



American Spirit

2024 SkillsUSA Michigan State Championships Contest Description Task and Materials List

CONTEST LOCATION:

Amway Grand Plaza Hotel
<http://www.amwaygrand.com>

RESUME:

Each student must submit a one-page printed resume before the contest start at the contest site (present to contest coordinator, not judges). Failure to do so will result in a 10 point penalty.

STUDENT MUST SUPPLY:

- Team of 3 students
- 1 page resume per student
- Same supplies as listed in the SkillsUSA Championships Technical Standards
- All books are to be brought to the contest site the day of the contest.

NOTE:

- *Please refer to the 2023-24 Technical Standards for specific contest details.*

FRAMEWORK REQUIREMENT

Students will be expected to display or explain how they used some of the SkillsUSA Framework Essential Elements.

TESTING REQUIREMENT

Online Professional Development

CLOTHING REQUIREMENT (if different from National contest):

- SkillsUSA official dress
- No heels over 2"

OBSERVERS ALLOWED IN ROOM DURING COMPETITION? NO

Revised 12/18/2023

Category	Tech Standards / Specifications	Substantially Demonstrated	Moderately Demonstrated	Minimally Demonstrated	Score (0-5)	Weight	Awarded Points	Total Points	
Binder	Title Page Criteria (Must be in this order) 1. Name of Chapter 2. Name of Chapter President 3. School Name 4. School Address 5. School Telephone Number 6. A complete list of credentials or certifications offered through the school's SkillsUSA pathway(s) or program of study for the chapter entering the competition.	5 4 The Title Page meets all of the criteria stated.	3 2 The Title Page meets at least half of the criteria stated.	1 0 The Title Page meets less than half of the criteria stated.		10	0	50	
	Table of Contents/General Appearance This should be Page 1. The table of contents will follow the presented order list with page numbers. (It is better to itemize each section with page numbers for the item rather than a range of pages for the section.)	5 4 The Table of Contents meets all of the criteria stated.	3 2 The Table of Contents meets at least half of the criteria stated.	1 0 The Table of Contents meets less than half of the criteria stated.		10	0	50	
Community Service	Project Description AM 1.0 – Conduct, plan and participate in three separate projects during the school year and provide evidence by creating a professional binder/crapbook with the title page, table of contents and three required sections 1.1. Describe the project using correct grammar, punctuation and spelling	5 4 Thoroughly describes the purpose of the project. No errors or slight errors in grammar or spelling that distract the reader from the content.	3 2 Describes the purpose of the project but leaves some confusion or gaps. Major errors in spelling and grammar that distract the reader from the content.	1 0 Does not adequately address the purpose of the project. Excessive errors in spelling and grammar that distract the reader from the content.		6.4	0	32	
	Framework AM 1.0 – Conduct, plan and participate in three separate projects during the school year and provide evidence by creating a professional binder/crapbook with the title page, table of contents and three required sections 1.5. Describe which component and essential element(s) from the Framework were employed and how you used them to help make your project a success AM 3.0 – SkillsUSA Framework The SkillsUSA Framework is used to pinpoint the Essential Elements found in Personal Skills, Workplace Skills and Technical Skills Grounded in Academics. Students will be expected to display or explain how they used some of these Essential Elements. Please reference the graphic, as you may be scored on specific elements applied to your project.	5 4 Response clearly states and describes how students demonstrated or mastered the Essential Element of the Framework component.	3 2 Response vaguely states and describes how students demonstrated or mastered the Essential Element of the Framework component.	1 0 Response poorly states how students demonstrated or mastered the Essential Element of the Framework component.		6.4	0	32	
	Objectives for the Project AM 1.0 – Conduct, plan and participate in three separate projects during the school year and provide evidence by creating a professional binder/crapbook with the title page, table of contents and three required sections 1.2. List the objectives for the project 1.3. Write attainable SMART goals for the project	5 4 Thoroughly describes the purpose of the project. Goal is well written and utilizes all 5 components of a SMART goal. (Specific, Measurable, Attainable, Realistic and Timely)	3 2 Describes the purpose of the project but leaves some confusion or gaps. Goal is vague and does not utilize all the components of a SMART goal. (Specific, Measurable, Attainable, Realistic and Timely)	1 0 Does not adequately address the purpose of the project. Goal is poorly written and does not utilize the components of a SMART goal. (Specific, Measurable, Attainable, Realistic and Timely)		6.4	0	32	
	Evidence of Planning AM 1.0 – Conduct, plan and participate in three separate projects during the school year and provide evidence by creating a professional binder/crapbook with the title page, table of contents and three required sections 1.4. Provide evidence of planning for the project (Example: Committee reports, Framework lessons, pictures) 1.6. Describe how the project was planned using the SkillsUSA Program of Work 1.7. Describe who helped to plan the project	5 4 Thoroughly describes the planning of the project. SkillsUSA Program of Work is well clearly identified. Members are identified and their role in project planning is well documented.	3 2 Describes the planning of the project but leaves some confusion or gaps. SkillsUSA Program of Work is somewhat identified. Some members are identified and their role in project planning is vague.	1 0 Does not adequately address the planning of the project. SkillsUSA Program of Work is not or poorly identified. Members and/or their roles are not identified.		6.4	0	32	
	Methods of Implementation AM 1.0 – Conduct, plan and participate in three separate projects during the school year and provide evidence by creating a professional binder/crapbook with the title page, table of contents and three required sections 1.8. Describe the methods of implementation used 1.9. Provide a description of how the project was conducted in a sequential order and how you met your SMART goals 1.10. Explain how each member participated in the project	5 4 Provides a clear evidence of the implementation methods. Description clearly identifies sequential order of project and how SMART goals were met. The explanation does not leave one guessing about member participation.	3 2 Provides some evidence of the implementation methods. Leaves some gaps or confusion on sequential order. It is not clear if SMART goals were met or how. Member participation is somewhat documented.	1 0 Provides little to no evidence of the implementation methods. Sequential order and SMART goals are vaguely described, or not at all. Member participation is unclear.		6.4	0	32	
	Number of Members Involved AM 1.0 – Conduct, plan and participate in three separate projects during the school year and provide evidence by creating a professional binder/crapbook with the title page, table of contents and three required sections 1.11. List the total membership of the chapter and how many members were involved in the project	5 4 Clearly documents number of members involved in the activity and the total membership (if the activity was done by a single pathway, use the pathway membership; however, if the entire chapter participated, use the total membership numbers).	3 2 Moderately documents number of members involved in the activity and the total membership (if the activity was done by a single pathway, use the pathway membership; however, if the entire chapter participated, use the total membership numbers).	1 0 Poorly documents number of members involved in the activity and the total membership (if the activity was done by a single pathway, use the pathway membership; however, if the entire chapter participated, use the total membership numbers).		6	0	30	
	Letter of Recommendation Three (3) for each project — one from each category below. 1. Letter from a school administrator will be required for each project on school letterhead stationery with a signature and date 2. Letter from a business, organization, or industry representative will be required for each project, on official stationery with a signature and date 3. Letter from local newspaper, radio station, or TV station verifying that articles have been submitted and/or published to publicize the activity conducted by the SkillsUSA chapter. Original copies of the newspaper articles must be submitted. Date(s) of the project must be within the article or attached to the article. Photocopies of the articles are not acceptable. A letter from the advisor verifying the article, date, source is also acceptable (must be school stationery, dated and signed).	5 4 The letter meets all of the criteria stated.	3 2 The letter meets at least half of the criteria stated.	1 0 The letter meets less than half of the criteria stated.		6	0	30	
	Photographs At least three (3) and no more than six (6) 1. At least three (3) and no more than six (6) high quality photographs (digitally reproduced copies are acceptable for photographs) of each project must be submitted to show events as they were conducted. (A collage-type picture is acceptable but must be printed as a single item.) 2. Photos should be affixed in the binder/crapbook and identified. 3. Photographs should be labeled with a description of the event taking place. Names (use only the person's first or last name) of people in the photograph should be included. 4. Photographic support of the American Spirit entry being planned and implemented (photos of meetings and work being done) and the construction of the main entry (photos of the entire entry being put together) are recommended to include — but are not limited to — photos of meetings, projects, meetings with individuals outside of the chapter, documents getting signed, etc. Include letters or photos that make the entry more of a complete story and believable.	5 4 The photographs meets all of the criteria stated.	3 2 The photographs meets at least half of the criteria stated.	1 0 The photographs meets less than half of the criteria stated.		6	0	30	
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	Interview	AM 2.0 – Complete a 5- to 10-minute interview process explaining the entry to the judges and a question-and-answer session 2.1. Create an effective, clear and strong opening 2.2. Organize the presentation according to the sequence of projects in the scrapbook 2.3. Communicate information about each project in a compact and complete manner 2.4. Display various verbal techniques and exhibit poise in behavior 2.5. Close speech with an effective ending that ties all of the elements together 2.6. Communicate your knowledge of the Framework used in your project 2.7. Complete the interview within the time limits set by the competition standards	5 4 The answers are appropriate, organized, and reflect logic and clarity.	3 2 The answers are somewhat appropriate, organized, and reflect logic and clarity.	1 0 The answers are confusing and/or do not answer the question asked.		25	0	125
	PENALTIES	Binder: Official SkillsUSA Binder – Penalty -10 points. Entries must be typed and submitted in an official three-ring SkillsUSA binder or scrapbook.							
Binder: Pages – Maximum penalty -100 points. The binder/crapbook will contain no more than 75 sheets of paper the size of the official SkillsUSA binder/crapbook paper. Both surfaces of the 75 sheets may be filled, for a maximum of 150 surfaces. Five points per surface (10 points per sheet of paper) will be deducted for exceeding these maximums.									
PENALTIES	Form 100-R – Maximum penalty -50 points.								