

# SPORTS NUTRITION

## SPORTS NUTRITION

An individual or *team event*, recognizes participants who use Family and Consumer Sciences skills to plan and develop an Individualized nutritional plan to meet the needs of a competitive student athlete in a specific sport. In advance, participants will prepare a sample nutrition and hydration plan based upon nutritional and energy needs of the student athlete. The participants must prepare a *file folder, visuals*, an oral presentation and demonstrate a method to be used by the athlete to assist with nutrition management.

### ELIGIBILITY & GENERAL INFORMATION

1. Review "Eligibility and General Rules for All Levels of Competition" on page 8 prior to event planning and preparation.
2. Participants are encouraged to bring fully charged devices, such as laptops, tablets etc., to use for audiovisual *electronic portfolio* presentation at competition.
3. Chapters with multiple entries in this event must submit different projects for each entry. All projects must be developed and completed during a one-year span beginning July 1 and ending June 30 of the school year before the National Leadership Conference (NLC) and must be the work of the participant(s) only.
4. **Online Orientation** - National Leadership Conference (NLC) participants are required to view the online orientation video and submit the STAR Events *Online Orientation Form* by the deadline to receive their one (1) point on the STAR Events Point Summary Form. The video and form will be on the FCCLA Student Portal and can be found under Surveys Applications. The video and form cannot be completed through the FCCLA Adviser Portal. Only one form per entry is required. **Contact your State Adviser for orientation procedures for competitions held prior to the National Leadership Conference (NLC).**
5. **STAR Events Schedule Confirmation** - Chapter Advisers are required to confirm National Leadership Conference competitors' STAR Events Schedule in the FCCLA Portal by the date outlined on the FCCLA Website (Competitive Events Dates & Deadlines) for competitors to receive their one (1) point on the Points Summary Form. This must be completed in the FCCLA Adviser Portal by visiting the Meetings & Events tab, selecting the National Leadership Conference, and choosing "Confirm STAR Competition."
6. Participants who do not follow the event guidelines or the definition of the event, or if they create an item that does not align with the current event topic, their project will not be considered for evaluation. However, the participant can still participate in the competition by giving an oral presentation and will only be evaluated based on that presentation.

[CLICK TO VIEW NATIONAL DEADLINES](#)

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

EVENT LEVELS			
Level 1: Through Grade 8	Level 2: Grades 9–10	Level 3: Grades 11–12	Level 4: Postsecondary
■	■	■	■
Review the "Event Description and Levels" section of the policies in the front of the guidelines for more information on event levels.			

GENERAL INFORMATION			
Number of Participants per Entry	Prepare Ahead of Time	Equipment Provided for Competition	Competition Dress Code
1–3	<i>File Folder, Oral Presentation and Visuals</i>	Table–Yes Electrical Access–No Wall Space–No Supplies–No Wi-Fi – No	FCCLA Official Dress

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

## COMPETITION PROCEDURES & TIME REQUIREMENTS

TIME	LEVEL 1	LEVEL 2	LEVELS 3 & 4
Each entry will submit a <i>file folder</i> with required documents to the event room consultant at the designated participation time.			
<b>5 minutes</b>	Participant(s) will have 5 minutes to set up for the event. Other persons may not assist.		
	Room consultants and evaluators will have 5 minutes to preview the <i>file folder</i> before the presentation begins.		
<b>15 minutes</b>	The oral presentation may be up to 15 minutes in length. A one-minute warning will be given at 14 minutes. Participants will be stopped at 15 minutes. The oral presentation is a time for the participant(s), in the role of student nutritionist/dietitian, to present to the evaluators, in the role of the student-athlete, the nutritional plan and management tool. The presentation is intended to be a two-way dialogue, as in a conversation or interview, rather than a one-way presentation. Students take on the role of the student nutritionist/dietitian. If audio or audiovisual recordings are used, they are limited to 3-minutes of playing time during the presentation. <i>Presentation equipment</i> , with no audio, may be used during the entire presentation.		
<b>5 minutes</b>	Following the presentation, evaluators will have 5 minutes to interview participants.		
<b>5 minutes</b>	Evaluators will have up to 5 minutes to use the rubric to score and write comments for participants. <i>File folders</i> will be returned to participants at the end of scoring.		
<b>Total Time: 30 Minutes</b>			

### PROJECT FORMAT

PRESENTATION FORMAT	
<b>File Folder</b>	Participants will submit one letter-size <i>file folder</i> containing three identical sets, with each set stapled separately, of the items listed below to the event room consultant at the designated participation time. The <i>file folder</i> must be labeled (typed or handwritten) in the top left corner with name of event, event level, participant's name(s) and state.

### CONTENTS OF FILE FOLDER

SPECIFICATIONS		LEVEL 1	LEVEL 2	LEVELS 3 & 4
1- 8 ½" x 11" page	<b>Project Identification Page</b>	Must include participant's name(s), chapter name, school, city, state, event name, level, and project title. Page can be up to 1 - 8 ½" x 11" page or 1 slide, but cannot be larger.		
1- 8 ½" x 11" page	<b>FCCLA Planning Process Summary Page</b>	Summarize how each step of the <i>Planning Process</i> was used to plan and implement the project; use of the <i>Planning Process</i> may also be described in the oral presentation.		
1- 8 ½" x 11" page	<b>Evidence of Online Summary Form Submission</b>	Complete the <i>Online Project Summary Form</i> located on the "Surveys Applications" tab of the FCCLA Student Portal and include signed proof of submission in the <i>file folder</i> .		
1-2 8 ½" x 11" pages	<b>Sport and Training Summary Pages</b>	Summarize specific physical demands, training schedule, frequency and length of competitions and general nutritional and hydration needs of student athletes competing in this sport.		
1- 8 ½" x 11" page	<b>Student Athlete Demographic Page</b>	Provide description of student athlete, including gender, first name, age, height, and activity level. Include specific health concerns (food preferences, intolerances, dietary restrictions, physical disorders, cultural needs, etc.).		
1- 8 ½" x 11" page	<b>Student Athlete Daily Schedule Page</b>	Outline the typical daily schedule of the student athlete, to include school schedule, training schedule, sleep and other responsibilities (work, volunteering, tutoring, etc.). must not reflect a competition day.		
1- 8 ½" x 11" page	<b>Works Cited/ Bibliography</b>	Use MLA or APA formatting when citing sources. All sources must be <i>reliable</i> and current.		

PRESENTATION FORMAT	
<b>Nutritional Plan and Management Tool</b>	The participant will develop a nutrition plan with specific, measurable, attainable, realistic and timely goals; provide a nutritional evaluation and present a management tool to be used by the student athlete.

**CONTENTS (CONTINUED)**

SPECIFICATIONS	LEVEL 1	LEVEL 2	LEVELS 3 & 4
<b>Nutrition Plan Goals</b>	Identify at least 3 nutrition, hydration and performance goals.		
<b>Nutrition and Hydration Plan</b>	Develop a 3–day nutritional plan. Include 2 pre–competition days and 1 competition day. The plan must detail hydration, specific food items and quantities for meals and snacks, timing and calculation of energy intake (calories in) and estimated energy output (calories out). Nutrition plans must avoid substances that may have a negative impact on performance.	Develop a 5–day nutritional plan. Include 3 pre–competition days, 1 competition day and 1 recovery day. The plan must detail hydration, specific food items and quantities for meals and snacks, timing and calculation of energy intake (calories in) and estimated energy output (calories out). Nutrition plans must avoid substances that may have a negative impact on performance.	
<b>Nutritional Evaluation</b>	Use a nutrient analysis program of the participant’s choice to analyze each day of the nutritional plan.	Use a nutrient analysis program of the participant’s choice to analyze each day of the nutritional plan. Compare the nutritional analysis and the DRIs and RDAs for the student athlete. Make sure the analysis meets the needs of the student–athlete. Provide a rationale for any discrepancies.	
<b>Management Tool</b>	Manage and monitor the student athlete’s nutrition plan and goals using a management tool of their choice (mobile applications, website tracking, paper–pencil, stickers, etc.). The management tool must meet the needs of the student athlete and be realistic given the student’s daily schedule. The management tool can be commercially available or designed by the participant.		

PRESENTATION FORMAT	
<b>Oral Presentation</b>	The oral presentation may be up to 15 minutes in length and is a time for the participant(s), in the role of student nutritionist/dietitian, to present to the evaluators, in the role of the student athlete, the nutritional plan and management tool. The presentation is intended to be a two–way dialogue, as in a conversation or interview, rather than a one–way presentation. The nutrition plan will be explained and the suggested management tool will be demonstrated during the presentation. If audio or visual recordings are used, it is limited to a 3–minute playing time during the presentation. Following the presentation, evaluators and participants will step out of character as nutritionist/dietitian and student athletes for a 5 minute follow–up interview as evaluators and participant(s).

SPECIFICATIONS	LEVEL 1	LEVEL 2	LEVELS 3 & 4
<b>Organization/Delivery</b>	Deliver oral presentation in an organized, sequential manner; concisely and thoroughly summarize research.		
<b>Knowledge of Sports Nutrition</b>	Demonstrate thorough knowledge of sports nutrition related to the participant’s chosen project.		
<b>Relationship of Family and Consumer Sciences Coursework/Standards</b>	Describe the relationship of Family and Consumer Sciences coursework to project.	Describe the relationship of Family and Consumer Sciences coursework to selected project. Explain which FCCLA National Program(s) could be used during project implementation.	Describe the relationship of Family and Consumer Sciences coursework and standards to project. Explain which FCCLA National Program(s) could be used during project implementation. Identify career pathway.
<b>Use of Visuals during Presentation</b>	The <i>visuals</i> presented the nutritional plan in a clear, concise and visually appealing way.		
<b>Voice</b>	Speak clearly with appropriate pitch, tempo and volume.		
<b>Body Language</b>	Use appropriate body language including gestures, posture, mannerisms, eye contact and appropriate handling of <i>visuals</i> and notes or notecards if used.		
<b>Grammar/Word Usage/Pronunciation</b>	Use proper grammar, word usage and pronunciation.		
<b>Responses to Evaluators’ Questions</b>	Provide clear and concise answers to evaluators’ questions regarding project.		

## SPORTS NUTRITION STAR EVENTS POINT SUMMARY FORM

Participant Name: \_\_\_\_\_  
 Chapter: \_\_\_\_\_ State: \_\_\_\_\_ Team #: \_\_\_\_\_ Station #: \_\_\_\_\_ Level: \_\_\_\_\_

1. Make sure all information at top is correct. If a student named is not participating, cross their name(s) off. If a *team* does not show, write "No Show" across the top and return with other forms. Do NOT change *team* or station numbers.
2. Before student presentation, the room consultants must check participants' *file folder* using the criteria and standards listed below and fill in the boxes.
3. Confirm STAR Competition(s) is mandatory solely for participation at the National Leadership Conference. States have the authority to decide whether this requirement applies to picking up the registration packet and confirming the event/schedule accuracy OR attending a state-specific orientation.
4. At the conclusion of presentation, verify evaluator scores and fill in information below. Calculate the final score and ask for evaluators' verification. Place this form in front of the completed rubrics and staple all items related to the presentation together.
5. At the end of competition in the room, double check all scores, names and *team* numbers to ensure accuracy. Sort results by *team* order and turn in to the Lead Consultant.
6. Check with the Lead Consultant if there are any questions regarding the evaluation process.

ROOM CONSULTANT CHECK			POINTS
<b>Confirm STAR Competition(s)</b> 0 or 1 point	Confirmed STAR Competition(s) schedule in the FCCLA Adviser Portal by deadline (National Leadership Conference Only)		
	<b>0</b> No	<b>1</b> Yes	
<b>Event Online Orientation Form</b> 0 or 1 point	<b>0</b>	<b>1</b>	
	Online Orientation Form not completed in the Student Portal by deadline	Online Orientation Form completed in the Student Portal by deadline	
<b>File Folder</b> 0-4 points	<b>0</b> No File Folder presented	<b>1 2 3</b> File Folder either presented with incorrect labeling and insufficient materials for evaluators (less than 3 copies of contents) or content is incomplete	<b>4</b> File Folder is presented with correct labeling and evaluators material <ul style="list-style-type: none"> <li>• 1 Project ID page or slide</li> <li>• 1 Planning Process Summary page</li> <li>• Project Summary Form Submission Proof</li> <li>• 1-2 Sport and Training Summary page(s)</li> <li>• 1 Student Athlete Demographic page</li> <li>• 1 Student Athlete Daily Schedule page</li> <li>• 1 Works Cited/Bibliography</li> </ul>
<b>Punctuality</b> 0 or 1 point	<b>0</b> Participant was late for presentation	<b>1</b> Participant was on time for presentation	
<b>Dress Code</b> 0 or 1 point	<b>0</b> Event dress code was not followed	<b>1</b> Event dress code was followed	

<b>EVALUATORS' SCORES</b>	<b>ROOM CONSULTANT TOTAL</b> (8 Points Possible)
Evaluator 1: _____ Initials: _____	<b>AVERAGE EVALUATOR SCORE</b> (92 Points Possible) <b>FINAL SCORE</b> (Average Evaluator Score plus Room Consultant Score)
Evaluator 2: _____ Initials: _____	
Evaluator 3: _____ Initials: _____	
Total Score: _____ _____ Divided by # of Evaluators = <b>AVERAGE EVALUATOR SCORE</b> Rounded only to the nearest hundredth (i.e., 79.99 not 80.00)	

**RATING ACHIEVED** (circle one)    **Gold:** 90-100    **Silver:** 70-89.99    **Bronze:** 1-69.99

**VERIFICATION OF FINAL SCORE & RATING** (please initial)

Evaluator 1: \_\_\_\_\_ Evaluator 2: \_\_\_\_\_ Evaluator 3: \_\_\_\_\_ Adult Room Consultant: \_\_\_\_\_ Event Lead Consultant: \_\_\_\_\_

## SPORTS NUTRITION LEVEL 1 RUBRIC

Participant Name: \_\_\_\_\_  
 Chapter: \_\_\_\_\_ State: \_\_\_\_\_ Team #: \_\_\_\_\_ Station #: \_\_\_\_\_ Level: \_\_\_\_\_

FILE FOLDER						POINTS
<b>FCCLA Planning Process Summary Page</b> 0–10 points	<b>0</b> Planning Process Summary not provided	<b>1 2 3</b> Planning Process steps are not clearly summarized or are inadequate	<b>4 5 6</b> All Planning Process steps are summarized	<b>7 8</b> Evidence that the Planning Process was utilized to plan project	<b>9 10</b> The Planning Process is used to plan the project. Each step is fully explained. No more than 1 page	
<b>Sport &amp; Training Summary Pages</b> 0–8 points	<b>0</b> Not included	<b>1 2</b> Sport & Training Summary pages poorly summarized. Missing most information (see specifications)	<b>3 4</b> Sport & Training Summary pages loosely summarized. Includes most details (see specifications)	<b>5 6</b> Sport & Training Summary pages summarized. Includes all details (see specifications)	<b>7 8</b> Sport & Training Summary pages well summarized. Includes all details (see specifications)	
<b>Student Athlete Demographic Page</b> 0–3 points	<b>0</b> Not included	<b>1</b> Demographic information poorly detailed and missing most information (see specifications)	<b>2</b> Demographic information detailed. Includes most information (see specifications)	<b>3</b> Demographic information well detailed. Includes all information (see specifications)		
<b>Student Athlete Daily Schedule Page</b> 0–3 points	<b>0</b> Not included	<b>1</b> Daily schedule poorly detailed and missing most information (see specifications)	<b>2</b> Daily schedule detailed. Includes most information (see specifications)	<b>3</b> Daily schedule well detailed. Includes all information (see specifications)		
<b>Works Cited/Bibliography</b> 0–3 points	<b>0</b> Not included	<b>1</b> Sources are incomplete, dated, unreliable and with many citation errors	<b>2</b> Sources are complete, current and reliable, but have citation errors (see citation guide)	<b>3</b> Sources are complete, current, reliable and in MLA/APA citation (see citation chart)		

NUTRITION AND HYDRATION PLAN						POINTS
<b>Nutrition Plan Goals</b> 0–5 points	<b>0</b> Not included	<b>1 2</b> Less than 3 goals for nutrition, hydration and performance detailed.	<b>3</b> At least 3 goals for nutrition, hydration and performance loosely detailed.	<b>4</b> At least 3 goals for nutrition, hydration and performance detailed.	<b>5</b> At least 3 goals for nutrition, hydration and performance well detailed.	
<b>Nutrition and Hydration Plan</b> 0–15 points	<b>0</b> Not included	<b>1 2 3 4</b> Nutrition and Hydration Plan for 3 days is poorly detailed or meets limited criteria (see specifications)	<b>5 6 7 8</b> Nutrition and Hydration Plan for 3 days is loosely detailed and meets most criteria (see specifications)	<b>9 10 11 12</b> Nutrition and Hydration Plan for 3 days is detailed and meets all criteria (see specifications)	<b>13 14 15</b> Nutrition and Hydration Plan for 3 days is well detailed and meets all criteria (see specifications)	
<b>Nutritional Evaluation</b> 0–10 points	<b>0</b> Not included	<b>1 2 3</b> Daily nutrient analysis poorly detailed	<b>4 5 6</b> Daily nutrient analysis loosely detailed	<b>7 8</b> Daily nutrient analysis detailed	<b>9 10</b> Daily nutrient analysis well detailed	
<b>Management Tool</b> 0–3 points	<b>0</b> Not included	<b>1</b> Selected management tool is unrealistic or does not meet the student athlete's needs	<b>2</b> Selected management tool is realistic and generally fits the student athlete's needs	<b>3</b> Selected management tool is realistic and clearly fits the student athlete's needs		

ORAL PRESENTATION						POINTS
<b>Organization/Delivery</b> 0–10 points	<b>0</b> Presentation is not complete or presented briefly and does not cover components of the project	<b>1 2 3</b> The presentation covers some or all topic elements with limited information	<b>4 5 6</b> Presentation gives complete information but does not explain the project well	<b>7 8</b> Presentation covers information completely but does not flow well	<b>9 10</b> Presentation covers all relevant information with a seamless and logical delivery	
<b>Knowledge of Sports Nutrition</b> 0–5 points	<b>0</b> Little or no evidence of knowledge	<b>1 2</b> Minimal evidence of knowledge	<b>3</b> Knowledge of sports nutrition is evident but not effectively used in presentation	<b>4</b> Knowledge of sports nutrition is evident and shared at times in the presentation	<b>5</b> Knowledge of sports nutrition is evident and incorporated throughout the presentation	
<b>Relationship of Family and Consumer Sciences Coursework and Standards</b> 0–3 points	<b>0</b> No evidence of relationship between FCS coursework and project	<b>1</b> Limited evidence of relationship between FCS coursework and project	<b>2</b> Relationship between FCS coursework and project is evident and shared at times	<b>3</b> Relationship between FCS coursework and project is evident and explained well		

<b>Use of Visuals during Presentation</b> 0–3 points	<b>0</b> Visuals are not used during presentation	<b>1</b> Limited use during presentation	<b>2</b> Used effectively throughout the presentation	<b>3</b> Significantly enhances the presentation		
<b>Voice—pitch, tempo, volume</b> 0–3 points	<b>0</b> Voice qualities not used effectively	<b>1</b> Voice quality is adequate	<b>2</b> Voice quality is good, but could improve	<b>3</b> Voice quality is outstanding and pleasing		
<b>Body Language</b> 0–2 points	<b>0</b> Uses inappropriate gestures, posture or mannerisms, avoids eye contact	<b>1</b> Gestures, posture, mannerisms and eye contact is inconsistent	<b>2</b> Gestures, posture, mannerisms, and eye contact are appropriate			
<b>Grammar/Word Usage/Pronunciation</b> 0–3 points	<b>0</b> Extensive (more than 5) grammatical and pronunciation errors	<b>1</b> Some (3–5) grammatical and pronunciation errors	<b>2</b> Few (1–2) grammatical and pronunciation errors	<b>3</b> Presentation has no grammatical or pronunciation errors		
<b>Responses to Evaluators' Questions</b> 0–3 points	<b>0</b> Did not answer evaluators' questions	<b>1</b> Unable to answer some questions and/or given with hesitation and/or inaccurate	<b>2</b> Gave appropriate responses to evaluators' questions	<b>3</b> Responses to questions were appropriate and given without hesitation		

<b>Evaluator's Comments—Include two things done well and two opportunities for improvement:</b>  	<b>TOTAL</b> <b>(92 Points Possible)</b>
	<b>Evaluator #:</b> _____ <b>Evaluator Initials:</b> _____ <b>RC Initials:</b> _____

## SPORTS NUTRITION LEVEL 2 RUBRIC

Participant Name: \_\_\_\_\_  
 Chapter: \_\_\_\_\_ State: \_\_\_\_\_ Team #: \_\_\_\_\_ Station #: \_\_\_\_\_ Level: \_\_\_\_\_

FILE FOLDER						POINTS
<b>FCCLA Planning Process Summary Page</b> 0–10 points	<b>0</b> Planning Process Summary not provided	<b>1 2 3</b> Planning Process steps are not clearly summarized or are inadequate	<b>4 5 6</b> All Planning Process steps are summarized	<b>7 8</b> Evidence that the Planning Process was utilized to plan project	<b>9 10</b> The Planning Process is used to plan the project. Each step is fully explained. No more than 1 page	
<b>Sport &amp; Training Summary Pages</b> 0–8 points	<b>0</b> Not included	<b>1 2</b> Sport & Training Summary pages poorly summarized. Missing most information (see specifications)	<b>3 4</b> Sport & Training Summary pages loosely summarized. Includes most details (see specifications)	<b>5 6</b> Sport & Training Summary pages summarized. Includes all details (see specifications)	<b>7 8</b> Sport & Training Summary pages well summarized. Includes all details (see specifications)	
<b>Student Athlete Demographic Page</b> 0–3 points	<b>0</b> Not included	<b>1</b> Demographic information poorly detailed and missing most information (see specifications)	<b>2</b> Demographic information detailed. Includes most information (see specifications)	<b>3</b> Demographic information well detailed. Includes all information (see specifications)		
<b>Student Athlete Daily Schedule Page</b> 0–3 points	<b>0</b> Not included	<b>1</b> Daily schedule poorly detailed and missing most information (see specifications)	<b>2</b> Daily schedule detailed. Includes most information (see specifications)	<b>3</b> Daily schedule well detailed. Includes all information (see specifications)		
<b>Works Cited/ Bibliography</b> 0–3 points	<b>0</b> Not included	<b>1</b> Sources are incomplete, dated, unreliable and with many citation errors	<b>2</b> Sources are complete, current and reliable, but have citation errors (see citation guide)	<b>3</b> Sources are complete, current, reliable and in MLA/APA citation (see citation chart)		

NUTRITION AND HYDRATION PLAN						POINTS
<b>Nutrition Plan Goals</b> 0–5 points	<b>0</b> Not included	<b>1 2</b> Less than 3 goals for nutrition, hydration and performance detailed.	<b>3</b> At least 3 goals for nutrition, hydration and performance loosely detailed.	<b>4</b> At least 3 goals for nutrition, hydration and performance detailed.	<b>5</b> At least 3 goals for nutrition, hydration and performance well detailed.	
<b>Nutrition and Hydration Plan</b> 0–15 points	<b>0</b> Not included	<b>1 2 3 4</b> Nutrition and Hydration Plan for 3 days is poorly detailed or meets limited criteria (see specifications)	<b>5 6 7 8</b> Nutrition and Hydration Plan for 3 days is loosely detailed and meets most criteria (see specifications)	<b>9 10 11 12</b> Nutrition and Hydration Plan for 3 days is detailed and meets all criteria (see specifications)	<b>13 14 15</b> Nutrition and Hydration Plan for 3 days is well detailed and meets all criteria (see specifications)	
<b>Nutritional Evaluation</b> 0–10 points	<b>0</b> Not included	<b>1 2 3</b> Daily nutrient analysis poorly detailed. Comparison to DRIs and RDAs unclear. Discrepancy rational not included	<b>4 5 6</b> Daily nutrient analysis loosely detailed. Comparison to DRIs and RDAs evident. Discrepancy rational included but vague	<b>7 8</b> Daily nutrient analysis detailed. Comparison to DRIs and RDAs evident. Discrepancy rational included	<b>9 10</b> Daily nutrient analysis well detailed. Comparison to DRIs and RDAs clearly evident. Discrepancy rational included	
<b>Management Tool</b> 0–3 points	<b>0</b> Not included	<b>1</b> Selected management tool is unrealistic or does not meet the student athlete's needs	<b>2</b> Selected management tool is realistic and generally fits the student athlete's needs	<b>3</b> Selected management tool is realistic and clearly fits the student athlete's needs		

ORAL PRESENTATION						POINTS
<b>Organization/ Delivery</b> 0–10 points	<b>0</b> Presentation is not complete or presented briefly and does not cover components of the project	<b>1 2 3</b> The presentation covers some or all topic elements with limited information	<b>4 5 6</b> Presentation gives complete information but does not explain the project well	<b>7 8</b> Presentation covers information completely but does not flow well	<b>9 10</b> Presentation covers all relevant information with a seamless and logical delivery	
<b>Knowledge of Sports Nutrition</b> 0–5 points	<b>0</b> Little or no evidence of knowledge	<b>1 2</b> Minimal evidence of knowledge	<b>3</b> Knowledge of sports nutrition is evident but not effectively used in presentation	<b>4</b> Knowledge of sports nutrition is evident and shared at times in the presentation	<b>5</b> Knowledge of sports nutrition is evident and incorporated throughout the presentation	
<b>Relationship of Family and Consumer Sciences Coursework and Standards</b> 0–3 points	<b>0</b> No evidence of relationship between FCS coursework and project. National program not identified	<b>1</b> Limited evidence of relationship between FCS coursework and project. National Program not identified	<b>2</b> Relationship between FCS coursework and project is evident and shared at times. National Program identified	<b>3</b> Relationship between FCS coursework and project is evident, National Program identified and both explained well		

<b>Use of Visuals during Presentation</b> 0–3 points	<b>0</b> Visuals are not used during presentation	<b>1</b> Limited use during presentation	<b>2</b> Used effectively throughout the presentation	<b>3</b> Significantly enhances the presentation		
<b>Voice—pitch, tempo, volume</b> 0–3 points	<b>0</b> Voice qualities not used effectively	<b>1</b> Voice quality is adequate	<b>2</b> Voice quality is good, but could improve	<b>3</b> Voice quality is outstanding and pleasing		
<b>Body Language</b> 0–2 points	<b>0</b> Uses inappropriate gestures, posture or mannerisms, avoids eye contact	<b>1</b> Gestures, posture, mannerisms and eye contact is inconsistent	<b>2</b> Gestures, posture, mannerisms, and eye contact are appropriate			
<b>Grammar/Word Usage/Pronunciation</b> 0–3 points	<b>0</b> Extensive (more than 5) grammatical and pronunciation errors	<b>1</b> Some (3–5) grammatical and pronunciation errors	<b>2</b> Few (1–2) grammatical and pronunciation errors	<b>3</b> Presentation has no grammatical or pronunciation errors		
<b>Responses to Evaluators' Questions</b> 0–3 points	<b>0</b> Did not answer evaluators' questions	<b>1</b> Unable to answer some questions and/or given with hesitation and/or inaccurate	<b>2</b> Gave appropriate responses to evaluators' questions	<b>3</b> Responses to questions were appropriate and given without hesitation		

<b>Evaluator's Comments—Include two things done well and two opportunities for improvement:</b>	<b>TOTAL</b> <b>(92 Points Possible)</b>
	<b>Evaluator #:</b> _____ <b>Evaluator Initials:</b> _____ <b>RC Initials:</b> _____



## SPORTS NUTRITION LEVELS 3 & 4 RUBRIC

Participant Name: \_\_\_\_\_  
 Chapter: \_\_\_\_\_ State: \_\_\_\_\_ Team #: \_\_\_\_\_ Station #: \_\_\_\_\_ Level: \_\_\_\_\_

FILE FOLDER						POINTS
<b>FCCLA Planning Process Summary Page</b> 0–10 points	0 Planning Process Summary not provided	1 2 3 Planning Process steps are not clearly summarized or are inadequate	4 5 6 All Planning Process steps are summarized	7 8 Evidence that the Planning Process was utilized to plan project	9 10 The Planning Process is used to plan the project. Each step is fully explained. No more than 1 page	
<b>Sport &amp; Training Summary Pages</b> 0–8 points	0 Not included	1 2 Sport & Training Summary pages poorly summarized. Missing most information (see specifications)	3 4 Sport & Training Summary pages loosely summarized. Includes most details (see specifications)	5 6 Sport & Training Summary pages summarized. Includes all details (see specifications)	7 8 Sport & Training Summary pages well summarized. Includes all details (see specifications)	
<b>Student Athlete Demographic Page</b> 0–3 points	0 Not included	1 Demographic information poorly detailed and missing most information (see specifications)	2 Demographic information detailed. Includes most information (see specifications)	3 Demographic information well detailed. Includes all information (see specifications)		
<b>Student Athlete Daily Schedule Page</b> 0–3 points	0 Not included	1 Daily schedule poorly detailed and missing most information (see specifications)	2 Daily schedule detailed. Includes most information (see specifications)	3 Daily schedule well detailed. Includes all information (see specifications)		
<b>Works Cited/ Bibliography</b> 0–3 points	0 Not included	1 Sources are incomplete, dated, unreliable and with many citation errors	2 Sources are complete, current and reliable, but have citation errors (see citation guide)	3 Sources are complete, current, reliable and in MLA/APA citation (see citation chart)		

NUTRITION AND HYDRATION PLAN						POINTS
<b>Nutrition Plan Goals</b> 0–5 points	0 Not included	1 2 Less than 3 goals for nutrition, hydration and performance detailed.	3 At least 3 goals for nutrition, hydration and performance loosely detailed.	4 At least 3 goals for nutrition, hydration and performance detailed.	5 At least 3 goals for nutrition, hydration and performance well detailed.	
<b>Nutrition and Hydration Plan</b> 0–15 points	0 Not included	1 2 3 4 Nutrition and Hydration Plan for 5 days is poorly detailed or meets limited criteria (see specifications)	5 6 7 8 Nutrition and Hydration Plan for 5 days is loosely detailed and meets most criteria (see specifications)	9 10 11 12 Nutrition and Hydration Plan for 5 days is detailed and meets all criteria (see specifications)	13 14 15 Nutrition and Hydration Plan for 5 days is well detailed and meets all criteria (see specifications)	
<b>Nutritional Evaluation</b> 0–10 points	0 Not included	1 2 3 Daily nutrient analysis poorly detailed. Comparison to DRIs and RDAs unclear. Discrepancy rational not included	4 5 6 Daily nutrient analysis loosely detailed. Comparison to DRIs and RDAs evident. Discrepancy rational included but vague	7 8 Daily nutrient analysis detailed. Comparison to DRIs and RDAs evident. Discrepancy rational included	9 10 Daily nutrient analysis well detailed. Comparison to DRIs and RDAs clearly evident. Discrepancy rational included	
<b>Management Tool</b> 0–3 points	0 Not included	1 Selected management tool is unrealistic or does not meet the student athlete's needs	2 Selected management tool is realistic and generally fits the student athlete's needs	3 Selected management tool is realistic and clearly fits the student athlete's needs		

ORAL PRESENTATION						POINTS
<b>Organization/ Delivery</b> 0–10 points	0 Presentation is not complete or presented briefly and does not cover components of the project	1 2 3 The presentation covers some or all topic elements with limited information	4 5 6 Presentation gives complete information but does not explain the project well	7 8 Presentation covers information completely but does not flow well	9 10 Presentation covers all relevant information with a seamless and logical delivery	
<b>Knowledge of Sports Nutrition</b> 0–5 points	0 Little or no evidence of knowledge	1 2 Minimal evidence of knowledge	3 Knowledge of sports nutrition is evident but not effectively used in presentation	4 Knowledge of sports nutrition is evident and shared at times in the presentation	5 Knowledge of sports nutrition is evident and incorporated throughout the presentation	
<b>Relationship of Family and Consumer Sciences Coursework and Standards</b> 0–3 points	0 No evidence of relationship between FCS coursework, standards and project. Neither National Program nor career pathway identified	1 Limited evidence of relationship between FCS coursework, standards and project. Either National Program or career pathway not identified	2 Evidence of relationship between FCS coursework, standards and project. National Program and career pathway identified	3 Detailed evidence of relationship between FCS coursework, standards and project. National Program and career pathway identified. All components explained well		

<b>Use of Visuals during Presentation</b> 0–3 points	<b>0</b> Visuals are not used during presentation	<b>1</b> Limited use during presentation	<b>2</b> Used effectively throughout the presentation	<b>3</b> Significantly enhances the presentation		
<b>Voice—pitch, tempo, volume</b> 0–3 points	<b>0</b> Voice qualities not used effectively	<b>1</b> Voice quality is adequate	<b>2</b> Voice quality is good, but could improve	<b>3</b> Voice quality is outstanding and pleasing		
<b>Body Language</b> 0–2 points	<b>0</b> Uses inappropriate gestures, posture or mannerisms, avoids eye contact	<b>1</b> Gestures, posture, mannerisms and eye contact is inconsistent	<b>2</b> Gestures, posture, mannerisms, and eye contact are appropriate			
<b>Grammar/Word Usage/Pronunciation</b> 0–3 points	<b>0</b> Extensive (more than 5) grammatical and pronunciation errors	<b>1</b> Some (3–5) grammatical and pronunciation errors	<b>2</b> Few (1–2) grammatical and pronunciation errors	<b>3</b> Presentation has no grammatical or pronunciation errors		
<b>Responses to Evaluators' Questions</b> 0–3 points	<b>0</b> Did not answer evaluators' questions	<b>1</b> Unable to answer some questions and/or given with hesitation and/or inaccurate	<b>2</b> Gave appropriate responses to evaluators' questions	<b>3</b> Responses to questions were appropriate and given without hesitation		

<b>Evaluator's Comments—Include two things done well and two opportunities for improvement:</b>	<b>TOTAL</b> <b>(92 Points Possible)</b>
	<b>Evaluator #:</b> _____ <b>Evaluator Initials:</b> _____ <b>RC Initials:</b> _____