct order and includes written transitions between sections | |
| | 0 | 1-6 | 7-8 | 9-10 | |
| Format and design a business report | Does not format document | Inconsistent formatting, excessive white space, and/or unrelated graphics and/or photos | Consistent formatting throughout the report | Utilizes full bleed, effective use of space, related defined graphics, and consistent formatting | |
| | 0 | 1-6 | 7-8 | 9-10 | |
| Include correct grammar, punctuation, and spelling | More than 5 grammar, punctuation, or spelling errors | 3-4 grammar, punctuation, or spelling errors | No spelling errors, and not more than 2 grammar or punctuation errors | No spelling errors, and not more than 1 grammar or punctuation error | |
| | 0 | 1-2 | 3-4 | 5 | |
| Report Subtotal (100 max) | | | | | |
| Penalty Points: Deduct 5 points for each instance of report/project guidelines not being followed | | | | | - |
| Total Points (100 max) | | | | | |

Judge's Comments:



LOCAL CHAPTER ANNUAL BUSINESS REPORT

Presentation Rating Sheet

| Expectation Item | Not Demonstrated | Below Expectations | Meets Expectations | Exceeds Expectations | Points Earned |
|--|---|---|---|---|---------------|
| Describe chapter's program of work and summary of year's activities | No evidence of chapter's program of work and summary of year's activities presented | Chapter's program of work and summary of year's activities explained briefly | Chapter's program of work and summary of year's activities clearly outlined | Chapter's program of work and summary of year's activities clearly outlined. Activities are chronological and clearly explained | |
| | 0 | 1-8 | 9-12 | 13-15 | |
| Describe activities to benefit chapter and its members: -Recruitment -Leadership development -Career exploration & preparation -Business partnerships -Chapter fundraising -Public relations and chapter publicity | No evidence of activities | There is at least one activity described in two of the components listed | There is at least one activity described in four of the components listed | There is at least one activity described in all components listed | |
| | 0 | 1-9 | 10-16 | 17-20 | |
| Describe activities to benefit other individuals and organizations: -State and national projects -Other community service projects | No evidence of activities | There is at least one activity described in one of the components listed | There is at least one activity described in each component listed | Multiple activities are described in all components listed | |
| | 0 | 1-9 | 10-16 | 17-20 | |
| Describe conferences attended and recognition received: -Participation in FBLA conferences -Other chapter and individual recognition earned -Competitive event winners and participation | No evidence of conference attended, and recognition received | Described at least two activities in relation to conferences attended, and recognition received | Described at least three activities in relation to conferences attended, and recognition received | Described four or more activities in relation to conferences attended, and recognition received | |
| | 0 | 1-9 | 10-16 | 17-20 | |
| Presentation Delivery | | | | | |
| Statements are well-organized and clearly stated | Competitor(s) did not appear prepared | Competitor(s) were prepared, but flow was not logical | Presentation flowed in logical sequence | Presentation flowed in logical sequence; statements were well organized | |
| | 0 | 1-6 | 7-8 | 9-10 | |
| Demonstrates self-confidence, poise, assertiveness, and good voice projection | Competitor(s) did not demonstrate self-confidence | Competitor(s) demonstrated self-confidence and poise | Competitor(s) demonstrated self-confidence, poise, and good voice projection | Competitor(s) demonstrated self-confidence, poise, good voice projection, and assertiveness | |
| | 0 | 1-2 | 3-4 | 5 | |
| Demonstrates the ability to effectively answer questions | Unable to answer questions | Does not completely answer questions | Completely answers questions | Interacted with the judges in the process of completely answering questions | |
| | 0 | 1-6 | 7-8 | 9-10 | |
| Presentation Subtotal (100 max) | | | | | |
| Penalty Points | | Official Dress violation: -5 | Failing to report on time -10 | Total Penalty: - | |
| Total Points (100 max) | | | | | |

Judge's Comments:



MANAGEMENT INFORMATION SYSTEMS

Role Play Presentation Rating Sheet

| Expectation Item | Not Demonstrated | Below Expectations | Meets Expectations | Exceeds Expectations | Points Earned |
|--|--|---|--|---|---------------|
| Demonstrates understanding of the role play and defines problem(s) to be solved | No description or role play synopsis provided; no problems defined 0 | Describes and provides role play synopsis OR defines the problem(s) 1-8 | Describes and provides role play synopsis AND defines the problem(s) 9-12 | Demonstrates expertise of role play synopsis AND definition of the problem(s) 13-15 | |
| Identifies alternatives and the pro(s) and con(s) of each | No alternatives identified 0 | Alternative(s) given but pro(s) and/or con(s) are not analyzed 1-9 | At least two alternatives given, and pro(s) and con(s) are analyzed 10-16 | Multiple alternatives given and multiple pros and cons analyzed for each 17-20 | |
| Identifies logical solution and aspects of implementation | No solution identified 0 | Solution provided, but implementation plan not developed 1-9 | Logical solution and implementation plan provided and developed 10-16 | Feasible solution and implementation plan developed, and necessary resources identified 17-20 | |
| Demonstrates knowledge and understanding of the event competencies: Business size and scope, systems analysis & design, objected oriented analysis & design, user interfaces, system controls, defining systems | No competencies demonstrated 0 | One or two competencies are demonstrated 1-9 | Three competencies are demonstrated 10-16 | Four or more competencies are demonstrated 17-20 | |
| Presentation Delivery | | | | | |
| Statements are well-organized and clearly stated | Competitor(s) did not appear prepared 0 | Competitor(s) were prepared, but flow was not logical 1-6 | Presentation flowed in logical sequence 7-8 | Presentation flowed in logical sequence; statements were well organized 9-10 | |
| Demonstrates self-confidence, poise, assertiveness, and good voice projection | Competitor(s) did not demonstrate self-confidence 0 | Competitor(s) demonstrated self-confidence and poise 1-2 | Competitor(s) demonstrated self-confidence, poise, and good voice projection 3-4 | Competitor(s) demonstrated self-confidence, poise, good voice projection, and assertiveness 5 | |
| Demonstrates the ability to effectively answer questions | Unable to answer questions 0 | Does not completely answer questions 1-6 | Completely answers questions 7-8 | Interacted with the judges in the process of completely answering questions 9-10 | |
| Presentation Subtotal (100 max) | | | | | |
| Penalty Points | Official Dress violation: -5 | Failing to report on time: -10 | Total Penalty: - | | |
| Total Points (100 max) | | | | | |

Judge's Comments:



MARKETING

Role Play Presentation Rating Sheet

| Expectation Item | Not Demonstrated | Below Expectations | Meets Expectations | Exceeds Expectations | Points Earned |
|---|--|---|--|---|---------------|
| Demonstrates understanding of the role play and defines problem(s) to be solved | No description or role play synopsis provided; no problems defined 0 | Describes and provides role play synopsis OR defines the problem(s) 1-8 | Describes and provides role play synopsis AND defines the problem(s) 9-12 | Demonstrates expertise of role play synopsis AND definition of the problem(s) 13-15 | |
| Identifies alternatives and the pro(s) and con(s) of each | No alternatives identified 0 | Alternative(s) given but pro(s) and/or con(s) are not analyzed 1-9 | At least two alternatives given, and pro(s) and con(s) are analyzed 10-16 | Multiple alternatives given and multiple pros and cons analyzed for each 17-20 | |
| Identifies logical solution and aspects of implementation | No solution identified 0 | Solution provided, but implementation plan not developed 1-9 | Logical solution and implementation plan provided and developed 10-16 | Feasible solution and implementation plan developed, and necessary resources identified 17-20 | |
| Demonstrates knowledge and understanding of the event competencies: Basic marketing fundamentals; economics; selling and merchandising; channels of distribution; marketing, information research, and planning; promotion and advertising media; legal, ethical, and social marketing aspects; e-commerce | No competencies demonstrated 0 | One or two competencies are demonstrated 1-9 | Three competencies are demonstrated 10-16 | Four or more competencies are demonstrated 17-20 | |
| Presentation Delivery | | | | | |
| Statements are well-organized and clearly stated | Competitor(s) did not appear prepared 0 | Competitor(s) were prepared, but flow was not logical 1-6 | Presentation flowed in logical sequence 7-8 | Presentation flowed in logical sequence; statements were well organized 9-10 | |
| Demonstrates self-confidence, poise, assertiveness, and good voice projection | Competitor(s) did not demonstrate self-confidence 0 | Competitor(s) demonstrated self-confidence and poise 1-2 | Competitor(s) demonstrated self-confidence, poise, and good voice projection 3-4 | Competitor(s) demonstrated self-confidence, poise, good voice projection, and assertiveness 4-5 | |
| Demonstrates the ability to effectively answer questions | Unable to answer questions 0 | Does not completely answer questions 1-6 | Completely answers questions 7-8 | Interacted with the judges in the process of completely answering questions 9-10 | |
| Presentation Subtotal (100 max) | | | | | |
| Penalty Points | | Official Dress violation: -5 | Failing to report on time: -10 | Total Penalty: - | |
| Total Points (100 max) | | | | | |

Judge's Comments:



MOBILE APPLICATION DEVELOPMENT

Prejudged & In-Person Presentation Rating Sheet

| Design & Code Quality | Not Demonstrated | Below Expectations | Meets Expectations | Exceeds Expectations | Points Earned |
|--|---|---|---|--|---------------|
| Planning process | No explanation or description of the planning process | Explains the process but does not share tangible planning documents | Explains the process and shares tangible planning documents | Explains process using industry terminology and displays tangible planning documents | |
| | 0 | 1-6 | 7-8 | 9-10 | |
| Appropriate use of classes, modules, and/or components | No use of classes, modules, or components | Use of classes, modules, and/or components | Appropriate use of classes, modules, and/or components | Expert use of classes, modules, and/or components | |
| | 0 | 1-2 | 3-4 | 5 | |
| Appropriate use of mobile app architectural patterns | No use of architectural patterns | Unclear use of architectural patterns | Appropriate use of architectural patterns | Expert use of architectural patterns | |
| | 0 | 1-2 | 3-4 | 5 | |

User Experience

| | | | | | |
|--|---|---|--|---|--|
| Users can easily navigate between pages | App navigation is unclear | App navigation contains errors | | App navigation is clear and contains no more than one error | App navigation is error free and can be used without instruction |
| | 0 | 1-6 | | 7-8 | 9-10 |
| User interface is intuitive or clear instructions are provided | No instructions provided and is not intuitive | Instructions provided or app is not intuitive | | Appropriate & clear instructions are provided | App is intuitive and clear instructions are provided |
| | 0 | 1-2 | | 3-4 | 5 |
| Icon and graphical elements are appropriate and consistent | App does not have a custom icon or graphics | App has a basic custom icon and graphics | | App has an icon that tells something about the app | App has an icon that tells something about the app and is integrated into app graphics |
| | 0 | 1-2 | | 3-4 | 5 |
| User input is validated | User input isn't validated | User input is somewhat validated | | User input is validated | Input validation applied on both syntactical and semantic levels |
| | 0 | 1-2 | | 3-4 | 5 |

App Functionality

| | | | | | |
|---|--|--|---|---|--|
| Program addresses all parts of the prompt | Application does not address the topic/problem | Application addresses the topic/problem at a minimal level | Application fully addresses the topic/problem | Application fully addresses the topic/problem, and the correlation is explained in the instructions | |
| | 0 | 1-6 | 7-8 | 9-10 | |
| Integrated with social media | Social media is not incorporated | One social media platform is incorporated | Two or more social media platforms are incorporated | App is integrated to work directly with at least one social media application | |
| | 0 | 1-6 | 7-8 | 9-10 | |
| Documentation and copyright compliance | Sources are not cited | Sources/References are seldom cited to support statements | Professionally legitimate sources & resources that support statements are generally present | Compelling evidence from professionally legitimate sources & resources is given to support statements | |
| | 0 | 1-2 | 3-4 | 5 | |

Presentation Delivery

| | | | | | |
|--|---|---|--|---|--|
| Statements are well-organized and clearly stated | Competitor(s) did not appear prepared | Competitor(s) were prepared, but flow was not logical | Presentation flowed in logical sequence | Presentation flowed in logical sequence; statements were well organized | |
| | 0 | 1-6 | 7-8 | 9-10 | |
| Self-confidence, poise, assertiveness, and good voice projection | Competitor(s) did not demonstrate self-confidence | Competitor(s) demonstrated self-confidence and poise | Competitor(s) demonstrated self-confidence, poise, and good voice projection | Competitor(s) demonstrated self-confidence, poise, good voice projection, and assertiveness | |
| | 0 | 1-6 | 7-8 | 9-10 | |
| Ability to effectively answer questions (only used in-person) | Unable to answer questions | Does not completely answer questions | Completely answers questions | Interacted with the judges in the process of completely answering questions | |
| | 0 | 1-6 | 7-8 | 9-10 | |

Presentation Subtotal (100 max)

| | | | |
|-------------------------------|------------------------------|--------------------------------|-------------------------|
| Penalty Points | Official Dress violation: -5 | Failing to report on time: -10 | Total Penalty: - |
| Total Points (100 max) | | | |

Judge's Comments:



NETWORK DESIGN

Role Play Presentation Rating Sheet

| Expectation Item | Not Demonstrated | Below Expectations | Meets Expectations | Exceeds Expectations | Points Earned |
|--|--|---|--|---|-------------------------|
| Demonstrates understanding of the role play and defines problem(s) to be solved | No description or role play synopsis provided; no problems defined | Describes and provides role play synopsis OR defines the problem(s) | Describes and provides role play synopsis AND defines the problem(s) | Demonstrates expertise of role play synopsis AND definition of the problem(s) | |
| | 0 | 1-8 | 9-12 | 13-15 | |
| Identifies alternatives and the pro(s) and con(s) of each | No alternatives identified | Alternative(s) given but pro(s) and/or con(s) are not analyzed | At least two alternatives given, and pro(s) and con(s) are analyzed | Multiple alternatives given and multiple pros and cons analyzed for each | |
| | 0 | 1-9 | 10-16 | 17-20 | |
| Identifies logical solution and aspects of implementation | No solution identified | Solution provided, but implementation plan not developed | Logical solution and implementation plan provided and developed | Feasible solution and implementation plan developed, and necessary resources identified | |
| | 0 | 1-9 | 10-16 | 17-20 | |
| Demonstrates knowledge and understanding of the event competencies: Network installation, network function, configuration of internet resources, backup and recovery, configuring network, services | No competencies demonstrated | One or two competencies are demonstrated | Three competencies are demonstrated | Four or more competencies are demonstrated | |
| | 0 | 1-9 | 10-16 | 17-20 | |
| Presentation Delivery | | | | | |
| Statements are well-organized and clearly stated | Competitor(s) did not appear prepared | Competitor(s) were prepared, but flow was not logical | Presentation flowed in logical sequence | Presentation flowed in logical sequence; statements were well organized | |
| | 0 | 1-6 | 7-8 | 9-10 | |
| Demonstrates self-confidence, poise, assertiveness, and good voice projection | Competitor(s) did not demonstrate self-confidence | Competitor(s) demonstrated self-confidence and poise | Competitor(s) demonstrated self-confidence, poise, and good voice projection | Competitor(s) demonstrated self-confidence, poise, good voice projection, and assertiveness | |
| | 0 | 1-2 | 3-4 | 5 | |
| Demonstrates the ability to effectively answer questions | Unable to answer questions | Does not completely answer questions | Completely answers questions | Interacted with the judges in the process of completely answering questions | |
| | 0 | 1-6 | 7-8 | 9-10 | |
| Presentation Subtotal (100 max) | | | | | |
| Penalty Points | Official Dress violation: | -5 | Failing to report on time | -10 | Total Penalty: - |
| Total Points (100 max) | | | | | |

Judge's Comments:



PARLIAMENTARY PROCEDURE Role Play Presentation Rating Sheet

Motions: Deduct one (1) point for each mistake in each classification.

| Motions Classification | Comments | Value | | | Score |
|--|----------|------------------|-----------|---------------------|------------------|
| | | Not Demonstrated | Completed | Completed & Correct | |
| Main Motion | | 0 | 1-5 | 6-10 | |
| Subsidiary Motion | | 0 | 1-5 | 6-10 | |
| Privileged Motion | | 0 | 1-5 | 6-10 | |
| Incidental Motion | | 0 | 1-5 | 6-10 | |
| Bring Again Motion | | 0 | 1-5 | 6-10 | |
| Business of Meeting | | | | | |
| Problem Addressed | | 0 | 1-5 | 6-10 | |
| Proper Use of Parliamentary Terms | | 0 | 1-5 | 6-10 | |
| Voices Projected and Expressions Clear | | 0 | 1-5 | 6-10 | |
| Presiding Official Remained Impartial | | 0 | 1-5 | 6-10 | |
| Members Took Initiative in Meeting | | 0 | 1-5 | 6-10 | |
| Presentation Subtotal | | | | | /100 max. |
| Late Penalty Deduct ten (10) points for failing to report on time. | | | | | |
| Dress Code Penalty Deduct 5 points if all competitors are not in Georgia FBLA Official Dress. | | | | | |
| Total Points | | | | | /100 max. |

Judge's Comments:



PARTNERSHIP WITH BUSINESS PROJECT

Pre-judged Report Rating Sheet

| Expectation Item | Not Demonstrated | Below Expectations | Meets Expectations | Exceeds Expectations | Points Earned |
|---|--|--|--|--|---------------|
| Goals: Project has specific partnership goals and partnership involves a FBLA chapter and a business | The partnership does not involve a FBLA chapter and a business | Partnership goals are listed but not well defined | Project has specific partnership goals | Project has quantitatively defined goals and indicates future activities or steps that could be taken to further the work started | |
| | 0 | 1-2 | 3-4 | 5 | |
| Roles & Responsibilities: Explain the responsibilities of the business and chapter leaders | Roles & responsibilities were not explained or included | Roles & responsibilities of business & chapter leaders along with their degree of involvement was included but not explained in detail | Roles & responsibilities of business & chapter leaders along with their degree of involvement was included and explained | Roles & responsibilities of business & chapter leaders along with their degree of involvement was included, explained, and evident throughout the entire project | |
| | 0 | 1-6 | 7-8 | 9-10 | |
| Planning, Development, and Implementation: Describe planning, development, and implementation of project | Planning is not evident or included | Planning explanation is not clearly described | Planning activities/steps are clearly described | Planning activities/steps are clearly described including rationale with evidence | |
| | 0 | 1-6 | 7-8 | 9-10 | |
| | Development is not evident or included | Development explanation is not clearly described | Development activities/steps are clearly described | Development activities/steps are clearly described including rationale with evidence | |
| | 0 | 1-6 | 7-8 | 9-10 | |
| Publicity: Show evidence of publicity received | Implementation is not evident or included | Implementation explanation is not clearly described | Implementation activities/steps are clearly described | Implementation activities/steps are clearly described including rationale with evidence | |
| | 0 | 1-6 | 7-8 | 9-10 | |
| Outcomes: Discuss benefits and concepts learned from the partnership and degree of impact on both partners because of project | No evidence of publicity received | Information about publicity included in the report without evidence | Information about publicity included in the report with evidence | Information about multiple examples of publicity included in the report with evidence | |
| | 0 | 1-6 | 7-8 | 9-10 | |
| Outcomes: Discuss benefits and concepts learned from the partnership and degree of impact on both partners because of project | No benefits, concepts learned, or impact is stated | Benefits, concepts learned, or impact are not all explained | Benefits, concepts learned, and degree of impact are all included | Benefits, concepts learned and degree of impact are all included and explained with evidence for both partner and FBLA chapter | |
| | 0 | 1-6 | 7-8 | 9-10 | |
| Evaluation: Evaluate the project for its impact on the chapter, business, and community | No evidence of project evaluation is provided | Report shows partial evaluations for its impact on the chapter, business, and community | Report shows thorough evaluations for its impact on the chapter, business, and community | Report shows thorough evaluations for its impact on the chapter, business, and community as well as plans or recommendations for the future | |
| | 0 | 1-6 | 7-8 | 9-10 | |
| Report Format | | | | | |
| Report is arranged in correct order and length according to guidelines (See above Expectation Items) | Missing one or more sections and/or does not follow rating sheet or exceeds the page limit | All information presented, but order inconsistent with rating sheet | Information arranged according to rating sheet | Presented in the correct order and includes written transitions between sections | |
| | 0 | 1-6 | 7-8 | 9-10 | |
| Format and design of the report | Report is not formatted | Inconsistent formatting, excessive white space, and/or unrelated graphics and/or photos | Consistent formatting throughout the report | Consistent formatting throughout including advanced skills such as full bleed, effective use of space, related defined graphics, and consistent formatting | |
| | 0 | 1-6 | 7-8 | 9-10 | |
| Include correct grammar, punctuation, and spelling | More than 5 grammar, punctuation, or spelling errors | 3-4 grammar, punctuation, or spelling errors | No spelling errors, and not more than 2 grammar or punctuation errors | No spelling errors, and not more than 1 grammar or punctuation error | |
| | 0 | 1-2 | 3-4 | 5 | |
| Report Subtotal (100 max) | | | | | |
| Penalty Points: Deduct 5 points for each instance of report/project guidelines not being followed | | | | | - |
| Total Points (100 max) | | | | | |

Judge's Comments:



PARTNERSHIP WITH BUSINESS PROJECT

Presentation Rating Sheet

| Expectation Item | Not Demonstrated | Below Expectations | Meets Expectations | Exceeds Expectations | Points Earned |
|---|---|--|--|--|---------------|
| Goals: Project has specific partnership goals involving a business and FBLA chapter | This partnership does not involve a FBLA chapter and a business | 1-2 partnership goals involving a business and FBLA chapter that are not well defined | 3-4 partnership goals involving a business and FBLA chapter that are well defined | 5 or more partnership goals involving FBLA chapter and a business that are well defined | |
| | 0 | 1-2 | 3-4 | 5 | |
| Roles & Responsibilities: Explain the responsibilities of the business and chapter leaders | No leadership roles explained | Unclearly explains or is missing the roles & responsibilities of the business and chapter leaders along with their degree of involvement | Clearly explains roles & responsibilities of the business and chapter leaders along with their degree of involvement | Clearly explains the roles & responsibilities of the business and chapter leaders showing continuous involvement throughout entire project | |
| | 0 | 1-8 | 9-12 | 13-15 | |
| Planning, Development, and Implementation Describe planning, development, and implementation of project | Planning, development, and implementation process not explained | Unclearly explains or is missing either the planning, development, or implementation process | Clearly explains the planning, development, and implementation process. | Clearly explains planning, development, implementation process including rationale with evidence | |
| | 0 | 1-8 | 9-12 | 13-15 | |
| Publicity: Provide examples of publicity and recognition for the project | No evidence of publicity received | Information about publicity without evidence | Information about publicity with evidence | Multiple examples of publicity with evidence | |
| | 0 | 1-6 | 7-8 | 9-10 | |
| Outcomes: Discuss benefits and concepts learned from partnership and degree of impact on both partners because of project | No benefits, concepts learned, or impact is stated | Benefits, concepts learned, or impact are not all explained | Benefits, concepts learned, and degree of impact are all included | Benefits, concepts learned, and degree of impact are all included and explained with evidence for both partner and FBLA chapter | |
| | 0 | 1-8 | 9-12 | 13-15 | |
| Evaluation: Evaluate the project for its impact on the chapter, business, and community | No evidence of project evaluation is provided | Evaluations provide unclear impact on the chapter, business, and community | Thorough evaluations and its impact on the chapter, business, and community | Thorough evaluations for its impact on the chapter, business, and community as well as plans or recommendations for the future | |
| | 0 | 1-8 | 9-12 | 13-15 | |
| Delivery Skills | | | | | |
| Statements are well-organized and clearly stated | Competitor(s) did not appear prepared | Competitor(s) were prepared, but flow was not logical | Presentation flowed in logical sequence | Presentation flowed in logical sequence; statements were well organized | |
| | 0 | 1-8 | 9-12 | 13-15 | |
| Demonstrates self-confidence, poise, assertiveness, and good voice projection | Competitor(s) did not demonstrate self-confidence | Competitor(s) demonstrated self-confidence and poise | Competitor(s) demonstrated self-confidence, poise, and good voice projection | Competitor(s) demonstrated self-confidence, poise, good voice projection, and assertiveness | |
| | 0 | 1-2 | 3-4 | 5 | |
| Demonstrates the ability to effectively answer questions | Unable to answer questions | Does not completely answer questions | Completely answers questions | Interacted with the judges in the process of completely answering questions | |
| | 0 | 1-8 | 9-12 | 13-15 | |
| Presentation Subtotal (100 max) | | | | | |
| Penalty Points | | Official Dress violation: -5 | Failing to report on time: -10 | Total Penalty: - | |
| Total Points (100 max) | | | | | |

Judge's Comments:



PUBLIC SERVICE ANNOUNCEMENT

Pre-judged Project Rating Sheet (*RLC Only*)

| Product Usability | Not Demonstrated | Below Expectations | Meets Expectations | Exceeds Expectations | Points Earned |
|--|---|---|--|--|-------------------------|
| Video plays successfully | Media not usable | Media usable but not submitted according to event guidelines | Media usable but not plug and play | Media usable on multiple players | |
| | 0 | 1-2 | 3-4 | 5 | |
| Project Concept & Design Evaluation | | | | | |
| Demonstrates understanding of the event topic | No understanding of event topic OR incorrect topic used | Understanding of topic inconsistent from video to presentation | Demonstrates the topic through presentation and video | Demonstrates expertise of the topic through presentation and video | |
| | 0 | 1-6 | 7-8 | 9-10 | |
| Uses and implements innovative audio editing and video technology | No demonstration of use or implementation of audio or video | Audio editing OR video uses 1 camera angle or not in focus and poor sound quality | Audio editing has appropriate volume and quality AND video technology uses multiple angles, steady, and focused | Expert demonstration of video techniques, equipment and software | |
| | 0 | 1-6 | 7-8 | 9-10 | |
| Include elements that are related to the topic and directed towards a specific audience | Elements are not related towards the topic or a specific audience | Elements are related to the topic OR directed towards a specific audience | Elements are related to the topic AND directed towards a specific audience | Elements are creative enhancing the message resulting in audience participation | |
| | 0 | 1-6 | 7-8 | 9-10 | |
| Video is effective at informing and/or evoking a changed attitude towards the issue | Video does not inform or evoke a changed attitude | Video does not result in an effective message being conveyed | Video informs and/or evoke a changed attitude towards the issue | Video informs and/or evokes a changed attitude towards the issue and calls for action from the audience | |
| | 0 | 1-6 | 7-8 | 9-10 | |
| Copyright and source information is included and documented, and video content is original | Copyright and source information included AND video content is not original | Material violates copyright guidelines, sources are not included OR video content is not original | Copyright and source information is documented, and video content is original | Copyright compliance and source information is documented using visual representation, and video content is original | |
| | 0 | 1-2 | 3-4 | 5 | |
| Project Evaluation | | | | | |
| Presentation has logical flow of information | Flow of video does not seem logical | Flow does not connect each element of the video | Flow is logical appears sequenced with beginning, middle, and end | Presentation is logical and includes a call to action at the end | |
| | 0 | 1-8 | 9-12 | 13-15 | |
| Quality of editing and transition | There are no transitions or evidence of video editing incorporated | Transitions exist but are rough and do not flow easily | Transitions flow seamlessly and serve as a logical component of the video | Multiple types of transitions are used and all flow seamlessly | |
| | 0 | 1-8 | 9-12 | 13-15 | |
| Audio and visual elements are coordinated | Audio and Visual elements are limited | Audio and Visual elements do not include variety | Audio uses a variety of sources including direct audio and dubbed audio; visual includes multiple camera angles and techniques | Audio and visual includes special effects | |
| | 0 | 1-6 | 7-8 | 9-10 | |
| Use of video technology | Video technology is not evident | Video incorporates use of technology | Video incorporates advanced use of technology such as special effects | Video contains multiple advanced features such as special effects | |
| | 0 | 1-6 | 7-8 | 9-10 | |
| Project Subtotal (100 max) | | | | | |
| Penalty Points | Deduct 5 points for each instance of guidelines not being followed: | | | -5 | Total Penalty: - |
| Total Points (100 max) | | | | | |

Judge's Comments:



PUBLIC SERVICE ANNOUNCEMENT Presentation Rating Sheet

| Expectation Item | Not Demonstrated | Below Expectations | Meets Expectations | Exceeds Expectations | Points Earned |
|--|---|--|---|---|---------------|
| Learning Objective: Demonstrates understanding of the topic and creates an objective toward the topic | No understanding of event topic OR incorrect topic used, and no objective created 0 | Unclear understanding of the topic with or without a learning objective 1-6 | Clear understanding of the topic with a learning objective 7-8 | Expert understanding of the topic with a learning objective for the intended audience 9-10 | |
| Research: Explain the major findings from the topic research | No explanation of research or findings 0 | Unclearly explains findings from topic research 1-8 | Clearly explains findings from topic research 9-12 | Clearly explains the findings from topic research with provided evidence for support 13-15 | |
| Script: Describe the design development and script writing process | No description of design development and script writing 0 | Unclearly describes the design development and the script writing process 1-6 | Clearly describes the design development and script writing process 7-8 | Clearly describes the design development and script writing process with supporting evidence 9-10 | |
| Techniques: Explain video and audio techniques used to create the PSA | No explanation of use or implementation of audio or video 0 | 1-2 techniques used to create the PSA 1-8 | 3-4 techniques used to create the PSA and described 9-12 | 5 or more techniques used to create the PSA and described using expert terminology 13-15 | |
| Equipment & Software: Explains at least 3 types of equipment and/or software used to create PSA | No explanation of equipment and software 0 | 1 form of equipment or software utilized to create the PSA 1-6 | 2 forms of equipment or software utilized to create the PSA 7-8 | 3 or more forms of equipment or software utilized to create the PSA and described using expert terminology 9-10 | |
| Copyright/Sources: Copyright and source information is noted and documented, and video content is original | Copyright and source information not addressed or addressed incorrectly AND video content is not original 0 | Material violates copyright guidelines, sources are not addressed OR video content is not original 1-6 | Copyright and source information is documented, and video content is original 7-8 | Copyright compliance and source information is documented using visual representation, and video content is original 9-10 | |
| PSA Video Presentation | PSA is not shown during the presentation 0 | | PSA is shown during the presentation 5 | | |
| Presentation Delivery | | | | | |
| Statements are well-organized and clearly stated | Competitor(s) did not appear prepared 0 | Competitor(s) were prepared, but flow was not logical 1-6 | Presentation flowed in logical sequence 7-8 | Presentation flowed in logical sequence; statements were well organized 9-10 | |
| Demonstrates self-confidence, poise, assertiveness, and good voice projection | Competitor(s) did not demonstrate self-confidence 0 | Competitor(s) demonstrated self-confidence and poise 1-2 | Competitor(s) demonstrated self-confidence, poise, and good voice projection 3-4 | Competitor(s) demonstrated self-confidence, poise, good voice projection, and assertiveness 5 | |
| Demonstrates the ability to effectively answer questions | Unable to answer questions 0 | Does not completely answer questions 1-6 | Completely answers questions 7-8 | Interacted with the judges in the process of completely answering questions 9-10 | |
| Presentation Subtotal (100 max) | | | | | |
| Penalty Points | Official Dress violation: -5 | Failing to report on time -10 | Total Penalty: - | | |
| Total Points (100 max) | | | | | |

Judge's Comments:



PUBLIC SPEAKING

Presentation Rating Sheet

| Expectation Item | Not Demonstrated | Below Expectations | Meets Expectations | Exceeds Expectations | Points Earned |
|---|---|---|--|---|---------------|
| Topic: Incorporates provided topic | Provided topic is not mentioned in speech 0 | Topic is not clearly incorporated into speech 1-6 | Topic was clearly incorporated into speech 7-8 | Topic was clearly incorporated and expanded thoroughly throughout the speech 9-10 | |
| Theme: Identify and execute a consistent theme | No theme presented 0 | Theme was identified, but not consistent throughout speech 1-6 | Theme identified and consistent throughout speech 7-8 | Personal stories are utilized and expand on the central theme 9-10 | |
| Introduction: Introduce the topic immediately | Topic was not introduced 0 | Introduction was not clearly presented 1-6 | Introduction was clearly presented and topic was defined immediately 7-8 | Introduction was clearly presented and topic was defined immediately with an effective transition into the speech body 9-10 | |
| Supporting Information (Body): Include accurate and appropriate supporting information | Speech did not have a topic 0 | Multiple topics presented without clear connections 1-9 | Central topic(s) were identified, connected, and supported throughout the speech 10-16 | Smooth transitions were effectively utilized to support the central topic(s) 17-20 | |
| Conclusion: Provides effective conclusion | Speech did not have a conclusion 0 | Conclusion was not clearly presented 1-6 | Effective conclusion was presented 7-8 | Conclusion provides connection to entire presentation 9-10 | |
| Speech Delivery: Deliver speech with varied facial expressions, eye contact, good posture, voice projection, self-confidence, and poise | Does not have varied facial expressions and/or poor posture 0 | Does not have varied facial expressions and/or poor posture 1-6 | Minimal varied facial expressions and/or poor posture 7-8 | Appropriate varied facial expressions and posture 9-10 | |
| | Does not make eye contact 0 | Minimal eye contact 1-6 | Appropriate eye contact 7-8 | Appropriate eye contact and didn't use notecards 9-10 | |
| | Does not have voice projection 0 | Minimal voice projection 1-6 | Appropriate voice projection 7-8 | Appropriate voice projection and diction 9-10 | |
| | Competitor(s) did not demonstrate self-confidence 0 | Competitor(s) demonstrated self-confidence and poise 1-6 | Competitor(s) demonstrated self-confidence, poise, and good voice projection 7-8 | Competitor(s) demonstrated self-confidence, poise, good voice projection, and assertiveness 9-10 | |
| | 0 | 1-6 | 7-8 | 9-10 | |
| Presentation Subtotal (100 max) | | | | | |
| Penalty Points | Official Dress violation: -5 | Failing to report on time -10 | Total Penalty: - | | |
| Total Points (100 max) | | | | | |

Judge's Comments:



SALES PRESENTATION

Presentation Rating Sheet

| Expectation Item | Not Demonstrated | Below Expectations | Meets Expectations | Exceeds Expectations | Points Earned |
|---|---|--|---|---|-------------------------|
| Presents appropriate greeting | No introduction was presented | The conversation began, but the customer (judge) had to start the presentation | The conversation was initiated by the competitor(s) | Competitor(s) is creative in their introduction and led to a seamless transition into needs determination | |
| | 0 | 1-6 | 7-8 | 9-10 | |
| Able to determine needs | No questions were utilized to determine needs | Competitor(s) ask questions but specific needs are not determined | Competitor(s) use questions to determine the need of the customer (judge) | Competitor(s) use questions to determine the need of the customer (judge) and relates the needs to the product or service | |
| | 0 | 1-6 | 7-8 | 9-10 | |
| Presenting the product or service | No product/service was presented | Competitor(s) was unable to create interest in the product/service or the features | Competitor(s) was able to create interest in the product/ service through knowledge of its features | Competitor(s) was able to convert unnecessary item(s) (wants) into needed item(s) (needs) | |
| | 0 | 1-6 | 7-8 | 9-10 | |
| Able to overcome objections | Objections were not addressed or overcome | 1 objection was overcome | 2-3 objections were overcome | All objections were overcome, and sale resulted | |
| | 0 | 1-6 | 7-8 | 9-10 | |
| Demonstrates suggestion selling | No additional items were offered | Additional items were suggested, but did not relate to the product/service | Additional items were suggested that relate to the product/service | Additional items were suggested that relate to product/service and enhance the sale | |
| | 0 | 1-6 | 7-8 | 9-10 | |
| Able to close the sale | Sale was not suggested | Competitor(s) ask for the sale but not all objections were addressed | Competitor(s) ask for the sale and there is little apprehension in agreeing | Competitor(s) didn't have to ask for the sale, the presentation confirmed the customer's (judge's) intent to buy | |
| | 0 | 1-6 | 7-8 | 9-10 | |
| Demonstrates the ability to develop relationship | No follow up was mentioned | Non-effective follow up was mentioned | Sale was finalized and interest in product/service was established | Relationship was established resulting in customer (judge) loyalty | |
| | 0 | 1-6 | 7-8 | 9-10 | |
| Delivery Skills | | | | | |
| Statements are well-organized and clearly stated | Competitor(s) did not appear prepared | Competitor(s) were prepared, but flow was not logical | Presentation flowed in logical sequence | Presentation flowed in logical sequence; statements were well organized | |
| | 0 | 1-6 | 7-8 | 9-10 | |
| Demonstrates self-confidence, poise, assertiveness, and good voice projection | Competitor(s) did not demonstrate self-confidence | Competitor(s) demonstrated self-confidence and poise | Competitor(s) demonstrated self-confidence, poise, and good voice projection | Competitor(s) demonstrated self-confidence, poise, good voice projection, and assertiveness | |
| | 0 | 1-6 | 7-8 | 9-10 | |
| Demonstrates the ability to effectively answer questions | Unable to answer questions | Does not completely answer questions | Completely answers questions | Interacted with the judges in the process of completely answering questions | |
| | 0 | 1-6 | 7-8 | 9-10 | |
| Presentation Subtotal (100 max) | | | | | |
| Penalty Points | Official Dress violation: | -5 | Failing to report on time | -10 | Total Penalty: - |
| Total Points (100 max) | | | | | |

Judge's Comments:



SOCIAL MEDIA STRATEGIES

Presentation Rating Sheet

| Expectation Item | Not Demonstrated | Below Expectations | Meets Expectations | Exceeds Expectations | Points Earned |
|---|---|---|---|--|---------------|
| Develops a social media campaign that effectively addresses the topic for the target audience | Did not explain the campaign | Provided an unclear explanation of the social media campaign, topic for the target audience | Social media campaign effectively addresses the topic for the target audience | Social media campaign effectively addresses the topic for the target audience with supporting evidence | |
| | 0 | 1-6 | 7-8 | 9-10 | |
| Demonstrate knowledge of social media strategies and metrics throughout | No knowledge demonstrated | Unclearly demonstrated knowledge of social media or metrics | Demonstrates knowledge of social media and metrics | Demonstrates knowledge of social media strategies and metrics with supporting evidence | |
| | 0 | 1-6 | 7-8 | 9-10 | |
| Describe the research, methodology, design, and development used to create social media strategies | Research and methodology not described | Unclearly describes the research and methodology used to create strategies | Clearly describes research and methodology used to create social media strategies | Clearly describes research and methodology used to create social media strategies with supporting evidence | |
| | 0 | 1-6 | 7-8 | 9-10 | |
| | Design and development process not described | Unclearly describes the design and development process | Clearly describes design and development process | Clearly describes design and development process with supporting evidence | |
| Describes social media strategies used to create a clear call-to-action utilizing a minimum of three social media posts on multiple platforms | Does not present social media strategies | Unclearly describes the social media strategies | Clearly describes social media strategies used to create a clear call-to-action | Clearly describes social media strategies used to create a clear call-to-action with supporting evidence | |
| | 0 | 1-6 | 7-8 | 9-10 | |
| | Does not include three social media posts on multiple platforms | Included three social media posts but not on multiple platforms | Included three social media posts on multiple platforms | Included three social media posts on multiple platforms with supporting evidence | |
| Substantiates and cites sources used while conducting research | Sources are not cited | Sources/references are seldom cited to support statements | Professionally legitimate sources & resources that support statements are generally present | Compelling evidence from professionally legitimate sources & resources is given to support statements | |
| | 0 | 1-6 | 7-8 | 9-10 | |
| | | | | | |
| Presentation Delivery | | | | | |
| Statements are well-organized and clearly stated | Competitor(s) did not appear prepared | Competitor(s) were prepared, but flow was not logical | Presentation flowed in logical sequence | Presentation flowed in logical sequence; statements were well organized | |
| | 0 | 1-6 | 7-8 | 9-10 | |
| Demonstrates self-confidence, poise, assertiveness, and good voice projection | Competitor(s) did not demonstrate self-confidence | Competitor(s) demonstrated self-confidence and poise | Competitor(s) demonstrated self-confidence, poise, and good voice projection | Competitor(s) demonstrated self-confidence, poise, good voice projection, and assertiveness | |
| | 0 | 1-6 | 7-8 | 9-10 | |
| Demonstrates the ability to effectively answer questions | Unable to answer questions | Does not completely answer questions | Completely answers questions | Interacted with the judges in the process of completely answering questions | |
| | 0 | 1-6 | 7-8 | 9-10 | |
| Presentation Subtotal (100 max) | | | | | |
| Penalty Points | | Official Dress violation: -5 | Failing to report on time: -10 | Total Penalty: - | |
| Total Points (100 max) | | | | | |

Judge's Comments:



SPORTS & ENTERTAINMENT MANAGEMENT

Role Play Presentation Rating Sheet

| Expectation Item | Not Demonstrated | Below Expectations | Meets Expectations | Exceeds Expectations | Points Earned |
|--|--|---|--|---|---------------|
| Demonstrates understanding of the role play and defines problem(s) to be solved | No description or role play synopsis provided; no problems defined 0 | Describes and provides role play synopsis OR defines the problem(s) 1-8 | Describes and provides role play synopsis AND defines the problem(s) 9-12 | Demonstrates expertise of role play synopsis AND definition of the problem(s) 13-15 | |
| Identifies alternatives and the pro(s) and con(s) of each | No alternatives identified 0 | Alternative(s) given but pro(s) and/or con(s) are not analyzed 1-9 | At least two alternatives given, and pro(s) and con(s) are analyzed 10-16 | Multiple alternatives given and multiple pros and cons analyzed for each 17-20 | |
| Identifies logical solution and aspects of implementation | No solution identified 0 | Solution provided, but implementation plan not developed 1-9 | Logical solution and implementation plan provided and developed 10-16 | Feasible solution and implementation plan developed, and necessary resources identified 17-20 | |
| Demonstrates knowledge and understanding of the event competencies: Event management, decision making, strategic planning, delegation, leadership, ethics, entertainment industry, marketing and promotion, sales, entrepreneurship, human resources, careers | No competencies demonstrated 0 | One or two competencies are demonstrated 1-9 | Three competencies are demonstrated 10-16 | Four or more competencies are demonstrated 17-20 | |
| Presentation Delivery | | | | | |
| Statements are well-organized and clearly stated | Competitor(s) did not appear prepared 0 | Competitor(s) were prepared, but flow was not logical 1-6 | Presentation flowed in logical sequence 7-8 | Presentation flowed in logical sequence; statements were well organized 9-10 | |
| Demonstrates self-confidence, poise, assertiveness, and good voice projection | Competitor(s) did not demonstrate self-confidence 0 | Competitor(s) demonstrated self-confidence and poise 1-2 | Competitor(s) demonstrated self-confidence, poise, and good voice projection 3-4 | Competitor(s) demonstrated self-confidence, poise, good voice projection, and assertiveness 5 | |
| Demonstrates the ability to effectively answer questions | Unable to answer questions 0 | Does not completely answer questions 1-6 | Completely answers questions 7-8 | Interacted with the judges in the process of completely answering questions 9-10 | |
| Presentation Subtotal (100 max) | | | | | |
| Penalty Points | | Official Dress violation: -5 | Failing to report on time: -10 | Total Penalty: - | |
| Total Points (100 max) | | | | | |

Judge's Comments:



VISUAL DESIGN

Project Rating Sheet (*RLC Only*)

| Expectation Item | Not Demonstrated | Below Expectations | Meets Expectations | Exceeds Expectations | Points Earned |
|---|--|--|--|---|---------------|
| Fully address the topic | Topic is not followed 0 | Topic is not fully developed 1-7 | Topic is fully addressed 8-14 | User with no knowledge of the topic can identify based on site 15-20 | |
| Create interest and desire for the design | Does not create interest or desire for the design 0 | Contains two or more features of the design that would assist in selling the product 1-7 | Contains four or more features of the design that would assist in selling the product 8-14 | Contains at least four features that would assist in selling the product and it is evident how is connected to the brand of the company 15-20 | |
| Consistency in graphic design to theme | Consistency in graphic design to theme not addressed 0 | Graphic design is consistent with theme 1-5 | Demonstrates the consistency between graphic design and theme 6-10 | Emphasize interpretation of the topic and design as it relates to graphic design and theme including use of visual aids 11-15 | |
| Includes correct grammar, punctuation, spelling, and information related to event topic | More than 5 grammar, punctuation, or spelling errors and unrelated information 0 | 3-4 grammar, punctuation, or spelling errors with 2-3 unrelated ideas 1-2 | No spelling errors, 1-2 grammar, punctuation errors. All information relates to topic 3-4 | No spelling errors; only 1 grammar or punctuation error. All information relates to topic using industry terminology 5 | |
| Layout has direction and balance | Layout has no direction or balance 0 | Layout is not functionally designed 1-3 | Layout is well designed and balanced appropriately 4-7 | Layout is proportionately designed, and effectively demonstrates knowledge of graphic design placement standards 8-10 | |
| Colors, fonts, type style, and graphics enhance aesthetic appeal | Colors, fonts, type style, and graphics do not enhance aesthetic appeal 0 | Colors, fonts, type style, and graphics are not complimentary to a cohesive design 1-3 | Colors, fonts, type style, and graphics are appropriate and support design 4-7 | Colors, fonts, type style, and graphics fully represent theme 8-10 | |
| Graphic design shows creativity, originality, and supports topic | Graphic design shows no creativity, originality, and does not support topic 0 | Graphic design is lacking in creativity and uses standard/templated graphics 1-7 | The design is creative and original while supporting topic 8-14 | Design features custom-created graphics or graphics that support the theme immense attention to detail 15-20 | |
| Project Subtotal (100 max) | | | | | |
| Penalty Points: Deduct 5 points if Project Guidelines are not followed | | | | | - |
| Total Points (100 max) | | | | | |

Judge's Comments:



VISUAL DESIGN

Presentation Rating Sheet

| Expectation Item | Not Demonstrated | Below Expectations | Meets Expectations | Exceeds Expectations | Points Earned |
|---|---|---|--|---|-------------------------|
| Description of the event topic and materials | Materials not described and/or one or more elements are missing or incomplete 0 | Event topic and at least one of the materials described 1-9 | Event topic and all materials described 10-16 | All materials and event topic described and the competitor(s) connect the different pieces together 17-20 | |
| Explains the design and development process | No explanation or description of the design and development process 0 | Explains the design OR development process 1-9 | Explains both the design AND the development process 10-16 | Expert industry explanation of both design and development process 17-20 | |
| Create interest and desire for the design | Does not create interest or desire for the design 0 | Describes two or more features of the design that would assist in selling the product 1-9 | Describes four or more features of the design that would assist in selling the product 10-16 | Describes at least four features that would assist in selling the product and how the design is connected to the brand of the company 17-20 | |
| Consistency in graphic design to theme | Consistency in graphic design to theme not addressed 0 | Explains how graphic design is consistent with theme 1-6 | Demonstrates with visual aids the consistency between graphic design and theme 7-8 | Emphasize interpretation of the topic and design as it relates to graphic design and theme including use of visual aids 9-10 | |
| Presentation Delivery | | | | | |
| Statements are well-organized and clearly stated | Competitor(s) did not appear prepared 0 | Competitor(s) were prepared, but flow was not logical 1-6 | Presentation flowed in logical sequence 7-8 | Presentation flowed in logical sequence; statements were well organized 9-10 | |
| Demonstrates self-confidence, poise, assertiveness, and good voice projection | Competitor(s) did not demonstrate self-confidence 0 | Competitor(s) demonstrated self-confidence and poise 1-6 | Competitor(s) demonstrated self-confidence, poise, and good voice projection 7-8 | Competitor(s) demonstrated self-confidence, poise, good voice projection, and assertiveness 9-10 | |
| Demonstrates the ability to effectively answer questions | Unable to answer questions 0 | Does not completely answer questions 1-6 | Completely answers questions 7-8 | Interacted with the judges in the process of completely answering questions 9-10 | |
| Presentation Subtotal (100 max) | | | | | |
| Penalty Points | Official Dress violation: -5 | | Failing to report on time: -10 | | Total Penalty: - |
| Total Points (100 max) | | | | | |

Judge's Comments:



WEBSITE CODING & DEVELOPMENT

Presentation Rating Sheet

| Website Coding | Not Demonstrated | Below Expectations | Meets Expectations | Exceeds Expectations | Points Earned |
|---|--|--|---|---|---------------|
| Style | Code spacing is not available. Style sheets and scripts are not used | Script & style sheets are used, but not separated. Code includes some comments | Appropriately uses files and separates all languages. | Code space is well thought out. | |
| | 0 | 1-9 | 10-16 | 17-20 | |
| Website Usability | | | | | |
| Website usability and navigation | Website is not usable | Website usable but does not follow event guidelines | Website usable and meets all guidelines | Website contains more features than what is required in the guidelines | |
| | 0 | 1-9 | 10-16 | 17-20 | |
| Color/contrast, backgrounds, and font are appropriate for the topic | No design principles applied | Color/contrast, font, or design choice is distracting | Color/contrast, font, and design choice are appropriate for the concept/topic | Color/contrast, font, and design choice enhance the experience for the user | |
| | 0 | 1-6 | 7-8 | 9-10 | |
| Graphics appropriate for topic | No graphic design principles applied | Graphics are distracting | Graphics are appropriate for the concept/topic | Graphics enhance the experience for the user | |
| | 0 | 1-6 | 7-8 | 9-10 | |
| Website Content | | | | | |
| Fully address the topic | Topic is not followed | Topic is not fully developed | Topic is fully addressed | User with no knowledge of the topic can identify based on site | |
| | 0 | 1-6 | 7-8 | 9-10 | |
| Site contains multiple elements providing evidence of coding skills | No evidence of website coding skill demonstrated | Website is designed using limited features | Website contains use of multiple coding skills | Website contains advanced coding skills | |
| | 0 | 1-9 | 10-16 | 17-20 | |
| Grammar, spelling, and punctuation | Website contains grammar or spelling errors | Website contains 3 or less spelling or grammar errors | Website contains 1 grammar and no spelling errors | Website is grammar and spelling error free | |
| | 0 | 1-6 | 7-8 | 9-10 | |
| Substantiates and cites sources used while conducting research | Sources are not cited | Sources/references are seldom cited to support statements | Professionally legitimate sources & resources that support statements are generally present | Compelling evidence from professionally legitimate sources & resources is given to support statements | |
| | 0 | 1-6 | 7-8 | 9-10 | |
| Project Evaluation | | | | | |
| Website is compatible with multiple platforms | Website is not compatible with any platforms | Website is only compatible with one platform | Website opens appropriately on at least 2 platforms | Website opens appropriately on more than 2 platforms | |
| | 0 | 1-9 | 10-16 | 17-20 | |
| Website interactivity functions and is error free | Website interactivity contains errors that prevent the execution | Website interactivity contains errors that did not prevent execution | Website interactivity is error free | Website interactivity is error free and enhances the experience for the user | |
| | 0 | 1-9 | 10-16 | 17-20 | |
| Website elements are consistent across all pages | Only one page is presented | Pages are not consistent | Pages are consistent | Pages are consistent and elements enhance the experience for the user | |
| | 0 | 1-9 | 10-16 | 17-20 | |
| Presentation Delivery | | | | | |
| Statements are well-organized and clearly stated | Competitor(s) did not appear prepared | Competitor(s) were prepared, but flow was not logical | Presentation flowed in logical sequence | Presentation flowed in logical sequence; statements were well organized | |
| | 0 | 1-6 | 7-8 | 9-10 | |
| Self-confidence, poise, assertiveness, and good voice projection | Competitor(s) did not demonstrate self-confidence | Competitor(s) demonstrated self-confidence and poise | Competitor(s) demonstrated self-confidence, poise, and good voice projection | Competitor(s) demonstrated self-confidence, poise, good voice projection, and assertiveness | |
| | 0 | 1-6 | 7-8 | 9-10 | |
| Ability to effectively answer questions | Unable to answer questions | Does not completely answer questions | Completely answers questions | Interacted with the judges in the process of completely answering questions | |
| | 0 | 1-6 | 7-8 | 9-10 | |
| Presentation Subtotal (200 max) | | | | | |
| Penalty Points | | Official Dress violation: | -5 | Failing to report on time | -10 |
| Total Penalty: | | | | | - |
| Total Points (200 max) | | | | | |

Judge's Comments:



WEBSITE DESIGN Project Rating Sheet

| Project Usability | Not Demonstrated | Below Expectations | Meets Expectations | Exceeds Expectations | Points Earned |
|---|--|--|--|---|---------------|
| Website usability and navigation | Website is not usable 0 | Website usable but not submitted according to event guidelines 1-3 | Website usable and meets all guidelines 4-7 | Website contains more features than what is required in the guidelines 8-10 | |
| Color/contrast, backgrounds, and font are appropriate for the topic | No design principles applied 0 | Color/contrast, font, or design choice is distracting 1-3 | Color/contrast, font, and design choices are appropriate for the concept/topic 4-7 | Color/contrast, font, and design choice enhance the experience for the user 8-10 | |
| Graphics appropriate for topic | No graphic design principles applied 0 | Graphics are distracting 1-3 | Graphics are appropriate for the concept/topic 4-7 | Graphics enhance the experience for the user 8-10 | |
| Site Content | | | | | |
| Fully address the topic | Topic is not followed 0 | Topic is not fully developed 1-3 | Topic is fully addressed 4-7 | User with no knowledge of the topic can identify based on site 8-10 | |
| Site contains multiple elements providing evidence of production skill | No evidence of website production skill demonstrated 0 | Website is designed using limited features 1-3 | Website contains use of multiple technologies 4-7 | Website contains advanced features 8-10 | |
| Grammar, spelling, and punctuation | Site contains grammar or spelling errors 0 | Site contains 3 or less spelling or grammar errors 1-3 | Site contains 1 grammar and no spelling errors 4-7 | Site is grammar and spelling error free 8-10 | |
| Site documentation and copyright compliance | Documentation and copyright information is not addressed or addressed incorrectly 0 | | Documentation addressed and substantiated compliance to copyright regulations using visual representation 4-7 | | 8-10 |
| Project Evaluation | | | | | |
| Site is compatible with multiple platforms | Site is not compatible with any platforms 0 | Site is only compatible with one platform 1-3 | Site opens appropriately on at least 2 platforms 4-7 | Site opens appropriately on more than 2 platforms 8-10 | |
| Site interactivity functions and is error free | Site interactivity contains errors that prevent the execution 0 | Site interactivity contains errors that did not prevent execution 1-3 | Site interactivity is error free 4-7 | Site interactivity is error free and enhances the experience for the user 8-10 | |
| Website elements are consistent across all pages | Only one page is presented 0 | Pages are not consistent 1-3 | Pages are consistent 4-7 | Pages are consistent and elements enhance the experience for the user 8-10 | |
| Project Subtotal (100 max) | | | | | |
| Penalty Points: Deduct 5 points for each instance of project guidelines not being followed | | | | | |
| Total Points (100 max) | | | | | |

Judge's Comments:



WEBSITE DESIGN

Presentation Rating Sheet

| Expectation Item | Not Demonstrated | Below Expectations | Meets Expectations | Exceeds Expectations | Points Earned |
|--|---|--|---|--|---------------|
| Planning, Development, and Implementation Describe planning, development, and implementation of project | No planning, development, and implementation process described | Unclearly explains or is missing either the planning, development, or implementation process | Clearly explains the planning, development, and implementation process | Clearly explains the planning, development, and implementation process including rationale with evidence | |
| | 0 | 1-8 | 9-12 | 13-15 | |
| Website Features Demonstrate the required elements of the project as stated in guidelines | Website is not on topic or does not include required elements | Website is on topic, includes some of the required elements | Website presented is on topic, includes all the required elements | Website presented is on topic, includes required elements and more | |
| | 0 | 1-8 | 9-12 | 13-15 | |
| Website UX Design Includes appropriate color/contrast, backgrounds, fonts, and graphics that enhance the UX design | Does not include appropriate color/contrast, backgrounds, fonts, and graphics | Website includes some appropriate color/contrast, backgrounds, fonts, and graphics | Includes appropriate color/contrast, backgrounds, fonts, and graphics | Includes appropriate color/contrast, backgrounds, fonts, and graphics that enhance the UX design | |
| | 0 | 1-8 | 9-12 | 13-15 | |
| Website Content | | | | | |
| Grammar, spelling, and punctuation | Website contains grammar or spelling errors | Website contains 3 or less spelling or grammar errors | Website contains 1 grammar and no spelling errors | Website is grammar and spelling error free | |
| | 0 | 1-2 | 3-4 | 5 | |
| Substantiates and cites sources used while conducting research | Sources are not cited | Sources/references are seldom cited to support statements | Professionally legitimate sources & resources that support statements are generally present | Compelling evidence from professionally legitimate sources & resources is given to support statements | |
| | 0 | 1-2 | 3-4 | 5 | |
| Website Evaluation | | | | | |
| Website is compatible with multiple platforms | Website is not compatible with any platforms | Website is only compatible with one platform | Website opens appropriately on at least 2 platforms | Website opens appropriately on more than 2 platforms | |
| | 0 | 1-2 | 3-4 | 5 | |
| Website interactivity functions and is error free | Website interactivity contains errors that prevent the execution | Website interactivity contains errors that did not prevent execution | Website interactivity is error free | Website interactivity is error free and enhances the experience for the user | |
| | 0 | 1-2 | 3-4 | 5 | |
| Website elements are consistent across all pages | Only one page is presented | Pages are not consistent | Pages are consistent | Pages are consistent and elements enhance the experience for the user | |
| | 0 | 1-2 | 3-4 | 5 | |
| Description of metrics planned to use to measure the success of the website | Planned measure of metrics not described | Planned measure of metrics unclearly addressed | Planned measure of website metrics clearly addressed | Planned measure of website advanced metrics addressed and enhanced by use of industry terminology | |
| | 0 | 1-6 | 7-8 | 9-10 | |
| Presentation Delivery | | | | | |
| Statements are well-organized and clearly stated | Competitor(s) did not appear prepared | Competitor(s) were prepared, but flow was not logical | Presentation flowed in logical sequence | Presentation flowed in logical sequence; statements were well organized | |
| | 0 | 1-2 | 3-4 | 5 | |
| Self-confidence, poise, assertiveness, and good voice projection | Competitor(s) did not demonstrate self-confidence | Competitor(s) demonstrated self-confidence and poise | Competitor(s) demonstrated self-confidence, poise, and good voice projection | Competitor(s) demonstrated self-confidence, poise, good voice projection, and assertiveness | |
| | 0 | 1-2 | 3-4 | 5 | |
| Demonstrates the ability to effectively answer questions | Unable to answer questions | Does not completely answer questions | Completely answers questions | Interacted with the judges in the process of completely answering questions | |
| | 0 | 1-3 | 4-7 | 8-10 | |
| Presentation Subtotal (100 max) | | | | | |
| Penalty Points | | Official Dress violation: -5 | Failing to report on time -10 | Total Penalty: - | |
| Total Points (100 max) | | | | | |

Judge's Comments:



WHO'S WHO IN FBLA

Application Rating Sheet

| Letters of Recommendation | Max Points | Points Earned |
|---|------------|---------------|
| How well do the letters of recommendation support the nominee? Do the letters provide a unique perspective not necessarily available through other application materials | 10 | |
| Involvement and Attendance | | |
| Leadership positions held: 5 points for being a state officer; 2 points for being a region officer; 1 point for each local chapter officer | 15 | |
| Conferences attended: 1 point for each Georgia FBLA or FBLA conference attended/participated in: | 20 | |
| Participation in Competitive Events 1 point for participating 3 points for each RLC placement 5 points for each SLC placement 10 points for each NLC placement | 30 | |
| Participation | | |
| Participation in State and National Projects 10 points for all four levels of BAA or CSA-500 5 points for three levels of BAA or CSA-200 3 points for two levels of BAA or CSA-50 Other State and National Programs: 1-10 points each | 15 | |
| Participation in local chapter activities and projects | 10 | |
| Total Points (100 max) | | |



WHO'S WHO IN FBLA

Interview Rating Sheet

| Leadership | Not Demonstrated | Below Expectations | Meets Expectations | Exceeds Expectations | Points Earned |
|---|--|---|---|---|---------------|
| Illustrates FBLA leadership experiences (including offices, chairmanships, and committee memberships, etc.) | Has had no FBLA leadership experiences | Has had limited FBLA leadership opportunities | Discusses multiple leadership experiences within FBLA | Discusses multiple leadership experiences and skills learned; shows understanding of servant leadership | |
| | 0 | 1-3 | 4-6 | 7-10 | |

| Involvement and Attendance | | | | | |
|---|--|--|---|---|--|
| Commitment to local chapter projects, events, recruitment, and membership | Does not discuss local chapter | Shows basic engagement with local chapter and its activities | Demonstrates interest in helping local chapter with events and projects | Shows exceptional commitment to local chapter, its success, and its members' success | |
| | 0 | 1-2 | 3-4 | 5 | |
| Participation in competitive events and state/national projects and programs (including membership campaigns, BAAs, CSAs, etc.) | Does not discuss participation | Shows limited participation in events, projects, and/or programs | Discusses participation in multiple competitive events, projects, and/or programs | Demonstrates enthusiasm for and success in competitive events, projects, and programs | |
| | 0 | 1-2 | 3-4 | 7-10 | |
| Attendance at FBLA region, state, and national conferences | Does not discuss conference attendance | Has had limited attendance at FBLA conferences | Has attended multiple region, state, and national conferences | Discusses steady region, state, and national conference attendance throughout years in FBLA | |
| | 0 | 1-3 | 4-6 | 7-10 | |

| Interview and Professionalism | | | | | |
|---|--|--|---|--|--|
| Demonstrates proper verbal and nonverbal communication skills | Verbal and nonverbal communication skills are lacking and/or inappropriate | Verbal and/or nonverbal communication skills are weak or distracting | All questions clearly answered using good grammar and appropriate body language | Verbal communication skills are excellent; nonverbal communication is natural | |
| | 0 | 1-3 | 3-4 | 5 | |
| Demonstrates thoughtfulness and exceptional reflection of own FBLA experience | Does not show self-reflection nor appreciation of skills and experiences gained through FBLA | Shows minimal self-reflection; discusses few FBLA experiences | Discusses FBLA experiences and self without analysis or depth | Passionately and clearly articulates FBLA experiences and personal growth through FBLA | |
| | 0 | 1-3 | 4-6 | 7-10 | |

| | | | | | |
|------------------------------|--|--|--|--|--|
| Total Points (50 max) | | | | | |
|------------------------------|--|--|--|--|--|

APPENDICES

Appendix A: Interview Competitive Event Submission Guidelines

- RLC Job Interview Submission Guidelines
- SLC Future Business Leader Submission Guidelines
- SLC Job Interview Submission Guidelines

Appendix B: School-site Testing Information

Region Leadership Conference School-site Skills Testing

- RLC School-site Skills Testing Registration Information
- RLC School-site Skills Testing Proctor Information
- RLC School-site Skills Testing Script
- RLC School-site Skills Testing Proctor Certification
- RLC School-site Skills Testing Participant Certification

Region Leadership Conference School-site Online Testing

- RLC School-site Online Testing Procedures
- RLC School-site Online Testing Proctor Information
- RLC School-site Online Testing Script
- RLC School-site Online Testing Proctor Certification

State Leadership Conference School-site Skills Testing

- SLC School-site Skills Testing Registration Information
- SLC School-site Skills Testing Proctor Information
- SLC School-site Skills Testing Script
- SLC School-site Skills Testing Proctor Certification
- SLC School-site Skills Testing Participant Certification

State Leadership Conference School-site Online Testing

- SLC School-site Online Testing Procedures
- SLC School-site Online Testing Proctor Information
- SLC School-site Online Testing Script
- SLC School-site Online Testing Proctor Certification

Appendix C: Standards of Mailability & Format Guide

Appendix A: Interview Competitive Events Submission Guidelines

The following applies to what and how materials must be submitted for the Job Interview (RLC and SLC) and Future Business Leader (SLC only) events.

- Job Interview RLC Submission Guidelines
- Future Business Leader SLC Submission Guidelines
- Job Interview SLC Submission Guidelines

RLC Submission Guidelines – Job Interview

Congratulations on competing in Job Interview at the Region Leadership Conference.

Please read the guidelines very carefully. Below are some instructions that you need to follow in submitting your letter of application and resume.

- Your application materials must be submitted online using the Job Interview online entry form no later than **November 28**.
- You must apply for a business or a business-related job with Merit Corporation for which you are now qualified or for which you will be qualified for at the end of the current school year.
- Your letter of application should not exceed 1 page.
- Your resume should not exceed 2 pages.
- Your name should appear on each page submitted.
- Your letter of application should be addressed to:
Dr. Terry E. Johnson, Director
Human Resources
Merit Corporation
1640 Franklin Place
Washington, DC 20041
- Do not forget to sign your letter of application. The best method is to scan your signature and then insert that image into your letter. Resize and format your signature image appropriately so that it isn't so noticeable that it is scanned in. Then print the letter of application to PDF. Print your PDF file to make sure it looks professional. The PDF page size to 8.5" x 11".
- You will receive a 5 point deduction if you simply type your signature (even if in a script font) or if you fail to sign your letter of application
- Letters of application and resumes must be prepared by the member, not advisers. Local advisers should serve as consultants to ensure that the letters of application and resumes are well organized, contain substantiated statements, and are written in a business style.
- A deduction of up to ten points will be made if the above regulations are not followed.
- You must also bring with you a copy of your letter of application and resume to the conference in a standard manila folder.
- No other items may be submitted.

The interview times will be given at registration at each Region Leadership Conference.

SLC Submission Guidelines – Future Business Leader

Congratulations on advancing to State Leadership Conference in Future Business Leader from your region competition.

Please read the guidelines very carefully. Below are some instructions that you need to follow in submitting your letter of application and resume.

- Your application materials must be submitted online using the Future Business Leader online event entry form no later than **February 13**.
- You are applying for the award, not a job.
- Your letter of application should not exceed 1 page.
- Your resume should not exceed 2 pages.
- Your name should appear on each page submitted.
- Your letter of application should be addressed to:
*Mr. Alexander T. Graham, President and CEO
FBLA, Inc.
1912 Association Drive
Reston, VA 20191*
- Do not forget to sign your letter of application. The best method is to scan your signature and then insert that image into your letter. Resize and format your signature image appropriately so that it isn't so noticeable that it is scanned in. Then print the letter of application to PDF. Print your PDF file to make sure it looks professional. The PDF page size to 8.5" x 11".
- You will receive a 5 point deduction if you simply type your signature (even if in a script font) or if you fail to sign your letter of application
- Letters of application and resumes must be prepared by the member, not advisers. Local advisers should serve as consultants to ensure that the letters of application and resumes are well organized, contain substantiated statements, and are written in a business style.
- A deduction of up to ten points will be made if the above regulations are not followed.
- You must also bring with you a copy of your letter of application and resume to the conference in a standard manila folder.
- No other items may be submitted.

Preliminary times for the preliminary round interviews on Friday, March 22, will be given at registration on Friday, March 22.

*Each competitor in the SLC Future Business Leader competition will take another 50-minute online objective test from February 28 – March 5. You will receive more information on the SLC Online Testing Procedures. **Your online objective test score will constitute 40% of your total preliminary round score. Your preliminary round interview score will constitute 40% and the application materials will count for the other 20%.***

Names of finalists will be posted on Friday evening, March 22. Presentation times will be posted by 7:00 am on Saturday, March 23. Final round interviews will be held on Saturday morning, March 23.

SLC Submission Guidelines – Job Interview

Congratulations on advancing to State Leadership Conference in Job Interview from your region competition.

Please read the guidelines very carefully. Below are some instructions that you need to follow in submitting your letter of application and resume.

- Your application materials must be submitted online using the Future Business Leader online event entry form no later than **February 13**.
- You must apply for a business or a business-related job with Merit Corporation for which you are now qualified or for which you will be qualified for at the end of the current school year.
- Your letter of application should not exceed (1) page.
- Your resume should not exceed 2 pages.
- Your name should appear on each page submitted.
- Your letter of application should be addressed to:
*Dr. Terry E. Johnson, Director
Human Resources
Merit Corporation
1640 Franklin Place
Washington, DC 20041*
- Do not forget to sign your letter of application. The best method is to scan your signature and then insert that image into your letter. Resize and format your signature image appropriately so that it isn't so noticeable that it is scanned in. Then print the letter of application to PDF. Print your PDF file to make sure it looks professional. The PDF page size to 8.5" x 11".
- You will receive a 5 point deduction if you simply type your signature (even if in a script font) or if you fail to sign your letter of application
- Letters of application and resumes must be prepared by the member, not advisers. Local advisers should serve as consultants to ensure that the letters of application and resumes are well organized, contain substantiated statements, and are written in a business style.
- A deduction of up to ten points will be made if the above regulations are not followed.
- You must also bring with you a copy of your letter of application and resume to the conference should the conference staff or judges request it.
- No other items may be submitted.

Preliminary times for the preliminary round interviews on Friday, March 22, will be given at registration on Friday, March 22.

Names of finalists will be posted on Friday evening, March 22. Presentation times will be posted by 7:00 am on Saturday, March 23. Final round interviews will be held on Saturday morning, March 23.

Appendix B: School-site Testing Information.

The following School-site Testing information applies to the RLC and SLC School-site Skills Testing or School-site Online Testing. As you prepare for each round of competition, please make sure you use the information and forms for the correct round (RLC or SLC). The registration form for SLC Skills Testing and the sites form for the RLC and SLC Online Testing will be available on the website.

Region Leadership Conference Skills Testing

- RLC Skills Testing Information
- RLC Testing Proctor Instructions
- RLC Testing Script
- RLC Testing Proctor Certification
- RLC Testing Participant Certification

Region Leadership Conference Online Testing

- RLC Online Testing Procedures
- RLC Online Testing Proctor Information
- RLC Online Testing Script
- RLC Online Testing Proctor Certification

State Leadership Conference Skills Testing

- SLC Skills Testing Information
- SLC Testing Proctor Instructions
- SLC Testing Script
- SLC Testing Proctor Certification
- SLC Testing Participant Certification

State Leadership Conference Online Testing

- SLC Online Testing Procedures
- SLC Online Testing Proctor Information
- SLC Online Testing Script
- SLC Online Testing Proctor Certification

GEORGIA FUTURE BUSINESS LEADERS OF AMERICA
School-site Skills Testing Event Administration
Region Leadership Conference

RLC Skills Testing Procedures and Registration

Registration Upload Deadline:

Wednesday, November 1. Upload Form. Skills testing materials will be distributed on Tuesday, November 7 or Wednesday, November 15, at the Fall Leadership Conference. If you are not attending the Fall Leadership Conference, we will mail your materials to you following the FLC.

Each chapter may enter ONLY ONE member in Computer Applications, Database Design & Application, Spreadsheet Applications, and Word Processing. Members must be registered in the national membership system by the registration date. Members must also be registered for the 2024 Region Leadership Conference.

RLC Skills Testing Period:

Testing may be conducted from December 1-7. (if you do not pick up your materials at FLC, you should schedule your testing for December 6-7)

Skills Testing Registration Procedures

Skills testing may be conducted at school-sites the following three ways:

Option 1: Group Testing

If there are two or more schools in your area with RLC Skills Testing competitors, you may bring all students together for the competition and test them at the same time where advisers proctor students from other schools. For example, if four schools in your area have competitors and like software/equipment, the four schools should arrange a common testing date and time for all of their competitors at a single testing site. *Whenever possible, this option should be used.*

Option 2: Partner Testing

If there are two schools in your area with RLC Skills Testing competitors, you may proctor each other's students either at your school or their school. For example, School A's adviser would travel to School B and proctor their students; whereas, School B's adviser would then travel to School A and proctor their students. Or the students may be the ones traveling to the partner school.

Option 3: Independent Testing

If you are unable to arrange for an adviser from another chapter to proctor your students, you may have an administrator (principal, assistant principal, or CTAE administrator) from your school proctor the students. You **may NOT use a guidance counselor, media specialist, technology teacher, or another teacher, staff member, or paraprofessional to proctor Skills testing.** Retired advisers and business professionals are not allowed to serve as proctors either. **WORK BASED LEARNING COORDINATORS MAY NOT SERVE AS PROCTORS.**

You should make every effort for an adviser from another chapter to administer the tests to your students. However, if you are testing under Option 1 with multiple schools testing at the same location, advisers of the participating schools may serve as joint proctors for all of the competitors involved.

Once you choose your partner school, arrange a date, time, and location for the skills testing. There should be one teacher familiar with the testing lab(s) and network access (if applicable) who will be at school during the testing in order to help with any problems in the lab(s).

Once you've determined the testing date, time, and location, complete the RLC Skills Testing Registration Form online. You must specify the testing option you choose, the testing site (where the tests will be given), the testing proctor (with proctor information), and the other schools participating in that session (if applicable) on your RLC Skills Testing Registration Form. Be sure to complete it by November 1. You do not need to submit registration fees at this time. You will pay registration fees for these competitors (fees will be charged for every test taken) when you register for the RLC.

Students participating in RLC School-site Testing must also register for the RLC and sign the dress code and code of conduct statement, even if they are unable to attend the conference.

Important: You must make sure that all students testing have access to the Internet and also have the ability to generate PDF files from their documents. If your students don't have Adobe Acrobat (not Reader) installed, you need to work with your school's technology department to use one of many free PDF writers available. Suggested sites include CutePDF Writer (<http://www.cutepdf.com>), Bullzip PDF writer (<http://www.bullzip.com>), PDF 24 (<http://en.pdf24.org/pdf-creator-download.html>), PDF Creator (<http://sourceforge.net/projects/pdfcreator/>), and doPDF (<http://www.dopdf.com>). Once testing has started, the proctor or adviser may not assist the students in creating the PDF files or uploading the documents.

School-site Testing Skills Procedures

All School-site skills testing materials will be distributed at the Fall Leadership Conference on Tuesday, November 7, or Wednesday, November 15, to the adviser at the testing site. Any materials not picked up will be mailed to the adviser at the testing site. They will not be sent to the proctor unless that proctor teaches at the testing site. If you do not receive your testing materials two days prior to your testing date, please contact Monty Rhodes. Testing materials must remain SEALED until the day of the test and opened only by the proctor at the time of testing.

The proctor who is staying at the school to help in the lab(s) should be sure the lab(s) is ready for testing (enough paper/ink in the printers, staplers available, equipment OK, USB drives, etc.). The proctor should also ensure that Internet access is available to all competitors and that these competitors are able to create PDF files.

Local chapter advisers may NOT be in the room during test unless they are proctoring students from other chapters under Option 1.

The testing proctor will administer the tests according to the instructions in the test packet and will mail the proctor certification form back to the state office no later than the day following the testing day (if testing occurs on a Friday, they must be mailed on Saturday). Students' work should be saved to a backup CD or USB drive. This should be retained by the proctor in case the original files are not received. Files on the data drive should not be accessed unless requested by the Executive Director. If a test is not taken, it must be returned to the state office unopened.

Production jobs for all events can be submitted in black and white.

Rather than printing the jobs, the students will now upload their documents one at a time using an online form. Students will need Internet access throughout the test. Students must be able to generate their own PDF files from the applications used.

IMPORTANT: Once the testing is complete, the proctor must shred and destroy all tests taken along with any printed documents. *Any tests not taken along with the proctor certification form must be mailed back to the state office.* The proctor must also send an email to testing@georgiafbla.org from his/her email account following the test that they administered the test according to instructions, listing the names of the students proctored. Failure to do this will result in disqualification of the students.

All testing materials must be UPLOADED immediately after the test is taken. Students who do not upload their documents immediately after completing the test will be disqualified. It is therefore important that the proctor verify that internet access will be available to the students and that these students have the applications/functionality available to them that will allow them to create PDFs.

GEORGIA FUTURE BUSINESS LEADERS OF AMERICA
Skills Testing Event Administration
Region Leadership Conference

Proctor Instructions & Information – Skills

Thank you for agreeing to support the educational and career preparation of FBLA by agreeing to serve as a Proctor for this competitive event. Your involvement and commitment makes this program possible for our students. We appreciate your willingness to help!

As you prepare to administer the event, please take a few minutes and familiarize yourself with the appropriate event guidelines, the contents of this packet, and with the instructions that follow. It is important that the guidelines and instructions be followed carefully to ensure fairness to all competitors. If you have any questions or require clarification, please contact Monty Rhodes at 678-231-7640 or at monty@georgiafbla.org.

Packet Contents:

You should have the following items in your packet.

- A copy of the Participant Packet for each student you are proctoring. If you are missing any packets, please contact Monty Rhodes at monty@georgiafbla.org or 678-231-7640.
- A *Proctor Certification Form*.
- A copy of the script, including instructions for use during the actual administration of the event(s).

Before the Event:

1. Familiarize yourself with the test instructions so that you will be better prepared to anticipate the needs of your students.
2. Familiarize yourself with the equipment and facility in which the testing will take place. Be sure you know how to turn on the machines, access the software, connect to the printers, troubleshoot common problems, etc. You may need to specifically check for the following:
 - Can the students log onto the computers?
 - Where will students save their test files?
 - How do the students get into the software package(s) they will be using?
 - How are the printers configured?
 - Are all printers loaded with ample paper?

Event Times:

Please note the times allowed for each event:

- | | | | |
|----------------------------------|---------|----------------------------|--------|
| ○ Computer Applications | 2 hours | ○ Spreadsheet Applications | 1 hour |
| ○ Database Design & Applications | 1 hour | ○ Word Processing | 1 hour |

During the Event:

1. It is important that the time limit indicated for each event is strictly followed. Once the clock has started on an event, it must continue to run. The clock may be stopped, and testing interrupted, only to correct major hardware failures. Students may not complete the event in multiple sessions, nor may they take additional time beyond that allowed for their event. If a technical delay occurs, the length of the delay shall be added onto the end of the session. If a technical delay occurs and the student is unable to stay for extra time to complete the exam in that session, the student is not allowed to complete the test in another session. Once the time has ended, the students may only upload their documents. They may not make changes to any documents after the time has ended.
2. Templates or macros may not be brought in by the student as they often do not conform to the Format Guide. Students may not use any other information to help them with the use of the software.

3. A copy of the Format Guide with applicable problems is included with each student's test for Computer Applications and Word Processing. Students may not furnish their own copy of the Format Guide. Format Guide is not needed for Database Design & Applications or Spreadsheet Applications.
4. Students are permitted to review their printouts, make corrections, and reprint if time allows. **However, all printouts, including those discarded by the students, must be destroyed and shredded by the proctor.** Simply throwing away documents without shredding them is not acceptable.
5. Proctors are not to provide ANY assistance in using the software. Proctors are permitted to assist only with equipment problems (i.e. printer jams, screen freezes, printer needs more paper, accessing the Internet etc.)
6. If you are aware that a student is not using the correct software procedure for items such as mail merge in word processing, formulas in spreadsheets, and/or filters/sorts in databases, make a note on that student's paper after they have submitted their work and left the event.
7. Be sure to review the competitor's instructions carefully with the student(s) at the beginning of the event. Also, be sure to watch the time carefully to ensure that the competitor is allowed only what is indicated for the event. Time lost due to equipment problems can be added on at the end of the event, but an indication of this should be made on the student's materials.

After the Event:

1. As the students complete their tests, they may begin to start uploading the documents. The competitors must verify that they have correctly used the right competitor code. The students must upload their documents using the correct event upload online form. This form must be completed in its entirety. Before submitting the form, the students must ensure that they have uploaded all documents correctly.
2. Make sure you collect all materials including the original test materials, instructions, any discarded printouts, etc. All tests taken and supporting documents must be shredded and destroyed.
3. If a test is not taken, the proctor must mail this test back to the state office unopened along with the proctor certification form.
4. **Check to see that the students have exited their software properly and all files have been saved to a USB drive or CD. This USB drive or CD should remain in your possession until you receive the proctor receipt email.** The documents on the CD or USB drive are not to be opened after the testing concludes.
5. Make any appropriate notations and comments about computer/printer problems on the proctor certification form.
6. The proctor certification form and all tests not taken (must be unopened) must be mailed back to Monty Rhodes, Georgia FBLA Executive Director, 3316-A South Cobb Drive, Suite #229, Smyrna, GA 30080. These should be POSTMARKED the DAY after testing but no later than December 8.
7. Only the proctor may handle and destroy the tests following the testing. Advisers may not review the tests or shred the tests. Proctors will be required to mail the tests not taken back to the state office. Failure to do so will result in disqualification of your students.
8. Upon completion of the test, you must send an email to testing@georgiafbla.org with the following information:
 - a. Names of students tested and a separate list of the students who did not test.
 - b. A statement that the testing was conducted in accordance with Georgia FBLA Skills Testing Policies
 - c. The tests are not returned to the local adviser or anyone else prior to being mailed back to the state office.

GEORGIA FUTURE BUSINESS LEADERS OF AMERICA
Skills Testing Event Administration
Region Leadership Conference

Proctor Script – Skills

NOTE: Instructions to the Proctor are printed in regular type. **Information which should be read to the competitors is printed in bold font.**

Hand out test packets and other required materials. Each contestant's packet should include their test.

Contestants must use a computer to complete these events. Allow students time to set up their equipment and ensure it is working properly.

Announce to the contestant(s):

The skills test you are taking today will count 100% of your total region score. There is no online objective test for this event at the Region Leadership Conference

All of the documents that you will submit for grading will be uploaded. While you may print documents to review, nothing you print out will be graded. You will upload all of your documents at the end of the testing session. Do not include your name or school name on any documents you upload online. You have been assigned a competitor code. Your file name for each job should be your competitor code and job number. For example, if your competitor code is 1234 and your job number is 1-A, your file name would be "1234-1A".

If the computer system you are using for the testing allows students to temporarily save their work to the server/hard drive, announce:

Test documents are to be temporarily saved on a USB drive, hard drive, or network server. Once you have uploaded all of your documents, you will save them on a backup USB drive or network drive. You will then erase all documents at the end of the testing period from your machine or drive.

Announce to contestant(s):

You will want to proofread very carefully from the screen and print each document as it is completed. You may reprint if you need to correct errors, but all pages printed – even if they are to be discarded – must be turned in at the end of the event. You should create your PDF files as you complete a job. Once time is called, you will only be allowed to upload your documents. You will not be allowed to make any changes. All word processing documents in the Word Processing or Computer Applications events must adhere to the style prescribed in the Format Guide. You are allowed to refer to the Format Guide included with your test. You now have ten minutes to warm up.

Contestant may warm up by keying in the directions to the test. At the end of ten minutes, announce:

Please stop. Are there any problems with the equipment?

After any equipment problems have been corrected, announce to contestant(s):

Open the test document. Read the General Instructions on the front of the test.

(Allow a few minutes for competitors to read the instructions)

Do not rush and do careless work in an effort to complete the entire test. For each typographical error, you will lose 2 to 5 points. Failure to follow the Format Guide or instructions within the problem will result in a 5-point deduction for each instance. For most problems two or three little errors will result in no points for those problems. If you are running out of time, it is recommended that you review your completed jobs rather than begin another job you will not be able to finish. Partial credit will not be granted for jobs not completed.

Are you ready? Contestants in Computer Applications will have 2 hours to complete the test. Contestants in Database Design & Applications, Spreadsheet Applications, and Word Processing will have 1 hour to complete the test. Don't forget to name your file with your Competitor Code and job number

The Test Proctor may assist with any hardware problems. Any time lost during a hardware problem may be added to the testing time. **It is important that each competitor receives exactly 1 or 2 hours — no more and no less** depending on the event. This time must be run continuously and may not be administered in multiple sessions, with the exception of technical problems outside the control of the student. If there are technical issues, these should be noted on the front of the packet by the administrator. If a student is unable to spend the entire time testing, he/she will not be permitted to finish the test later in another session. Proctors should announce when the contestants have 15 and then 5 minutes to complete the test. Proctors should keep distractions, including conversation, to a minimum.

After exactly 1 hour for Word Processing, Database Design & Applications, or Spreadsheet Applications, and, 2 hours for Computer Applications, announce:

STOP. Save your current document as a PDF file if you have not already done so and begin uploading your documents. You can access the online forms at <http://www.georgiafbla.org>. Make sure you select the correct event. You may not make any changes to your documents. You may only upload your PDF files now.

Place your test, all printouts, and other items in your testing packet. Return each set, the test paper, and any extra printed papers to your test envelope. Once you have uploaded all of your files using the Online Submission Form, make sure you have saved all files from this event from the server/hard drive to a backup CD or USB drive and then delete these files from your machine or network drive. Please remain in your seat until I have collected the test, test documents, and other testing materials.

Please sign the *Proctor Certification Form* and return it along with any unused tests to the address below. All other materials must be destroyed and shredded. Simply discarding in the trash without shredding is not acceptable. Keep the backup CD or flash drive in your possession. Thank you for your help! You must return any tests not taken in their sealed envelopes.

Return Proctor Certification Form and unused testing materials to:

Monty Rhodes

Georgia FBLA Executive Director

3316-A South Cobb Drive, Suite #229

Smyrna, GA 30080

GEORGIA FUTURE BUSINESS LEADERS OF AMERICA
Skills Testing Event Administration
Region Leadership Conference

Proctor Certification Form – Skills

This *Proctor Certification Form* applies to the following event(s): (check all that apply)

Computer Applications (2 hours) Spreadsheet Applications (1 hour)
 Database Design & Applications (1 hour) Word Processing (1 hour)

As Proctor for the above indicated event(s), I certify that the following statements are true.

1. I received a sealed test packet containing all of the indicated items and materials.
2. The test began at _____ (time) and ended at _____ (time) on _____ (date).
3. I received and read the *Proctor Instructions & Information* before administering the event(s).
4. I watched the competitor(s) open the test packets, read the directions, and complete the tests.
5. No one other than me and the competitor(s) were in the testing room during the time indicated above.
6. No help beyond that allowed in the instructions (i.e. equipment problems) was given to the competitor(s).
7. The competitor(s) used no textbook, reference materials, or other aids not specifically allowed in the Event Guidelines.
8. The competitor(s) uploaded all of their files using the online submission forms.
9. All test materials generated are the original work of the competitor(s) unless otherwise allowed in the Event Guidelines.
10. No test materials were copied in any way; no test materials remain in my possession or in the possession of anyone else not associated with the FBLA state office.
11. No test materials were saved to any hard drive or network drive. Test materials were saved to a CD or USB drive that will remain in my possession until the tests are received. Once the tests are received, I will discard the CD/USB drive.
12. I have enough computer knowledge to affirm the above computer-related certifications.
13. All copies of the unused test materials are enclosed in the return packet.
14. I have destroyed and shredded all test copies, printout, discarded items, that the students have turned in.

Certified by: _____ Date: _____

Name (Print): _____

Title (Print): _____

Proctor's School: _____

Phone (Daytime): _____

School(s) Tested: _____

When completed, mail this form with any unopened tests to:

Monty Rhodes
Georgia FBLA Executive Director
3316-A South Cobb Drive, Suite #229
Smyrna, GA 30080

All materials must be postmarked no later than the DAY AFTER the tests and no later than December 8. Competitors must upload their tests immediately following the test. All tests not taken must be returned to the state office. Failure to do so will result in disqualification.

GEORGIA FUTURE BUSINESS LEADERS OF AMERICA
School-site Online Testing Event Administration
Region Leadership Conference

Online Testing Procedures and Registration

IMPORTANT DATES

| | |
|------------------------------------|---|
| RLC Online Testing Period: | December 17 |
| RLC Registration Deadline: | November 28 |
| Materials Receipt Deadline: | You should bring all testing materials with you (including certification forms) to the conference and turn in at the registration desk. |

The following events will utilize Online Testing for our RLC objective test events:

FBLA Events:

- Accounting I
- Banking & Financial Systems
- Business Calculations
- Business Communication
- Business Management
- Economics
- Entrepreneurship
- Future Business Leader
- Help Desk
- International Business
- Introduction to Business Communication
- Introduction to Business Procedures

- Introduction to Event Planning
- Introduction to Financial Math
- Introduction to Information Technology
- Management Information Systems
- Marketing
- Network Design
- Parliamentary Procedure
- Personal Finance

FBLA – Middle School Events:

- Business Concepts
- Business Etiquette
- Business Math
- Career Exploration
- Digital Citizenship
- Exploring Computer Science
- Exploring Economics
- Exploring Technology
- FBLA Concepts
- Financial Literacy
- Interpersonal Communication
- Introduction to Business Communication
- Leadership
- Learning Strategies
- Marketing Concepts
- Running an Effective Meeting
- Social Media Concepts

Because we are contracting with an outside company to run our online testing, we cannot, under any circumstances, extend the deadline due to weather, illnesses, mail delivery, etc. So, please plan accordingly. It is strongly recommended that you not plan testing on the final day in the event that something happens.

ENTRY PROCEDURES

Because members have the option to compete in multiple events, you should plan a 2.5 hour session for the testing to occur. This will allow for instructions and then for the students to complete their events. It is not mandatory that testing for your chapter occur at the same time as you may choose to hold multiple testing sessions. *However, students competing in the same event must test within the same time frame.* No Exceptions! Should a student be sick on the day of testing, alternative arrangements can be made. However, any other student competing in the same events as the absent student must also reschedule. As adviser, you must make the decision whether to disqualify the absent student from competing or reschedule any applicable tests. **Testing dates and times will be monitored, and if two students at your school take a test in the same event at different times, the latter will be disqualified.**

RLC Online Testing will occur separately from RLC Skills Testing and has a separate slate of procedures. School-site online testing may be conducted in one of two ways:

1. **Option 1: Multiple School Testing.** If there are two or more schools in your area, you may bring all students together for the competition and test them at the same time under multiple proctors. For example, if four schools in your vicinity have competitors, the four schools should arrange a common testing date and time for all of their competitors in one of the testing schools. Advisers of the participating schools would then serve as joint proctors for the entire event. Please note that this option may result in multiple rooms being needed for all of the testing. You also need to ensure that your network server can handle the increased internet traffic.

- Option 2: Single School Testing.** If area chapters are not able to get together at a common site, you may get an independent proctor for your students. This independent proctor may be a neighboring adviser or a school administrator, guidance counselor, technology specialist or media specialist from your school to proctor your students. This proctor must not be a teacher at your school and should not be a retired teacher who has taught any of the competitors. **Under no circumstances may an adviser or even another teacher at your school administer the tests to your students.**

Once you choose your partner school, arrange a date, time, and location for the online testing. There should be one teacher familiar with the testing lab(s) and internet access who will be at school during the testing in order to help with any problems in the lab(s). If you are unable to find a proctor and unable to arrange for a school administrator to proctor your students, please contact your Region Adviser for assistance. But do not wait until the last minute to contact your Region Adviser.

You must include your proctor contact information on the online RLC Online Testing Site Form. You must specify the testing option you choose, the testing site, the testing proctor, and other schools participating in the same testing session (if applicable) on this form. This form must be completed in its entirety online.

Once your RLC registration is processed, testing materials will be e-mailed to the adviser the week before testing. If you have not received your testing materials, please contact Monty Rhodes at least 24 hours prior to your scheduled test.

Once you receive the materials, please verify the roster included and give the *Proctor Instructions and Information* to your test proctor for his/her advance review. There will also be a separate envelope with competitor login information and instructions. Students should not login prior to November 30.

INTERNET CONNECTIVITY AND ACCESS

The adviser at the testing site needs to coordinate with the school's technology directors to ensure that Internet connectivity will be available and at a premium for all testing machines. The program is best viewed in Internet Explorer 5.0+ at 1024 x 768 resolution. You should inform the technology director of the testing site URL (will be announced on the website) so that potential firewall problems can be addressed beforehand. All students testing (including those who may not be students at your school) must have access to the Internet as the testing will be conducted over the web. Advisers should ensure that network access will be available during that time.

If a student cannot access the test via the Internet at your school, he/she will need to go to another school site where this can be done. **Students may NOT take the test at home.**

TESTING PROCEDURES

50-minutes will be allowed for each online test. You may access the Participant Online Testing Guide from the Georgia FBLA website and testing site, accessible through the Georgia FBLA Website.

Students will be responsible for signing individual Participant Certification Form. The testing proctor will be responsible for signing the Proctor Certification Form. The adviser must turn these forms, with the other testing materials, in at the registration desk at the Region Leadership Conference. These must be turned in for the entries to be certified.

The proctor must also send an email to testing@georgiafbla.org from his/her email address listing the times and competitors tested and verifying that the testing and proctoring procedures were followed. Emails should not be sent from the adviser's address.

You must then turn in all testing materials during registration at the Region Leadership Conference. If you are not attending the conference, you should mail the testing materials to Monty Rhodes (3316-A South Cobb Drive, Suite #229, Smyrna, GA 30080) the day following the test so that they are received no later than December 14. Do NOT mail testing materials to your region adviser or Evans Post Office Box.

GEORGIA FUTURE BUSINESS LEADERS OF AMERICA
School-site Online Testing Event Administration
Region Leadership Conference

Proctor Instructions and Information – Online

Thank you for agreeing to support the educational and career preparation of FBLA by agreeing to serve as a Proctor for this competitive event. Your involvement and commitment make this program possible for our students. We appreciate your willingness to help!

As you prepare to administer the event, please take a few minutes and familiarize yourself with the appropriate event guidelines and with the instructions that follow. It is important that the guidelines and instructions be followed carefully to ensure fairness to all competitors. If you have any questions or require clarification, please email Monty Rhodes at monty@georgiafbla.org or 678-231-7640 prior to the testing. Should any issues arrive during the testing session, please contact Technical Support at 678-231-7640.

Before the Event:

1. Familiarize yourself with the test instructions so that you will be better prepared to anticipate the needs of your students.
2. Familiarize yourself with the equipment and facility in which the testing will take place. Be sure you know how to turn on the machines, access the Internet, troubleshoot common problems, etc. You need to check specifically for if students can log onto the computers and also access the Internet.
3. Verify that students will be able to sign into a local network. The program is best viewed using Internet Explorer 5.0+. The program will work at 800 x 600 or higher resolution, but is best viewed at 1024 x 768 resolution. Set the resolutions before competitors log into the program. (Click on Start, click on Settings, click on Control Panel, click on Display, click on Settings, go to Screen Area and change to 1024 x 768).
4. Students competing in the same event must not sit next to each other. Competitors on team events may NOT discuss with their other team members.
5. You should distribute the login sheets/certification forms to each competitor. It is imperative that the students enter the login information exactly as provided on the sheet, even if names are spelled incorrectly.
6. For those students that do not show, please cross through their Participant Certification Form(s) and write NO SHOW across it prior to sending it back to the state office. Please note that some students may be testing in a later session.
7. Students may not furnish their own calculators. There is a calculator function that is available within the online testing application. Cell phones with calculator functions must also not be used. Students may use the basic calculator application provided by the computer's operating system. A student may not use an application such as Excel to calculate values.
8. Students should not have any other application other than the calculator application (if necessary) open on their desktops during the test.

During the Event:

1. It is important that the 50-minute time limit indicated for each event is strictly followed. Once the clock has started on an event, it will continue to run. The clock will not be stopped for any reason as it is run by the system.
2. Students are permitted to review their test and change answers as necessary during the course of the 50 minutes. **However, the students are not allowed to print any portion of the test.**
3. Students are not permitted to visit any other site on the Internet. **As a proctor, you should always strictly and closely monitor the students making sure no one is accessing a screen other than the testing system.**
4. Proctors are not to provide ANY assistance in using the software. Proctors are permitted to assist only with equipment problems (i.e. screen freezes, network connections, etc.).

5. If the students are not able to access the Online Testing system, are not able to access the Internet, or the Internet goes down for a significant portion of time, you should call Technical Support immediately at 678-231-7640.
6. If a system locks up during the test, please reboot the machine or have the student move to another machine. Please keep in mind that clock continues to run during this downtime. Please keep track of the downtime. If you find at the end of the test that the student needs more time, you should call Technical Support immediately at 678-231-7640. Extra time will only be granted to students who do not complete their tests and lose time because of a system malfunction. Many tests are designed so that most students do not complete the test within the 50 minutes given.
7. If a student finds that he/she is unable to change their answers because of a system issue, you should have the student write the number of the question as well as the new answer they wanted to select. Include the first several words to differentiate one selection from another; do NOT simply provide A, B, C, or D as the orders are randomized for each student. This should only be done if the system is malfunctioning and not allowing the student to change his/her answer during the permitted 50 minutes. Once the time has ended, the student will not be able to change their answers and thus must go with the answers already in the system. Include the student's name, school, and event on this sheet and fax to Monty Rhodes at 770-216-1749.
8. If a student is unable to view an image/chart/graphic, please call Technical Support immediately at 678-231-7640 and this image will be emailed to you.
9. Observation of cheating or any other unethical conduct should be report to the state office immediately.
10. If a student is taking multiple tests and opens the wrong test, they must exit out of the test and you must immediately call Technical Support at 678-231-7640 so that the test can be reset. **Failure to do so may result in the disqualification of all other individuals taking the same test being disqualified from the event**

After the Event:

1. If a student is competing in two events in a separate session, you should pull his/her competitor login sheet as he/she will use the same login information for both events.
2. After the students complete the test, they may leave. However, before they leave, each student must sign the Participant Certification Form. You must also complete the Proctor Certification Form. A separate Proctor Certification Form must be completed for each testing session. These materials must be placed in an envelope and must be returned to the conference registration desk at the Region Leadership Conference. Forms not returned during registration hours may result in disqualification of all competitors. If you are not attending the Region Leadership Conference, these must be mailed no later than the day after the test.
3. Upon completion of the testing session, the proctor must send an email to testing@georgiafbla.org listing the testing times, the competitors tested during that session, and a general statement that all competitors were supervised without any assistance. **This email must come from the proctor's email account. Emails from an adviser's email account will not be accepted.** If your school system has issues sending emails to georgiafbla.org email addresses, please send this email to georgiafbla@aol.com.
4. Return the following materials in an envelope to the adviser to turn in at the conference registration desk:
 - Participant Certification Forms for each competitor – signed by each competitor. Unsigned or unreturned competitor certification forms will result in disqualification
 - Proctor Certification Form signed by you
 - All scratch paper used by competitors
 - Any unused Participant Certification Forms
 - Any other materials used in proctoring this event.

Thanks again for your assistance!

GEORGIA FUTURE BUSINESS LEADERS OF AMERICA
School-site Online Testing Event Administration
Region Leadership Conference

Proctor Script – Online (Subject to Change)

NOTE: Instructions to the Proctor are printed in regular type. Information which should be read to the competitors is printed in bold font.

Contestants must use a computer to complete these events. Allow students time to set up their equipment and ensure it is working properly and are able to access the Internet.

Announce to the contestant(s):

Each of you will take a separate test today. You should not be sitting next to another competitor or team in the same event as you. Please listen to me carefully and do not jump ahead of me in the screens. If you do so, you may lose time to complete this test.

Instruct the students to now access the online testing system at this time. They should open the Georgia FBLA website at <http://www.georgiafbla.org>. On the left, there is a link that will take them to the testing site. Once they are at the testing site, they MUST close the Georgia FBLA website.

You should now attempt to log into the system. You must enter your organization/school name, first name, last name, and password exactly as you were given. At the login screen, enter G-A-space-F-B-L-A as the Organization/School Name. You must then enter your first name, last name, and password exactly as provided on the Login Sheet, even if the name is spelled incorrectly. Once you have entered these correctly, you may click the <Log In> button but do not proceed further.

Wait for students to login. Once all students have successfully logged in, they should be at the Honor Code page.

You should now review the Honor Code. Upon reading the Honor Code, you should click the CONTINUE button. Clicking this button signifies that you have read and agree to follow the Honor Code. Do not proceed further.

Wait for students to review the Honor Code. Once they have all reviewed the Honor Code, they should be at the Participant Menu.

You are not allowed to use any reference materials during the taking of this test. No other application should be open on your computer at this time. You are not allowed to refer to any other website during the taking of this test.

You may not use your own calculator. There is a calculator function within the testing application and you may also use the Calculator provided with Microsoft Windows under the Accessories menu.

You will have 50 minutes (or 45 minutes for Middle School) to complete the test. Once you begin the test, the online clock will begin. After 50 minutes, the test will be automatically locked.

It is imperative that you do not click the BACK or REFRESH button on your Internet toolbar. You should only use the navigation buttons presented on the testing screens. If you use the BACK or REFRESH buttons you may need to login again and you will lose valuable time.

If the screen locks up during the test, you simply need to close the application and log back into the application. If you do not see your navigation buttons, make sure your testing screen is completely maximized. If you continue to not see your buttons, close the application and log back in.

You may view the test in the individual question mode or via the Review Page.

When in the Individual Question Mode, after answering a question, you should click on the “Save Answer” button, not the “Next” or “Previous” button for your answer to be sent to the server. You will still be able to change your answer during the Review phase.

PLEASE NOTE: If you select an answer and click the “Next” or “Skip” button, your answer may not be sent to the server.

If you are taking the test in Individual Mode and it is taking a while to go from one question to another or your screen is freezing, click on the Review button and complete the test in the Review mode. Each time you select an answer, it will save it to the server. While on the Review Page, do NOT click the “Submit for Grading” or “Close Assessment” button as this will lock your test and you will lose valuable time. You can go back to Individual Mode by clicking on the “Next” or “Previous” Button. Again, do not click on the “Submit for Grading” or “Close Assessment” button until you are finished with the test.

If you have to log out and log back in, the system will return you to the first unanswered question. However, the clock continues to run once you have started the test.

Once you select an answer, you may change that answer up until the time you lock the test by clicking the “Submit for Grading” button.

Once you have completed the test, you must then report to me to sign the Participant Certification Form. Your score will not be validated until you have signed this form.

If you are competing in a second event, you may then begin that test as soon as you complete the first test.

All results will be announced at the Awards Program at the Region Leadership Conference.

Once you are ready, you may click on the BEGIN button under the Assessment column.

The Test Proctor may assist with any hardware problems. The testing system will only allow 50 minutes to complete the test (45 minutes for Middle School). If a student is unable to spend the entire time testing, he/she will not be permitted to finish the test later in another session. Proctors should keep distractions, including conversation, to a minimum.

Please sign the *Proctor Certification Form*, and return it along with this script and all other event materials to the adviser to return at the Region Leadership Conference. You must also send an email to testing@georgiafbla.org listing the testing times and the competitors testing for each testing session. *This email must come from the proctor’s email account. Emails from an adviser’s email account will not be accepted.* Thank you for your help!

GEORGIA FUTURE BUSINESS LEADERS OF AMERICA
School-site Online Testing Event Administration
Region Leadership Conference

Proctor Certification Form – Online

A SEPARATE PROCTOR CERTIFICATION FORM MUST BE COMPLETED FOR EACH TESTING SESSION.

As Proctor for the above indicated event(s), I certify that the following statements are true.

1. The test began at _____ (time) and ended at _____ (time) on _____ (date).
2. I received and read the *Proctor Instructions & Information* before administering the event(s).
3. I watched the competitor(s) login to the testing system and complete the tests online and verify that the students did not access any other website other than the online testing system and the Georgia FBLA website homepage.
4. If I am an adviser of a chapter with a competitor or team competing after this test, I did not view the questions on the test to give my students an unfair advantage over the competitors I proctored.
5. I was the only person in the room, other than the competitor(s), during the testing.
6. I gave no help to the competitor(s) beyond that allowed in the instructions (i.e. equipment problems).
7. I proctored each student and no competitor(s) used any textbook, reference materials, website, or other aids not specifically allowed in the Event Guidelines. Competitors did not speak to each other during the test.
8. I attest that all test materials generated are the original work of the competitor(s) unless otherwise allowed in the event guidelines.
9. I attest to the fact that no test materials were saved, copied, or printed in any way, and no test materials remain in my possession or in the possession of any one else at this location.
10. I made sure that each competitor did not use their own calculator or other electronic device.
11. I have enough computer knowledge to assist the students with logging in to the network and accessing the Internet.
12. I verify that no cell phones or electronic devices were used during testing.

Certified by: _____

Date: _____

Name (Print): _____

Title: _____

Your School: _____

School Tested: _____

Phone (Daytime): _____

School(s) Tested: _____

When completed, collect all required testing materials and place in an envelope. You should then give this envelope to the adviser to return at the Region Leadership Conference registration desk.

You must then send an email to testing@georgiafbla.org listing the times of testing, the competitors tested, and a general statement that you proctored the test and the students did not receive any assistance. This email must come from your email account, rather than the adviser's email account. If your school system has issues sending emails to georgiafbla.org email addresses, please send this email to georgiafbla@aol.com instead.

SLC Skills Testing Procedures

Congratulations on advancing to the 2024 State Leadership Conference in your respective skilled event. Please share this important information with your adviser as you begin to prepare for the SLC Skills Testing.

IMPORTANT DATES

School-site Testing Period: February 28-March 5

School-site Testing Judging: March 6

Eligibility: Competitors must have scored at least a 40 on the RLC production test.

Because we begin judging these materials on Wednesday, March 6, we cannot, under any circumstances, extend the deadline due to weather, illnesses, mail delivery, etc. So, please plan accordingly.

ENTRY PROCEDURES

Skills testing may be conducted at school-sites the following three ways:

Option 1: Group Testing

If there are two or more schools in your area with RLC Skills Testing competitors, you may bring all students together for the competition and test them at the same time where advisers proctor students from other schools. For example, if four schools in your area have competitors and like software/equipment, the four schools should arrange a common testing date and time for all of their competitors at a single testing site. *Whenever possible, this option should be used.*

Option 2: Partner Testing

If there are two schools in your area with RLC Skills Testing competitors, you may proctor each other's students either at your school or their school. For example, School A's adviser would travel to School B and proctor their students; whereas, School B's adviser would then travel to School A and proctor their students. Or the students may be the ones traveling to the partner school.

Option 3: Independent Testing

If you are unable to arrange for an adviser from another chapter to proctor your students, you may have an administrator (principal, assistant principal, or CTAE administrator) from your school proctor the students. You may NOT use a guidance counselor, media specialist, technology teacher, or another teacher, staff member, or paraprofessional to proctor Skills testing. Retired advisers and business professionals are not allowed to serve as proctors either.

You should make every effort for an adviser from another chapter to administer the tests to your students. However, if you are testing under Option 1 with multiple schools testing at the same location, advisers of the participating schools may serve as joint proctors for all of the competitors involved.

Once you choose your partner school, arrange a date, time, and location for the skills testing. There should be one teacher familiar with the testing lab(s) and network access (if applicable) who will be at school during the testing in order to help with any problems in the lab(s).

Once you've determined the testing date, time, and location, complete the online SLC Skills Testing Registration Form by February 1. You must specify the testing option you choose, the testing site (where the tests will be given), the testing proctor (with proctor information), and the other schools participating in that session (if applicable) on your online SLC Skills Testing Registration Form. You do not need to submit registration fees at this time. You will pay registration fees for these competitors (fees will be charged for every test taken or returned unsealed) when you register for the SLC.

New This Year: You must make sure that all students testing have access to the Internet and also have the ability to generate PDF files from their documents. If your students don't have Adobe Acrobat (not Reader) installed, you need to work with your technology department to use one of many free PDF writers available. Suggested sites include CutePDF Writer (<http://www.cutepdf.com>), Bullzip PDF writer (<http://www.bullzip.com>), PDF 24 (<http://en.pdf24.org/pdf-creator>)

[download.html](#)), PDF Creator (<http://sourceforge.net/projects/pdfcreator/>), and doPDF (<http://www.dopdf.com>). Once testing has started, the proctor or adviser may not assist the students in creating the PDF files or uploading the documents.

If you do not receive your testing materials two days prior to your testing date, please contact Monty Rhodes. Testing materials must remain SEALED until the day of the test and opened only by the proctor at the time of testing. There is no entry available via email, fax, or phone. You must complete the SLC Skills Testing Site Form rather than typing the information in an email and sending.

SLC Skills Testing competitors must also be registered for the State Leadership Conference by February 13. On February 13, we will compare the list of Skills Testing competitors to the list of registered SLC delegates. If your competitor is not registered for the State Leadership Conference by February 13, his/her materials will NOT be judged and a \$10 processing charge per non-registered competitor/team will be assessed. There is no processing charge for students registered for the State Leadership Conference.

Your proctor will receive your SLC Skills Testing Packet by February 27, via email. If your proctor does not receive your testing materials by February 27, contact Monty Rhodes. Testing materials are NOT to be opened until the day of the test and should only be opened by the proctor. Proctor Instructions and Information will be available on the Georgia FBLA Website. If you receive testing materials and your student decides not to test, your proctor must destroy the tests.

TESTING PROCEDURES

Testing procedures will follow those used during Region School-site Testing. One hour will be allowed for Database Design & Applications, Spreadsheet Applications, and Word Processing; whereas, two hours will be allowed for Computer Applications.

The proctor who is staying at the school to help in the lab(s) should be sure the lab(s) is ready for testing (enough paper/ink in the printers, staplers available, equipment OK, USB drives, etc.). The proctor should also ensure that Internet access is available to all competitors and that these competitors are able to create PDF files. Local chapter advisers may NOT be in the room during test unless they are proctoring students from other chapters under Option 1.

The testing proctor will administer the tests according to the instructions in the test packet and will mail the proctor certification form back to the state office no later than the day following the testing day (if testing occurs on a Friday, they must be mailed on Saturday). Students' work should be saved to a backup CD or USB drive. This should be retained by the proctor in case the original files are not received. Files on the USB drives should not be accessed unless requested by the Executive Director. If a test is not taken, it must be returned to the state office unopened.

Production jobs for all events can be submitted in black and white.

Rather than printing the jobs, the students will now upload their documents one at a time using an online form. Students will need Internet access throughout the test. Students must be able to generate their own PDF files from the applications used.

IMPORTANT: Once the testing is complete, the proctor must shred and destroy all tests taken along with any printed documents. *Any tests not taken along with the proctor certification form must be mailed back to the state office.* The proctor must also send an email to testing@georgiafbla.org from his/her email account following the test that they administered the test according to instructions, listing the names of the students proctored. Failure to do this will result in disqualification of the students.

All testing materials must be UPLOADED immediately after the test is taken. Students who do not upload their documents immediately after completing the test will be disqualified. It is therefore important that the proctor verify that internet access will be available to the students and that these students have the applications/functionality available to them that will allow them to create PDFs.

GEORGIA FUTURE BUSINESS LEADERS OF AMERICA
Skills Testing Event Administration
State Leadership Conference

Proctor Instructions & Information – Skills

Thank you for agreeing to support the educational and career preparation of FBLA by agreeing to serve as a Proctor for this competitive event. Your involvement and commitment makes this program possible for our students. We appreciate your willingness to help!

As you prepare to administer the event, please take a few minutes and familiarize yourself with the appropriate event guidelines, the contents of this packet, and with the instructions that follow. It is important that the guidelines and instructions be followed carefully to ensure fairness to all competitors. If you have any questions or require clarification, please contact Monty Rhodes at 678-231-7640 or at monty@georgiafbla.org.

Packet Contents:

You should have the following items.

- A copy of the test for each student you are proctoring. If you are missing any tests, please contact Monty Rhodes at monty@georgiafbla.org or 678-231-7640.
- List of competitor codes for your students.
- A *Proctor Certification Form*.
- A copy of the script, including instructions for use during the actual administration of the event(s).

Before the Event:

1. Familiarize yourself with the test instructions so that you will be better prepared to anticipate the needs of your students.
2. The tests have been sent to you via EMAIL. Do NOT forward these tests or the email to the local adviser. If you are proctoring the tests, please print the tests and then store for safekeeping until the time of the test. If you are not proctoring the tests, please place the tests in a sealed envelope before giving to the proctor.
3. Familiarize yourself with the equipment and facility in which the testing will take place. Be sure you know how to turn on the machines, access the software, connect to the printers, troubleshoot common problems, etc. You may need to specifically check for the following:
 - Can the students log onto the computers?
 - Where will students save their test files?
 - How do the students get into the software package(s) they will be using?
 - How are the printers configured?
 - Are all printers loaded with ample paper?

Event Times:

Please note the times allowed for each event:

- | | | | |
|----------------------------------|---------|----------------------------|--------|
| ○ Computer Applications | 2 hours | ○ Spreadsheet Applications | 1 hour |
| ○ Database Design & Applications | 1 hour | ○ Word Processing | 1 hour |

During the Event:

1. It is important that the time limit indicated for each event is strictly followed. Once the clock has started on an event, it must continue to run. The clock may be stopped, and testing interrupted, only to correct major hardware failures. Students may not complete the event in multiple sessions, nor may they take additional time beyond that allowed for their event. If a technical delay occurs, the length of the delay shall be added onto the end of the session. If a technical delay occurs and the student is unable to stay for extra time to complete the exam in that session, the student is not allowed to complete the test in another session. Once the time has ended, the students may only upload their documents. They may not make changes to any documents after the time has ended.

2. Templates or macros may not be brought in by the student as they often do not conform to the Format Guide. Students may not use any other information to help them with the use of the software.
3. A copy of the Format Guide with applicable problems is included with each student's test for Computer Applications & Word Processing. Students may not furnish their own copy of the Format Guide. Format Guide is not needed for Database Design & Applications or Spreadsheet Applications.
4. Students are permitted to review their printouts, make corrections, and reprint if time allows. **However, all printouts, including those discarded by the students, must be destroyed and shredded by the proctor.** Simply throwing away documents without shredding them is not acceptable.
5. Proctors are not to provide ANY assistance in using the software. Proctors are permitted to assist only with equipment problems (i.e. printer jams, screen freezes, printer needs more paper, accessing the Internet etc.)
6. If you are aware that a student is not using the correct software procedure for items such as mail merge in word processing, formulas in spreadsheets, and/or filters/sorts in databases, make a note on that student's paper after they have submitted their work and left the event.
7. Be sure to review the competitor's instructions carefully with the student(s) at the beginning of the event. Also, be sure to watch the time carefully to ensure that the competitor is allowed only what is indicated for the event. Time lost due to equipment problems can be added on at the end of the event, but an indication of this should be made on the student's materials.

After the Event:

1. As the students complete their tests, they may begin to start uploading the documents. The competitors must verify that they have correctly used the right competitor code. The students must upload their documents using the correct event upload online form. This form must be completed in its entirety. Before submitting the form, the students must ensure that they have uploaded all documents correctly.
2. Make sure you collect all materials including the original test materials, instructions, any discarded printouts, etc. All tests and supporting documents must be shredded and destroyed.
3. **Check to see that the students have exited their software properly and all files have been saved to a USB drive or CD. This USB drive or CD should remain in your possession until you receive the proctor receipt email.** The documents on the CD or USB drive are not to be opened after the testing concludes.
4. Make any appropriate notations and comments about computer/printer problems on the proctor certification form.
5. The proctor certification form must be mailed back to Georgia FBLA, 3316-A South Cobb Drive, Suite #229, Smyrna, GA 30080. These should be POSTMARKED the DAY after testing but no later than March 6.
6. Only the proctor may handle and destroy the tests following the testing. Advisers may not review the tests or shred the tests. Failure to do so will result in disqualification of your students.
7. Upon completion of the test, you must send an email to testing@georgiafbla.org with the following information:
 - a. Names of students tested and a separate list of the students who did not test.
 - b. A statement that the testing was conducted in accordance with Georgia FBLA Skills Testing Policies
 - c. The tests are not returned to the local adviser or anyone else prior to being mailed back to the state office.

GEORGIA FUTURE BUSINESS LEADERS OF AMERICA
School-site Skills Testing Event Administration
State Leadership Conference

Proctor Script – Skills

NOTE: Instructions to the Proctor are printed in regular type. **Information which should be read to the competitors is printed in bold font.**

Hand out tests and other required materials. Each test should include a copy of the instructions and their competitor code.

Contestants must use a computer to complete these events. Allow students time to set up their equipment and ensure it is working properly.

Announce to the contestant(s):

The skills test you are taking today will count 85% of your total state score. The online objective test for this event during SLC Online Testing will count for the remaining 15%.

All of the documents that you will submit for grading will be uploaded. While you may print documents to review, nothing you print out will be graded. You will upload all of your documents at the end of the testing session. Do not include your name or school name on any documents you upload online. You have been assigned a competitor code. Your file name for each job should be your competitor code and job number. For example, if your competitor code is 1234 and your job number is 1-A, your file name would be “1234-1A”. All files must be saved as PDF before being uploaded. Documents that are not saved and uploaded as a PDF will NOT be graded.

If the computer system you are using for the testing allows students to temporarily save their work to the server/hard drive, announce:

Test documents are to be temporarily saved on a USB drive, hard drive, or network server. Once you have uploaded all of your documents, you will save them on a backup USB drive or network drive. You will then erase all documents at the end of the testing period from your machine or drive.

Announce to contestant(s):

You will want to proofread very carefully from the screen and print each document as it is completed. You may reprint if you need to correct errors, but all pages printed – even if they are to be discarded – must be turned in at the end of the event. You should create your PDF files as you complete a job. Once time is called, you will only be allowed to upload your documents. You will not be allowed to make any changes. All word processing documents in the Word Processing events must adhere to the style prescribed in the Format Guide. You are allowed to refer to the Format Guide included with your test. You now have ten minutes to warm up.

Contestant may warm up by keying in the directions to the test. At the end of ten minutes, announce:

Please stop. Are there any problems with the equipment?

After any equipment problems have been corrected, announce to contestant(s):

Open the test document. Read the General Instructions on the front of the test.
(Allow a few minutes for competitors to read the instructions)

Do not rush and do careless work in an effort to complete the entire test. For each typographical error, you will lose 2 to 5 points. Failure to follow the Format Guide or instructions within the problem will result in a 5-point deduction for each instance. For most problems two or three little errors will result in no points for those problems. If you are running out of time, it is recommended that you review your completed jobs rather than begin another job you will not be able to finish. Partial credit will not be granted for jobs not completed.

Are you ready? Contestants in Computer Applications will have 2 hours to complete the test. Contestants in Database Design & Applications, Spreadsheet Applications, and Word Processing will have 1 hour to complete the test.

The Test Proctor may assist with any hardware problems. Any time lost during a hardware problem may be added to the testing time. **It is important that each competitor receive exactly 1 or 2 hours — no more and no less** depending on the event. This time must be run continuously and may not be administered in multiple sessions, with the exception of technical problems outside the control of the student. If there are technical issues, these should be noted on the front of the packet by the administrator. If a student is unable to spend the entire time testing, he/she will not be permitted to finish the test later in another session. Proctors should announce when the contestants have 15 and then 5 minutes to complete the test. Proctors should keep distractions, including conversation, to a minimum.

After exactly 1 hour for Word Processing, Database Design & Applications, or Spreadsheet Applications, and, 2 hours for Computer Applications, announce:

STOP. Save your current document as a PDF file if you have not already done so and begin uploading your documents. You can access the online forms at links on your cover sheet. You may not make any changes to your documents. You may only upload your PDF files now.

Place your test, all printouts, and other items in your testing packet. Return each set, the test paper, and any extra printed papers to your test envelope. Once you have uploaded all of your files using the Online Submission Form, make sure you have saved all files from this event from the server/hard drive to a backup CD or USB drive and then delete these files from your machine or network drive. Please remain in your seat until I have collected the test, test documents, and other testing materials.

Please sign the *Proctor Certification Form*, and return it along to the address below. All other materials must be destroyed and shredded. Simply discarding in the trash without shredding is not acceptable. Keep the backup CD or USB drive in your possession. Thank you for your help!

*Return Proctor Certification Form to:
Georgia FBLA
3316-A South Cobb Drive, Suite #229
Smyrna, GA 30080*

GEORGIA FUTURE BUSINESS LEADERS OF AMERICA
School-site Skills Testing Event Administration
State Leadership Conference

Proctor Certification Form – Skills

This *Proctor Certification Form* applies to the following event(s): (check all that apply)

Computer Applications (2 hours) Spreadsheet Applications (1 hour)
 Database Design & Applications (1 hour) Word Processing (1 hour)

As Proctor for the above indicated event(s), I certify that the following statements are true.

1. I received a sealed test packet containing all of the indicated items and materials.
2. The test began at _____ (time) and ended at _____ (time) on _____ (date).
3. I received and read the *Proctor Instructions & Information* before administering the event(s).
4. I watched the competitor(s) open the test packets, read the directions, and complete the tests.
5. No one other than me and the competitor(s) were in the testing room during the time indicated above.
6. No help beyond that allowed in the instructions (i.e. equipment problems) was given to the competitor(s).
7. The competitor(s) used no textbook, reference materials, or other aids not specifically allowed in the Event Guidelines.
8. The competitor(s) uploaded all of their files using the online submission forms.
9. All test materials generated are the original work of the competitor(s) unless otherwise allowed in the Event Guidelines.
10. No test materials were copied in any way; no test materials remain in my possession or in the possession of anyone else not associated with the FBLA state office.
11. No test materials were saved to any hard drive or network drive. Test materials were saved to a CD or USB drive that will remain in my possession until the tests are received. Once the tests are received, I will discard the CD/USB drive.
12. I have enough computer knowledge to affirm the above computer-related certifications.
13. All copies of the unused test materials are enclosed in the return packet.
14. I have destroyed and shredded all test copies, printout, discarded items, that the students have turned in.

Certified by: _____ Date: _____

Name (Print): _____

Your School: _____

School(s) Tested: _____

Phone (Daytime): _____

Email: _____

When completed, mail this form to:

Georgia FBLA
3316-A South Cobb Drive, Suite #229
Smyrna, GA 30080

Competitors must upload their tests immediately following the test. This form must be postmarked no later than the DAY AFTER the tests and no later than March 6.

GEORGIA FUTURE BUSINESS LEADERS OF AMERICA
School-site Skills Testing Event Administration
State Leadership Conference

Proctor Submission Checklist – Skills

Thank you for your assistance in serving as a Georgia FBLA Testing Proctor. To ensure that your students' materials are submitted correctly and to avoid the risk of disqualification, please make sure the following steps are completed.

- _____ The **proctor** signs and completes the *Proctor Certification Form*.

- _____ The **proctor** sends an email to testing@georgiafbla.org (or georgiafbla@aol.com if email is returned/blocked) listing the following:
 - The names of students tested,
 - The starting and ending times for each event, and
 - A statement that procedures were followed and that the tests were not returned to the local adviser.

- _____ The **proctor** mails the Proctor Certification Form back to Georgia FBLA. **Do not return tests to local chapter adviser.** Mail to:

Georgia FBLA
3316-A South Cobb Drive, Suite #229
Smyrna, GA 30080

- _____ The **proctor** destroys all testing materials.

- _____ The **proctor** retains the CD or USB drive containing all of testing materials. Once the tests are received, we will send an email to you to destroy or delete these materials. This CD or USB drive is not to be returned to a local adviser and all contents must be destroyed once tests are received.

GEORGIA FUTURE BUSINESS LEADERS OF AMERICA
School-site Online Testing Event Administration
State Leadership Conference

Online Testing Procedures and Registration

IMPORTANT DATES

| | |
|------------------------------------|--|
| School-site Testing Period: | February 27-March 2 |
| SLC Registration Deadline: | February 13 |
| Materials Receipt Deadline: | All materials must be mailed so they are received by March 9 |

The following events will utilize Online Testing for our SLC objective test events:

| | | |
|--------------------------------|----------------------------------|--------------------------------|
| Accounting I | Healthcare Administration | Management Information Systems |
| Accounting II | Help Desk | Marketing |
| Advertising | Hospitality & Event Management | Network Design |
| Agribusiness | Human Resource Management | Networking Infrastructures |
| Banking & Financial Systems | Insurance & Risk Management | Organizational Leadership |
| Business Calculations | International Business | Parliamentary Procedure |
| Business Communication | Intro to Business Communication | Personal Finance |
| Business Law | Intro to Business Concepts | Public Policy & Advocacy |
| Business Management | Intro to Business Procedures | Securities & Investments |
| Computer Applications | Intro to Event Planning | Sports & Entertainment |
| Computer Problem Solving | Intro to FBLA | Management |
| Cyber Security | Intro to Financial Math | Spreadsheet Applications |
| Database Design & Applications | Intro to Information Technology | Supply Chain Management |
| Economics | Intro to Marketing Concepts | UX Design |
| Entrepreneurship | Intro to Parliamentary Procedure | Word Processing |
| Future Business Leader | Journalism | |

Because we are contracting with an outside company to run our online testing, we cannot, under any circumstances, extend the deadline due to weather, illnesses, mail delivery, etc. So, please plan accordingly. It is strongly recommended that you not plan testing on the final day in the event that something happens.

Because members have the option to compete in multiple events, you should plan a 2.5 hour session for the testing to occur. This will allow for instructions and then for the students to complete their events. It is not mandatory that testing for your chapter occur at the same time as you may choose to hold multiple testing sessions. *However, students competing in the same event must test within the same time frame.* No Exceptions! Should a student be sick on the day of testing, alternative arrangements can be made. However, any other student competing in the same events as the absent student must also reschedule. As adviser, you must make the decision whether to disqualify the absent student from competing or reschedule any applicable tests. **Testing dates and times will be monitored, and if two students at your school take a test in the same event at different times, the latter will be disqualified.**

SLC Online Testing will occur separately from SLC Skills Testing and has a separate slate of procedures. School-site online testing may be conducted in one of two ways:

1. **Option 1: Multiple School Testing.** If there are two or more schools in your area, you may bring all students together for the competition and test them at the same time under multiple proctors. For example, if four schools in your vicinity have competitors, the four schools should arrange a common testing date and time for all of their competitors in one of the testing schools. Advisers of the participating schools would then serve as joint proctors for the entire event. Please note that this option may result in multiple rooms being needed for all of the testing. You also need to ensure that your network server can handle the increased internet traffic.

- Option 2: Single School Testing.** If area chapters are not able to get together at a common site, you may get an independent proctor for your students. This independent proctor may be a neighboring adviser or a school administrator, guidance counselor, technology specialist or media specialist from your school to proctor your students. This proctor must not be a teacher at your school and should not be a retired teacher who has taught any of the competitors. **Under no circumstances may an adviser or even another teacher at your school administer the tests to your students.**

Once you choose your partner school, arrange a date, time, and location for the online testing. There should be one teacher familiar with the testing lab(s) and internet access who will be at school during the testing in order to help with any problems in the lab(s).

You must include your proctor contact information on the online SLC Online Testing Site Form. You must specify the testing option you choose, the testing site, the testing proctor, and other schools participating in the same testing session (if applicable) on this form. This form must be completed in its entirety online.

No student will be registered for their online tests until payment has been received.

Once your SLC registration is processed, testing materials will be e-mailed to the adviser the week before testing. If you have not received your testing materials, please contact Monty Rhodes at least 24 hours prior to your scheduled test.

Once you receive the materials, please verify the roster included and give the *Proctor Instructions and Information* to your test proctor for his/her advance review. There will also be a separate envelope with competitor login information and instructions. Students should not login prior to February 15.

INTERNET CONNECTIVITY AND ACCESS

The adviser at the testing site needs to coordinate with the school's technology directors to ensure that Internet connectivity will be available and at a premium for all testing machines. The program is best viewed in Internet Explorer 5.0+ at 1024 x 768 resolution. You should inform the technology director of the testing site URL (will be announced on the Georgia FBLA website) so that potential firewall problems can be addressed beforehand. All students testing (including those who may not be students at your school) must have access to the Internet as the testing will be conducted over the web. Advisers should ensure that network access will be available during that time.

If a student cannot access the test via the Internet at your school, he/she will need to go to another school site where this can be done. **Students may NOT take the test at home.**

TESTING PROCEDURES

50 minutes will be allowed for each online test. You may access the Participant Online Testing Guide from the Georgia FBLA website and testing site, accessible through the Georgia FBLA Website.

Students will be responsible for signing their individual Participant Certification Forms. The testing proctor will be responsible for signing the Proctor Certification Form. These testing forms must be mailed so they are RECEIVED in the Georgia FBLA state office no later than March 1. These must be submitted for the entries by this date to be certified.

Competitors in the team testing events must test at the same time but will no longer take a collaborative test as a team.

The proctor must also send an email to testing@georgiafbla.org from his/her email address listing the times and competitors tested and verifying that the testing and proctoring procedures were followed. Emails should not be sent from the adviser's address.

You must then turn in all testing materials so that they are RECEIVED in the Georgia FBLA state office (3316-A South Cobb Drive, Suite #229, Smyrna, GA 30080) by March 1. Do NOT mail testing materials to your region adviser or the Evans Post Office Box. These must be RECEIVED by March 1 or these students will be disqualified.

GEORGIA FUTURE BUSINESS LEADERS OF AMERICA
School-site Online Testing Event Administration
State Leadership Conference

Proctor Instructions and Information – Online

Thank you for agreeing to support the educational and career preparation of FBLA by agreeing to serve as a Proctor for this competitive event. Your involvement and commitment makes this program possible for our students. We appreciate your willingness to help!

As you prepare to administer the event, please take a few minutes and familiarize yourself with the appropriate event guidelines and with the instructions that follow. It is important that the guidelines and instructions be followed carefully to ensure fairness to all competitors. If you have any questions or require clarification, please email Monty Rhodes at monty@georgiafbla.org or 678-231-7640 prior to the testing. Should any issues arrive during the testing session, please contact Technical Support at 678-231-7640

Before the Event:

1. Familiarize yourself with the test instructions so that you will be better prepared to anticipate the needs of your students.
2. Familiarize yourself with the equipment and facility in which the testing will take place. Be sure you know how to turn on the machines, access the Internet, troubleshoot common problems, etc. You need to check specifically for if students can log onto the computers and also access the Internet.
3. Verify that students will be able to sign into a local network. The program is best viewed using Internet Explorer 5.0+. The program will work at 800 x 600 or higher resolution, but is best viewed at 1024 x 768 resolution. Set the resolutions before competitors log into the program. (Click on Start, click on Settings, click on Control Panel, click on Display, click on Settings, go to Screen Area and change to 1024 x 768).
4. Students competing in the same event must not sit next to each other. Competitors in team events may NOT discuss with their other team members.
5. You should distribute the login sheets/certification forms to each competitor. It is imperative that the students enter the login information exactly as provided on the sheet, even if names are spelled incorrectly.
6. For those students that do not show, please cross through their Participant Certification Form(s) and write NO SHOW across it prior to sending it back to the state office. Please note that some students may be testing in a later session.
7. Students may not furnish their own calculators. There is a calculator function that is available within the online testing application. Cell phones with calculator functions must also not be used. Students may use the basic calculator application provided by the computer's operating system. A student may not use an application such as Excel to calculate values.
8. Students should not have any other application other than the calculator application (if necessary) open on their desktops during the test.

During the Event:

1. It is important that the 50-minute time limit indicated for each event is strictly followed. Once the clock has started on an event, it will continue to run. The clock will not be stopped for any reason as it is run by the system.
2. If a student is competing in multiple testing session or taking more than one test, it is imperative that he/she makes sure to click on the CORRECT test at the CORRECT time. If the wrong test is selected, it could disqualify the member as well as the others competing in the same event. If the wrong event is selected, the student must click the "Submit for Grading" button immediately to lock the test. You must then contact technical support immediately to report this incident.
2. Students are permitted to review their test and change answers as necessary during the course of the 50 minutes. **However, the students are not allowed to print any portion of the test.**

3. Students are not permitted to visit any other site on the Internet. **As a proctor, you should strictly and closely monitor the students at all times making sure no one is accessing a screen other than the testing system.**
4. Proctors are not to provide ANY assistance in using the software. Proctors are permitted to assist only with equipment problems (i.e. screen freezes, network connections, etc.).
5. If the students are not able to access the Online Testing system, are not able to access the Internet, or the Internet goes down for a significant portion of time, you should call Technical Support immediately at 678-231-7640.
6. If a system locks up during the test, please reboot the machine or have the student move to another machine. Please keep in mind that clock continues to run during this downtime. Please keep track of the downtime. If you find at the end of the test that the student needs more time, you should call Technical Support immediately 678-231-7640. Extra time will only be granted to students who do not complete their tests and lose time because of a system malfunction. Many tests are designed so that most students do not complete the test within the 50 minutes given.
7. If a student finds that he/she is unable to change their answers because of a system issue, you should have the student write the number of the question as well as the new answer they wanted to select. Include the first several words to differentiate one selection from another; do NOT simply provide A, B, C, or D as the orders are randomized for each student. This should only be done if the system is malfunctioning and not allowing the student to change his/her answer during the permitted 50 minutes. Once the time has ended, the student will not be able to change their answers and thus must go with the answers already in the system. Include the student's name, school, and event on this sheet and fax to Monty Rhodes at 770-216-1749.
8. If a student is unable to view an image/chart/graphic, please call Technical Support immediately at 678-231-7640 and this image will be emailed to you.
9. Observation of cheating or any other unethical conduct should be report to the state office immediately.
10. If a student is taking multiple tests and opens the wrong test, they must exit out of the test and you must immediately call Technical Support at 678-231-7640 so that the test can be reset. **Failure to do so may result in the disqualification of all other individuals taking the same test being disqualified from the event**

After the Event:

1. If a student is competing in two events in a separate session, you should pull his/her competitor login sheet as he/she will use the same login information for both events.
2. After the students complete the test, they may leave. However, before they leave, each student must sign the Participant Certification Form. You must also complete the Proctor Certification Form. A separate Proctor Certification Form must be completed for each testing session. These materials must be placed in an envelope and must be returned to the Georgia FBLA state office (3316-A South Cobb Drive, Suite #229, Smyrna, GA 30080) so that they are RECEIVED no later than March 1.
3. Upon completion of the testing session, the proctor must send an email to testing@georgiafbla.org listing the testing times, the competitors tested during that session, and a general statement that all competitors were supervised without any assistance. **This email must come from the proctor's email account no later than the day following the test. Emails from an adviser's email account will not be accepted.** If your school system has issues sending emails to georgiafbla.org email addresses, please send this email to georgiafbla@aol.com.
4. Return the following materials in an envelope to the adviser to mail back to the state office:
 - Participant Certification Forms for each competitor – signed by each competitor. Unsigned or unreturned competitor certification forms will result in disqualification
 - Proctor Certification Form signed by you
 - All scratch paper used by competitors
 - Any unused Participant Certification Forms

Thanks again for your assistance!

GEORGIA FUTURE BUSINESS LEADERS OF AMERICA
School-site Online Testing Event Administration
State Leadership Conference

Proctor Script – Online (Subject to Change)

NOTE: Instructions to the Proctor are printed in regular type. Information which should be read to the competitors is printed in bold font.

Contestants must use a computer to complete these events. Allow students time to set up their equipment and ensure it is working properly and are able to access the Internet.

Announce to the contestant(s):

Each of you will take a separate test today. You should not be sitting next to another competitor or team in the same event as you. Please listen to me carefully and do not jump ahead of me in the screens. If you do so, you may lose time to complete this test.

Instruct the students to now access the online testing system at this time. They should open the Georgia FBLA website at <http://www.georgiafbla.org>. On the left, there is a link that will take them to the testing site. Once they are at the testing site, they MUST close the Georgia FBLA website.

You should now attempt to log into the system. You must enter your organization/school name, first name, last name, and password exactly as you were given. At the login screen, enter G-A-space-F-B-L-A as the Organization/School Name. You must then enter your first name, last name, and password exactly as provided on the Login Sheet, even if the name is spelled incorrectly. Once you have entered these correctly, you may click the <Log In> button but DO NOT proceed further and select a test until I instruct you to do so.

Wait for students to login. Once all students have successfully logged in, they should be at the Honor Code page.

You should now review the Honor Code. Upon reading the Honor Code, you should click the CONTINUE button. Clicking this button signifies that you have read and agree to follow the Honor Code. Do not proceed further.

Wait for students to review the Honor Code. Once they have all have all reviewed the Honor Code, they should be at the Participant Menu.

If you are registered for multiple tests, please make sure you take the correct test during this session. If you accidentally start the wrong test, you must notify me immediately so that we can have the test reset. Otherwise, all other competitors in that event may be disqualified.

You are not allowed to use any reference materials during the taking of this test. No other application should be open on your computer at this time. You are not allowed to refer to any other website during the taking of this test.

You should not use your own calculator. There is a calculator function within the testing application and you may also use the Calculator provided with Microsoft Windows under the Accessories menu.

You will have 50 minutes to complete the test. Once you begin the test, the online clock will begin. After 50 minutes, the test will be automatically locked.

It is imperative that you do not click the BACK or REFRESH button on your Internet toolbar. You should only use the navigation buttons presented on the testing screens. If you use the BACK or REFRESH buttons you may need to login again and you will lose valuable time.

If the screen locks up during the test, you simply need to close the application and log back into the application. If you do not see your navigation buttons, make sure your testing screen is completely maximized. If you continue to not see your buttons, close the application and log back in.

You may view the test in the individual question mode or via the Review Page.

When in the Individual Question Mode, after answering a question, you should click on the “Save Answer” button, not the “Skip” button for your answer to be sent to the server. You will still be able to change your answer during the Review phase.

PLEASE NOTE: If you select an answer and click the “Skip” button, your answer will not be sent to the server.

If you are taking the test in Individual Mode and it is taking a while to go from one question to another or your screen is freezing, click on the Review button and complete the test in the Review mode. Each time you select an answer, it will save it to the server. While on the Review Page, do NOT click the “Submit for Grading” or “Close Assessment” button as this will lock your test and you will lose valuable time. You can go back to Individual Mode by clicking on the “Next” or “Previous” Button. Again, do not click on the “Submit for Grading” or “Close Assessment” button until you are finished with the test.

If you have to log out and log back in, the system will return you to the first unanswered question.

Once you select an answer, you may change that answer up until the time you lock the test by clicking the “Submit for Grading” button.

Once you have completed the test, you must then report to me to sign the Participant Certification Form. Your score will not be validated until you have signed this form.

If you are competing in a second event, you may then begin that test as soon as you complete the first test.

All results will be announced at the Awards Program at the State Leadership Conference.

Once you are ready, you may click on the BEGIN button under the Assessment column.

The Test Proctor may assist with any hardware problems. The testing system will only allow 50 minutes to complete the test. If a student is unable to spend the entire time testing, he/she will not be permitted to finish the test later in another session. Proctors should keep distractions, including conversation, to a minimum.

Please sign the *Proctor Certification Form*, and return it along with this script and all other event materials to the adviser to return to the Georgia FBLA state office so that they are RECEIVED by March 1. You must also send an email to testing@georgiafbla.org listing the testing times and the competitors testing for each testing session. *This email must come from the proctor’s email account. Emails from an adviser’s email account will not be accepted.* Thank you for your help!

GEORGIA FUTURE BUSINESS LEADERS OF AMERICA
School-site Online Testing Event Administration
State Leadership Conference

Proctor Certification Form – Online

A SEPARATE PROCTOR CERTIFICATION FORM MUST BE COMPLETED FOR EACH TESTING SESSION.

As Proctor for the above indicated event(s), I certify that the following statements are true.

1. The test began at _____ (time) and ended at _____ (time) on _____ (date).
2. I received and read the *Proctor Instructions & Information* before administering the event(s).
3. I watched the competitor(s) login to the testing system and complete the tests online and verify that the students did not access any other website other than the online testing system and the Georgia FBLA website homepage.
4. If I am an adviser of a chapter with a competitor or team competing after this test, I did not view the questions on the test to give my students an unfair advantage over the competitors I proctored.
5. I was the only person in the room, other than the competitor(s), during the testing.
6. I gave no help to the competitor(s) beyond that allowed in the instructions (i.e. equipment problems).
7. I proctored each student and no competitor(s) used any textbook, reference materials, website, or other aids not specifically allowed in the Event Guidelines. Competitors did not speak to each other during the test.
8. I attest that all test materials generated are the original work of the competitor(s) unless otherwise allowed in the event guidelines.
9. I attest to the fact that no test materials were saved, copied, or printed in any way, and no test materials remain in my possession or in the possession of anyone else at this location.
10. I made sure that each competitor did not use their own calculator or other electronic device.
11. I have enough computer knowledge to assist the students with logging in to the network and accessing the Internet.
12. I verify that no cell phones or electronic devices were used during testing.

Certified by: _____

Date: _____

Name (Print): _____

Title: _____

Your School: _____

Phone (Daytime): _____

School(s) Tested: _____

When completed, collect all required testing materials and place in an envelope. You should then give this envelope to the adviser to mail to the Georgia FBLA state office so that they are RECEIVED by March 1.

You must then send an email to testing@georgiafbla.org listing the times of testing, the competitors tested, and a general statement that you proctored the test and the students did not receive any assistance. This email must come from your email account, rather than the adviser's email account. If your school system has issues sending emails to georgiafbla.org email addresses, please send this email to georgiafbla@aol.com instead.

Appendix C: Standards of Mailability & Format Guide

Materials submitted in Computer Applications and Word Processing are graded against the standard of zero errors and businesslike format. The Format Guide must be followed for proper formatting of any type of word processing documents.

In grading these materials, the following errors will make the copy mailable with slight corrections and will result in a penalty of 2 points per error

1. Omission of a non-essential part of a document (e.g., reference initials, enclosure notation, etc.)
2. Minor errors in vertical placement
3. Minor errors in horizontal placement
4. Minor spacing errors
5. Inserted or omitted words that do not change the meaning of the sentence
6. Transposed words that do not change the meaning of the sentence

The following errors will make the copy mailable with serious correction and will result in a penalty of 5 points per errors.

1. Failure to follow specific directions
2. Keying or spelling errors
3. Inserted or omitted words that change the meaning of the sentence
4. Omission of essential parts of a document (e.g., date, inside address, etc.)
5. Format Guide not followed

FORMAT GUIDE



Future Business Leaders of America

OVERVIEW

In today's business world, written communication remains important. One aspect of successful businesses is consistent messaging throughout the organization through a specific format guide. For FBLA-PBL, this format guide is offered to assist members in specific competitions and to assist advisers with classroom resources.

COMPETITION USE

The format guide is approved for use during the production portion of specific production tests in both the FBLA and PBL divisions. In FBLA, the guide may be used in Computer Applications and Word Processing. PBL members may use the format guide in Administrative Support Technology, Business Communication, and Desktop Publishing.

CONTENTS

General Guidelines & Document Formatting

Font Information

Spacing

Common Abbreviations

Letters

Envelopes & Labels

Bulleted Numbers & Lists

Memorandums & Email

Reports

General Business

Documents

Tables

Standards of Mailability

Appendices

A: Fair Use Guidelines
for Educational Use

B: Agendas
Meeting Minutes

C: Itinerary

D: Letters & Envelopes
Personal Business

Letter
Business Letter with

All Features
Address for
Envelopes/Labels

E: Memos

F: Press Release

G: Academic Reports

H: Corporate Reports

FORMAT GUIDE

General Guidelines & Document Formatting

FONT INFORMATION

- Size: 11 or 12
- Font Style: Times New Roman, Arial, Calibri, or Cambria

SPACING

- 1 space after punctuation ending a sentence
- 1 space after a semicolon
- 1 space after a comma
- 1 space after a colon
- 1 space between state abbreviation and ZIP Code

COMMON ABBREVIATIONS

- DS: Double Line Spacing
- SS: Single Line Spacing
- QS: Quadruple Line Spacing

LETTERS

For competition, students may be asked to do a business or personal business letter. In the business world, knowing how to merge data into letters to mass produce them is essential. The following formatting procedure should be followed:

- Block style
- Open Punctuation
- Top Margin: 2 inches
- Side and Bottom Margin: 1 inch
- 2nd Page Top Margin: 1 inch
- 2nd Page Information: Name of addressee or company, SS then Page Number, SS and the date
- Enclosure notation: DS after signature name/title
- Copy notation: DS after enclosure notation or signature name/title

Some additional special features that may be included are a “CONFIDENTIAL” notation and subject line. Both should be in ALL CAPS.

FORMAT GUIDE

General Guidelines & Document Formatting

ENVELOPES AND LABELS

Preparing envelopes for mailing can include printing directly on the envelope or printing labels to be attached to envelopes. The usage of OCR software to read addresses is used in the sorting of envelopes.

The United States Postal Service recommends the following for delivery addresses:

- Required components include recipient name, delivery address, city, state and ZIP Code or ZIP+4
- A company name, if present, should go below the recipient name and above the delivery address
- States should be in the two-letter abbreviation format
- The address should be parallel to the longest side of an envelope
- Address should be in ALL CAPS
- No punctuation should be utilized
- One space should be used between the state and ZIP Code
- Address should be left justified
- Address should be printed in black ink on white or light paper
- If the address appears inside of a window, make sure there is at least 1/8" clearance around the address
- If using address labels, make sure that the printed label does not cut off any important information and that the label is on straight.

The United States Postal Service has the following recommendations for return addresses:

- Many times, these are optional and are used to highlight a company brand
- The same elements of an address should be included
- The return address goes in the upper left corner

BULLETED AND NUMBERED LISTS

Lists may be inserted into most business documents.

- SS between items
- DS between item groups

FORMAT GUIDE

General Guidelines & Document Formatting

MEMORANDUMS (MEMO) AND EMAIL

These are traditional and typically short documents to be shared within a company. Email and other electronic communications often take the place of printed memos.

- Standard Style
- Top Margin: 2 inches
- Side and Bottom Margins: 1 inch
- Email contains many of the same features as a memo and should be sent with attention paid to a proper subject line and appropriate signature section.

REPORTS: ACADEMIC UNBOUND AND LEFT BOUND

In the competitive events, students may be asked to do one of these reports. These are the most common type of reports used in academic research. FBLA-PBL follows the MLA style for citations in all reports.

- Body: Double spaced
- Top Margin: 1 inch, running header with page number right corner ½”
- Bottom Margin: 1 inch
- Left Bound Side Margins: Left 1.5 inches, Right 1 inch
- Unbound Side Margins: 1 inch
- Page number is placed 0.5 inches at the right margin. Page numbers could start on the first or second page depending on instructions.
- All references/citations should be in MLA format and placed in alphabetical order.

GENERAL BUSINESS DOCUMENTS

These documents may include items such as an agenda, itineraries, meeting minutes, press releases, outlines and tables of contents.

- Top Margin: 1 or 2 inches as indicated
- Bottom Margin: 1 inch
- Side Margins: 1 inch
- All documents should be left justified unless otherwise noted.
- Main and subheadings should be keyed in boldface.

FORMAT GUIDE

General Guidelines & Document Formatting

TABLES

Tables are commonly inserted into a variety of documents. While word processing software makes inserting tables easy, some standard business format guidelines remain.

- Titles and column headings should be in bold face
- Column headings may be centered over the column or blocked at the left of a column
- Tables using both one- and two-line column headings should be aligned at the bottom of the cell
- For two-line column headings in tables without gridlines, underline the bottom word of the heading
- Gridlines are optional unless specifically stated otherwise
- If gridlines are not used, underline column headings and DS after heading
- Do not include \$ with dollar amounts in columns. Dollar signs may be placed in the total row.
- All columns containing text should be left aligned
- The body of the table may single (SS) or double spaced (DS)
- Tables within another document should be centered horizontally unless otherwise indicated
- DS before and after the table

STANDARDS OF MAILABILITY

Producing customer ready documents is an important business function. Following this guide along with proofreading and format review are important steps in the completion of any document.

The following errors will incur a 2-point penalty for each occurrence in a document:

- Omission of a nonessential part of a document (e.g., reference initials, enclosure notation, etc.)
- Minor errors in vertical or horizontal placement
- Minor spacing errors
- Inserted or omitted words that do not change the meaning of a sentence

The following errors will incur a 5-point penalty for each occurrence in a document:

- Keying or spelling errors
- Inserted or omitted words that change the meaning of a sentence
- Formatting errors
- Failure to follow directions

FORMAT GUIDE

Appendix A

FAIR USE GUIDELINES FOR EDUCATIONAL USE

| MEDIUM | SPECIFICS | USE | CAUTIONS |
|---------------------------|---|--|---|
| Printed Material (short) | <ul style="list-style-type: none">Poems less than 250 words, 250 word except from a poem of more than 250 wordsArticles, stories, or essays less than 2,500 wordsOne chart, picture, diagram, or cartoon per book or per periodical issueTwo-pages (max) from an illustrated word of less than 2,500 words | <ul style="list-style-type: none">Teachers may make copies for classroom useStudents may incorporate into multimedia projects | <ul style="list-style-type: none">Copies should be made from legally obtained copiesTeachers can make copies nine times per termUsage must be initiated by the teacher and not a district directiveCannot be used to make anthologies or workbooks |
| Archived Printed Material | <ul style="list-style-type: none">An entire printed workPortions of a workA work in which the existing format has become obsolete | <ul style="list-style-type: none">A librarian may make up to three copies "solely for the purpose of replacement of a copy that is damaged, deteriorating, lost, or stolen" | <ul style="list-style-type: none">Copies must contain copyright informationArchiving rights are for libraries to share with libraries |
| Illustrations and Photos | <ul style="list-style-type: none">PhotographIllustrationCollection of photosCollection of illustrations | <ul style="list-style-type: none">Single works may be used in their entirety, but no more than five images from a single artist or photographerFrom a collection no more than 15 images or 10 percent (whichever is less) | <ul style="list-style-type: none">Older illustrations may be in public domain but may be part of a copyright collection. Be sure to check ownership at www.loc.gov or www.mpa.org |
| Viewing Video | <ul style="list-style-type: none">Rented or purchased DVD/Blu-Ray/TapesDigital videos | <ul style="list-style-type: none">Teachers may use for the classroomCopies for archive or replacement only. | |

FORMAT GUIDE

Appendix A

FAIR USE GUIDELINES FOR EDUCATIONAL USE

| MEDIUM | SPECIFICS | USE | CAUTIONS |
|--------------------|--|--|--|
| Video for Projects | <ul style="list-style-type: none">• Videotapes/DVD/Blu-Ray• Web-based video clips | <ul style="list-style-type: none">• Students “may use portions of lawfully acquired copyright works in their academic multimedia” defined as 10 percent or three minutes | <ul style="list-style-type: none">• The material must be legally acquired• Copyright works included in multimedia projects must give proper attribution to copyright holder |
| Music for Projects | <ul style="list-style-type: none">• Records• Cassette tapes• CD• Digital Files• Audio clips on the Web | <ul style="list-style-type: none">• Up to 10 percent of a copyright musical composition may be reproduced, performed, and displayed | <ul style="list-style-type: none">• A maximum of 30 seconds per musical composition may be used• The project must have an educational purpose |
| Software | <ul style="list-style-type: none">• Licensed software• Purchased software | <ul style="list-style-type: none">• Library may lend software to patrons• Software can be installed on multiple machines or distributed via a network• Software may be installed at home and at school• Libraries may make copies for archival use or to replace lost or damaged copies | <ul style="list-style-type: none">• Only one machine at a time may use the program• The number of simultaneous users must not exceed the number or licenses |
| Viewing Video | <ul style="list-style-type: none">• Rented or purchased DVD/Blu-Ray/Tapes• Digital videos | <ul style="list-style-type: none">• Teachers may use for the classroom• Copies for archive or replacement only. | |

FORMAT GUIDE

Appendix A

FAIR USE GUIDELINES FOR EDUCATIONAL USE

| MEDIUM | SPECIFICS | USE | CAUTIONS |
|------------|--|---|--|
| Internet | <ul style="list-style-type: none">• Internet connections/ Internet of Things• World Wide Web | <ul style="list-style-type: none">• Images may be downloaded for student projects and teacher lessons• Sound and video files may be downloaded for use in multimedia projects | <ul style="list-style-type: none">• Resources from the Web/IoT may need permission except links to resources• Downloaded resources must have been legitimately acquired |
| Television | <ul style="list-style-type: none">• Broadcast• Cable• Copies/ recordings of broadcast and cable programs | <ul style="list-style-type: none">• Broadcasts or recordings of broadcasts may be used for instruction• Cable channel programs may be used with permission. See Cable in the Classroom www.ciconline.org for more information | <ul style="list-style-type: none">• Schools can retain broadcasts for a minimum of 10 days• Cable programs are not covered by the same guidelines as broadcast television |

Adapted from Technology & Learning, "Copyright and Fair Use Guidelines for Teachers"

Sources: United States Copyright Office Circular 21; Sections 107, 108, and 110 of the Copyright Act (1976) and subsequent amendments, including the Digital Millennium Copyright Act; Fair Use Guidelines for Educational Multimedia; and cable systems (and their associations).

FORMAT GUIDE

Appendix B

AGENDAS AND MEETING MINUTES

The following pages show the format of a meeting agenda and sample minutes from that meeting. Creating an agenda several days/weeks ahead of a meeting can help participants be better prepared for productivity. Using the agenda as the basis for minutes can help facilitate accurate and timely completion.

WASHINGTON HIGH SCHOOL FBLA

(DS)

Chapter Meeting

(DS)

Wednesday, September 15, 20XX

(DS)

1. Call to Order – Suzanne Smith, Chapter President
(DS)
2. Roll Call – Tessa Ross, Secretary
3. Reading of the Minutes – Tessa Ross, Secretary
4. Treasurer's Report – Mark Simmons, Treasurer
5. Other Officer Reports
6. Adviser Update – Cindy Fraser, Chapter Adviser
7. Committee Reports
Fundraising – Beth Poole
Competition Prep – Korrie Williams (SS) Social –
John Roberts
8. Unfinished Business
9. New Business
10. Date of Next Meeting
11. Adjournment

WASHINGTON HIGH SCHOOL FBLA

Chapter Meeting

Wednesday, September 15, 20XX

1. Call to Order – Suzanne Smith, Chapter President
2. Roll Call – Tessa Ross, Secretary
3. Reading of the Minutes – Tessa Ross, Secretary
4. Treasurer’s Report – Mark Simmons, Treasurer
5. Other Officer Reports
6. Adviser Update – Cindy Fraser, Chapter Adviser
7. Committee Reports
 - Fundraising – Beth Poole
 - Competition Prep – Korrie Williams
 - Social – John Roberts
8. Unfinished Business
9. New Business
10. Date of Next Meeting
11. Adjournment

Appendix B

AGENDAS AND MEETING MINUTES

WASHINGTON HIGH SCHOOL FBLA

(DS)

Minutes of September 15, 20XX

(DS)

Call to Order

(DS)

The regular meeting of Washington High School FBLA was called to order on Wednesday, September 15, 20XX at 3:00 p.m.

(DS)

Attendance

Fifteen of 20 members were in attendance.

Minutes

The minutes of the August 15, 20XX meeting were read. Justin Vaugh moved to approve the minutes as read. The motion was seconded, and the minutes approved.

Treasurer's Report

Treasurer Mark Simmons reported a chapter balance of \$375 as of September 1, 20XX. The report was filed.

Adviser Update

Adviser Sharon Reese reminded all members that dues must be paid by October 1 for students to be eligible for the fall business tour.

Unfinished Business

None.

New Business

None.

Announcements

The next meeting will be on October 1, 20XX at noon.

Adjournment

There being no further business, the meeting was adjourned at 3:50 p.m.

(QS)

Tessa Ross, Secretary

WASHINGTON HIGH SCHOOL FBLA

Minutes of September 15, 20XX

Call to Order

The regular meeting of Washington High School FBLA was called to order on Wednesday, September 15, 20XX at 3:00 p.m.

Attendance

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Minutes

The minutes of the August 15, 20XX meeting were read. Justin Vaugh moved to approve the minutes as read. The motion was seconded, and the minutes approved.

Treasurer's Report

Treasurer Mark Simmons reported a chapter balance of \$375 as of September 1, 20XX. The report was filed.

Adviser Update

Adviser Sharon Reese reminded all members that dues must be paid by October 1 for students to be eligible for the fall business tour.

Unfinished Business

None.

New Business

None.

Announcements

The next meeting will be on October 1, 20XX at noon.

Adjournment

There being no further business, the meeting was adjourned at 3:50 p.m.

Tessa Ross, Secretary

FORMAT GUIDE

Appendix C

ITINERARY

Itineraries are used to facilitate both personal and business travel. Chapters may find preparing an itinerary for conferences to attendees ahead of departure helpful.

There are several digital resources for itineraries used by regular business travelers. The app Triplt and online calendars through such services as Google and Outlook automatically aggregate confirmation emails from hotels and airlines.

While similar to a meeting or conference agenda, the itinerary focus is on travel and agendas focus on specific items within a meeting or conference.

Key pieces include:

- Travel Information
 - Flight information including flight numbers, airports, layover times
 - Rental car information
 - Public transportation information
- Lodging Information
 - Name of lodging
 - Address
 - Confirmation number
- Key Activities
 - Dates/times
 - Location
 - Short description (optional)

TIP: It may be easier to design the document inside of a table and use merge fields and remove guidelines.

Appendix C

ITINERARY

NLC ITINERARY

Lucy Morgan, Washington HS FBLA

June 28-July 3, 20XX

| DATE | TIME | EVENT | NOTE |
|----------------|---------|--|---|
| June 28 | 8:30 AM | Check-In for Flight to Anaheim (SNA) | BNA to SNA, United Flight 990 Confirmation 56782 |
| | 2:00 PM | Arrive Anaheim (SNA) | After collecting bags, proceed to Shuttle Stop 21 for shuttle to hotel |
| | 4:00 PM | Hotel Check-In | Anaheim Hilton, 777 Convention Way Anaheim, CA 92802 Confirmation #457869 |
| | 6:00 PM | Evening at Disney | Park closes at 11:00 PM |
| June 29 | 6:00 PM | Opening Session, Anaheim Convention Center, Hall E | |
| June 30 | 8:00 AM | Preliminary Competition-- Various Locations | |
| | 6:00 PM | Regional Meetings Various-- Locations | |
| July 1 | 8:00 AM | Final Competition-- Various Locations | |
| | 6:00 PM | Bus Departs - Medieval Times | |
| July 2 | 7:00 PM | Awards of Excellence Program | |
| July 3 | 7:00 AM | Airport Shuttle Departure | Be at the shuttle stop at 7:00 AM with all luggage |
| | 8:00 AM | Check-In for Flight to Nashville | SNA to BNA United Airlines Flight 890 Confirmation 1224 |
| | 3:00 PM | Arrive at Nashville (BNA) | |

NLC ITINERARY

Lucy Morgan, Washington HS FBLA

June 28-July 3, 20XX

| DATE | TIME | EVENT | NOTE |
|----------------|-------------|---|---|
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| July 2 | 7:00 PM | Awards of Excellence Program | |
| July 3 | 7:00 AM | Airport Shuttle Departure | Be at the shuttle stop at 7:00 AM with all luggage |
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| | 3:00 PM | Arrive at Nashville (BNA) | |

FORMAT GUIDE

Appendix D

Letters and Envelopes

For the purposes of the types of letters students will see in competition, the following pages show samples of a business and personal business letter in block style. A sample delivery address as it would appear on an envelope or label is also shown.

The business letter sample shows a letter with all the additional features that may be asked for during competition. The top margin on the business letter accounts for a printed business header, potentially including company logo.

For businesses, the Mail Merge tool is often used to combine data from a spreadsheet or database into the letters for personalization. Having the knowledge to complete a merge is a key skill.

Appendix D contents:

- Personal Business Letter
- Business Letter with all Features
- Delivery Address in USPS Format for Envelopes/Labels
<https://pe.usps.com/text/dmm100/addressing-mail.htm>

Appendix D

PERSONAL BUSINESS LETTER

1912 Association Drive
Reston, VA 20191-1591
Current Date
(QS)

Mr. Jim Abel
1000 Multnomah Street
Portland, OR 97232
(DS)

Dear Mr. Abel
(DS)

This letter is an example of a personal business letter in the format used in FBLA-PBL competition. This basic format is identical to the more formal business letter. One component that would not be used in this type of letter is the typist initials. Since it is a personal business letter, it is understood that the creator of the letter is the one that would be keying the document.

(DS)

Thank you for taking time to read this description.

(DS)

Sincerely
(QS)

Jennifer Maldonado

1912 Association Drive
Reston, VA 20191-1591
Current Date

Mr. Jim Abel
1000 Multnomah Street
Portland, OR 97232

Dear Mr. Abel

This letter is an example of a personal business letter in the format used in FBLA-PBL competition. This basic format is identical to the more formal business letter. One component that would not be used in this type of letter is the typist initials. Since it is a personal business letter, it is understood that the creator of the letter is the one that would be keying the document.

Thank you for taking time to read this description.

Sincerely

Jennifer Maldonado

Appendix D

BUSINESS LETTER WITH ALL FEATURES

Current Date
(DS or QS if no mailing notation)

CONFIDENTIAL

(DS)

Attention FBLA-PBL Competitors

FBLA-PBL, Inc.

1912 Association Drive

Reston, VA 20191-1591

(DS)

To Whom It May Concern

(DS)

FORMAL BUSINESS LETTER WITH ADVANCED FEATURES

(DS)

This letter serves as an example of a formal business letter that includes all advanced letter parts that you may be asked to include during a production test. It is in block style with open punctuation.

You will notice that the sender's address is not listed. This is to leave room for printing with a digital letterhead or on formal company stationery.

The word confidential in all caps is the mailing notation. There is a DS between the date and this notation. There is a DS between the notation and the inside address.

The subject line, if indicated for inclusion, is DS below the salutation. Should a subject line not be required, there is a DS between the salutation and body of the letter.

At the conclusion of the body of the letter is the closing. Use a QS after the closing. The signature of the person sending the letter would go in this space. The typed name of that person is next. Immediately below that is their title. The company is not usually printed in the signature information as it would be redundant given it is in the letterhead. In more modern letters, both phone number and email address are included below the title.

If someone other than the sender keyed the document for the content author, their initials would be placed a DS after the signature information. The most current information on this format is to have the author's initials in all caps followed by the typist initials in lower case. The two sets of initials would be separated by a colon.

Appendix D

BUSINESS LETTER WITH ALL FEATURES - PAGE 2

FBLA-PBL Competitors

Page 2

Current Date

(DS and notice change to 1" top margin)

There are several times when creating a formal business letter that a copy notation would be used. Prior to electronic word processing, the notation cc was used to indicate carbon paper was used to create a copy. Today, a simple c is used, followed by a space and the name of the person being copied. If multiple people are being copied, the subsequent indications would be on separate lines with an indent of two spaces to three spaces to line up with the first name.

The enclosure notation is utilized to indicate if there are additional documents that have been placed in the same envelope. This is a courtesy notation. To indicate an enclosure, key the word enclosure, a colon, two spaces and then the title of the enclosure. If there are additional enclosures, place them directly underneath the title of the first, paying attention to spacing.

The last additional feature that you may find in your production test for competition is a formal business or personal business letter that extends to a second page when proper formatting is used. The top margin of the second page is one inch. There would be no letterhead used on this page. However, the name of the addressee is listed followed by the page number and date. The body of the second page would begin a DS following this information. It is important to make sure that if the page break separates a paragraph that at least two lines of that paragraph extend to the new page.

My hope is that this letter has been instructive in the parts of a formal business letter that you may encounter during your exam. Please do not forget that mail merging and proofreading skills are also important.

(DS)

Sincerely

(QS)

Cindy Fraser

Letter Formatting Specialist

555-555-5555

cfraser@letters.com

(DS)

CF:cb

(DS)

c FBLA NAP Committee

PBL NAP Committee

National FBLA-PBL Education Director

(DS)

Enclosures: Sample Letter Updated Scoring Guide

Current Date

CONFIDENTIAL

Attention FBLA-PBL Competitors
FBLA-PBL, Inc.
1912 Association Drive
Reston, VA 20191-1591

To Whom It May Concern

FORMAL BUSINESS LETTER WITH ADVANCED FEATURES

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At the conclusion of the body of the letter is the closing. Use a QS after the closing. The signature of the person sending the letter would go in this space. The typed name of that person is next. Immediately below that is their title. The company is not usually printed in the signature information as it would be redundant given it is in the letterhead. In more modern letters, both phone number and email address are included below the title.

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FBLA-PBL Competitors
Page 2
Current Date

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My hope is that this letter has been instructive in the parts of a formal business letter that you may encounter during your exam. Please do not forget that mail merging and proofreading skills are also important.

Sincerely

Cindy Fraser
Letter Formatting Specialist
555-555-5555
cfraser@letters.com

CF:cb

c FBLA NAP Committee
PBL NAP Committee
National FBLA-PBL Education Director

Enclosures: Sample Letter
Updated Scoring Guide

Appendix D

DELIVERY ADDRESS in USPS FORMAT FOR ENVELOPES/LABELS



TONY SHAW
TONY SHAW CONSULTING
516 EAST HIGHWAY Z
JEFFERSON CITY MO 65043-1234

Appendix E

MEMOS

MEMO
(DS)

TO: Lisa Morris
(DS)

FROM: Tessa Davis
(DS)

DATE: Current Date
(DS)

SUBJECT: Formatting Memos
(DS)

Memos are formal documents with a simple format. Memos have largely been replaced by email, though they still exist in the workplace.

(DS)

There are five key words that should be in all caps, Memo, To, From, Date, and Subject are the words which define a memo. The word Memo should be bold and centered at the 2" top margin. The other key words should also be in bold. Double line spacing separates these key words, paragraphs and any typist initials.

(DS)

To line up the data that goes into the To, From, Date and Subject areas, tabs are used. A five space, normal tab is used. Tab twice for To, From, and Date. Only tab once for Subject.

(DS)

cb

MEMO

TO: Lisa Morris
FROM: Tessa Davis
DATE: Current Date
SUBJECT: Formatting Memos

Memos are formal documents with a simple format. Memos have largely been replaced by email, though they still exist in the workplace.

There are five key words that should be in all caps, Memo, To, From, Date, and Subject are the words which define a memo. The word Memo should be bold and centered at the 2" top margin. The other key words should also be in bold. Double line spacing separates these key words, paragraphs and any typist initials.

To line up the data that goes into the To, From, Date and Subject areas, tabs are used. A five space, normal tab is used. Tab twice for To, From, and Date. Only tab once for Subject.

cb

Appendix F

PRESS RELEASE

A press or news release is a document sent to news outlets to highlight completed or upcoming events or milestones. These are commonly emailed to news outlets and can be sent with digital images to help tell the story.

These are normally between 300 and 800 words. Utilize short sentences and clear descriptors. The press release should be double spaced.

For Release
TIME DATE
(DS)

WASHINGTON FBLA MEMBERS QUALIFY FOR NATIONAL LEADERSHIP CONFERENCE

City – Date – Ten members of the Washington High School chapter of Future Business Leaders of America have qualified to represent Rhode Island at the National Leadership Conference this June in Anaheim, California.

The qualifying members will have the opportunity participate in competition and leadership workshops with more than 11,000 other members from across the country and several international locations.

To cover the costs of this conference, the members are actively raising needed funds. Community members can assist by attending a pancake breakfast on May 15 from 7:30 AM to 11:00 AM in the high school cafeteria. The cost of the breakfast is

\$10 per person. Children under two may eat for free.

Any community member that wishes to make a donation may do so through the chapter's portal at www.washingtonfblachapter.org.

(DS)

CONTACT: Susan Edwards, Adviser
Washington HS FBLA
100 East Washington Street
Providence, RI 02860
(Phone) 555-555-5555
Email: sedwards@whsfbla.org

Top Margin: 2"
Side Margins: 1"
Second Page Top: 1"

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CONTACT: Susan Edwards, Adviser
Washington HS FBLA
100 East Washington Street
Providence, RI 02860
(Phone) 555-555-5555
Email: sedwards@whsfbla.org

FORMAT GUIDE

Appendix G

ACADEMIC REPORTS

For the purposes of production test competitions, FBLA-PBL follows the MLA Format. Other than the left margin, the format is the same for left-bound or unbound reports. The only difference is that the left-bound has a left margin of 1.5 inches instead of 1 inch.

Endnotes follow the end of the report body. These are indicated by a superscript number. A Works Cited page follows the body and any endnotes of a report. All works are arranged alphabetically.

In the production tests, the focus will be on citing books, a webpage, and online video.

<https://style.mla.org/formatting-papers/>

<https://style.mla.org/mla-format/>

<https://style.mla.org/sample-papers/>

Appendix G

FORMATTING REPORTS

Li 1

Ellie Li
Dr. L Warnock
12 June 20XX

Formatting Reports

Use of MLA

The Modern Language Association, MLA, is the basis for both formatting the leftbound and unbound reports, but also for organizing the contents. This format is used primarily in academic manuscripts and research papers. **Standard**

Margins

Except for the left margin, all margin settings are the same for unbound and leftbound reports. The right margin is one inch. The top margin is one inch with a header at one-half inch.

Page Numbering

The first page of a report may or may not be numbered, depending on the requirement of the instructor assigning the paper. On the second and subsequent pages, the page number along with the last name of the report author appear in the ½ header, right aligned. It is possible to set the document to automatically update the header throughout the report.

Title Page

Academic research reports written by a single author do not need a title page. If the report is the result of a group of authors, a title page should be created with each author listed.

Long Quotations

If a quote is longer than four lines, it should be indented .5 inch from the left margin. The text of the quote would still be double-spaced.

Top Margin: 1"
Side Margins: 1"
Second Page Top: 1"

Appendix G

FORMATTING REPORTS

Li 2

Headings and Subheadings

Headings and subheadings are organizational tools for content. When used inside of a Word document or Google Doc, headings allow for easy reference inside of the digital document and for automation of a table of contents. The Modern Language Association states that a table of contents would be suggested for a longer report “such as a theses or dissertation.” (MLA, <https://style.mla.org/paper-table-of-contents/>)

Endnotes

Endnotes, if utilized, are placed at the end of the report, and the endnote is cited by a superscript number in the text. A section titled “Notes” should be used. Endnotes should be double spaced.

Works Cited Page

All referenced items will be listed alphabetically on a page with a heading of Works Cited. Each referenced work should be double spaced, with a second line indented .5 inches from the left margin. For the purposes of FBLA-PBL production events, only books, websites and videos will be utilized as references.¹

Notes

1. After review of the many different types of documentation now possible, the decision to limit to these three types of sources was made

Appendix G

FORMATTING REPORTS

Li 3

Works Cited

Tavano, Joy. *Formatting Business Documents*. BE Publishing, 2013.

---. "Formatting a Research Paper." <https://style.mla.org/formatting-papers/> MLA

---. "How to set up MLA Format Paper with Works Cited Page in Microsoft Word." YouTube, uploaded by Xamplo, 9 October 2019, <https://www.youtube.com/watch?v=bnhksX29HLO>

FORMATTED
WITH NOTATIONS

Ellie Li

Dr. L Warnock

12 June 20XX

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---. "How to set up MLA Format Paper with Works Cited Page in Microsoft Word." YouTube, uploaded by Xamplo, 9 October 2019, <https://www.youtube.com/watch?v=bnhksX29t10>

FINAL LAYOUT
EXAMPLE

FORMAT GUIDE

Appendix H

CORPORATE REPORTS

While the formal leftbound and unbound format is used for production events in FBLA-PBL, much more creativity and formatting flexibility is available as members work on project events that contain reports. Examples of company reports are:

Amazon
Twitter
Walt Disney Company
March of Dimes

For competition examples, please look at the competition web page to view the winning reports from the last several years.

The works cited should utilize the MLA format.