



Digital Stories for Change

Digital Stories for Change, an *individual or team event*, recognizes participants who demonstrate their knowledge, skills, and abilities to actively identify an issue concerning families, careers, or communities; research the topic; and develop a *digital story* to advocate for positive change. **The topic for 2018–2019 is “Digital Citizenship” and must include topics related to the norms of appropriate, responsible behavior with regard to technology use.**

Level I: Participants must prepare a *digital story and project components* to be submitted online. **Level II:** Fifteen (15) entries will be invited to present their *digital story*, plus an **oral presentation**, at the National Leadership Conference.

EVENT CATEGORIES

Junior: through grade 9

Senior: grades 10–12

Occupational: grades 10–12

See page 85 for more information on event categories.

STANDARDS ALIGNMENTS

See STAR Events Resources Page for detailed event alignment information to national educational initiatives and standards.

CAREER CLUSTERS

- Arts, A/V Technology & Communications
- Education & Training
- Finance
- Government & Public Administration
- Hospitality & Tourism
- Human Services
- Information Technology
- Marketing
- Science, Technology, Engineering & Mathematics

ELIGIBILITY & GENERAL INFORMATION

1. Review “Eligibility and General Rules for All Levels of Competition” on page 87 prior to event planning and preparation.
2. Any nationally affiliated FCCLA chapter may submit one entry in each category.

PROCEDURES: LEVEL I

1. Participants create a *digital story* about an issue concerning families, careers, or communities using the 2018–2019 national topic (see event description). It is not a demonstration or “how to” presentation, nor a photo/video slide show.

(continued next page)

GENERAL INFORMATION								
Individual or Team Event	Prepare Ahead of Time	Equipment Provided	Electrical Access	Participant Set Up / Prep Time	Room Consultant & Evaluator Review Time	Maximum Oral Presentation Time	Evaluation Interview Time	Total Event Time
Individual or Team	Digital Story, Project Components, Oral Presentation (Level II)	Table, Laptop, Internet Access	Provided	5 minutes		1-minute warning at 4 minutes; stopped at 5 minutes	5 minutes	25 minutes

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

* As a backup, participants may bring their digital story files on a USB drive. No additional Audio, Presentation Equipment, or Visuals other than the presentation of the digital story are allowed.

2. The total running time of the *digital story* must be no longer than five (5) minutes in length, to include the title and credits.
3. Projects must be posted on the school/chapter website or wiki. Posted components include: *digital story* video with copyright notice, project storyboard, *project identification page*, project summary, and FCCLA *Planning Process* summary page. The video must be embedded on the website/wiki and a link provided to the original source (such as SchoolTube, YouTube, Vimeo, etc.). The other required project components must be able to be opened in Microsoft Word or in PDF format.
4. **The use of inappropriate music, graphics, or text will automatically disqualify the entry.** Inappropriate materials are those that are obscene, profane, or explicit.
5. **The use of copyrighted music, photographs, or graphics in the digital video will disqualify the entry.** Music, photographs, text, trademarks, or names that are used in the project must be properly cited and documented. **Only original items or items licensed for reuse are allowed.** Most popular/commercial music is copyrighted and its use strictly limited. Participants are encouraged to use music with the appropriate license for reuse and publication on the Internet. Copyright laws must be followed.
6. Participants must follow state or district rules/guidelines for student privacy and use of photographs or student work when published online.
7. Deadline for submission and project completion of Level I entries is February 1, no Level I entries may be changed after February 1.

ENTRY SUBMISSION AND REGISTRATION PROCESS

1. Level I entries will be submitted no later than 5:00 p.m. EST, February 1 using the Online STAR Events entry/registration form. A Level I entry fee will be required. Projects must be ready for evaluation at that time.
2. Level II entries will be submitted through the Online STAR Events Registration System through state advisers. The registration fee will be the same fee required of all National STAR Events participants, plus a team *technology* fee required for all online events. See page 91 for National STAR Events registration deadlines and information.

AWARDS AND RECOGNITION— LEVEL I

Each participant will receive a printable electronic STAR Events certificate along with their evaluation results. States may recognize these participants, if desired. The top 15 participants (no ranking 1–15 indicated) receiving a score of 70 or above, will receive an invitation by March 15 to compete at the National Leadership Conference.

PROCEDURES & TIME REQUIREMENTS For National Star Events Participation Only: Level II (Invitation Only)

1. Participants will have 5 minutes to set up their presentation.
2. Participants will play their digital video for the evaluators. The total running time of the *digital story* video **may be up to** 5 minutes in length. Videos will be stopped at 5 minutes.
3. Participants must include an oral presentation which may be up to 5 minutes in length. A one-minute warning will be given at 4 minutes. The participants will be stopped at 5 minutes.
4. Following the presentation, evaluators will have 5 minutes to interview the participant and review the project website and/or video.
5. Evaluators will have up to 5 minutes to use the rubric to score and write comments for each participant.

GENERAL INFORMATION

National Leadership Conference Participants Only

1. A table and laptop computer with Internet connections will be provided. As a backup, participants may bring their *digital story* files on a USB drive. Participants are not allowed to bring in any additional equipment. Note cards may be used in the oral presentation.
2. To prepare for the Level II presentation, participants are encouraged to update their Level I presentation based upon evaluation feedback. Changes may be made after March 15.
3. Specifications for the computer hardware and software versions supplied by FCCLA for use at National Leadership Conference will be posted on the national FCCLA Website by June 1.

AWARDS AND RECOGNITION— LEVEL II



Participants will receive recognition items including achievement medals and a press release to be personalized for local newspapers. Recognition will be held during the STAR Events Recognition Session.



DIGITAL STORIES FOR CHANGE Specifications

Website

Projects must be posted on the school/chapter website or wiki. Posted components include: *digital story* video with copyright notice, project storyboard, *project identification page*, *FCCLA Planning Process* summary page. The video should be embedded on the website/wiki. The other required project components must be able to be opened in Microsoft Word or in PDF format.

1-8 ½" x 11" page	<i>Project Identification Page</i>	<i>Plain paper</i> , with no <i>graphics</i> or decorations; must include participant's name(s), chapter name, school, city, state, event name, and project title. Must be posted on the website in Microsoft Word or PDF format.
1-8 ½" x 11" page	<i>FCCLA Planning Process</i> Summary Page	Summarize how each step of the <i>Planning Process</i> was used to plan and implement the project; Must be posted on the website in Microsoft Word or PDF format. For National Leadership Conference Phase II Participants Only: use of the <i>Planning Process</i> must also be described in the oral presentation.
1 	Evidence of Online Project Summary Submission	Participants should complete the online project summary form located on the "Surveys" tab of the FCCLA Portal, and include proof of submission on the website.
As Needed 	Storyboard Pages	Using the provided template, participants develop a detailed storyboard for the <i>digital story</i> project. The storyboard should be developed in sequential order to include scripting, narration, sounds/music, images, sketches or <i>graphics</i> , and technical aspects such as timing and design. Must be posted on the website in Microsoft Word or PDF format.
Up to 3 8 ½" x 11" pages	Project Summary Pages	Project summary pages to include the purpose of the project, relationship to areas of Family and Consumer Sciences and/or related careers, relevant research, background information that might help the <i>audience</i> understand the point of view of the project, and the change or awareness goal of the project. Must be posted on the website in Microsoft Word or PDF format.

Digital Story/Video

Participants create a *digital story* about an issue concerning families, careers, or communities using the 2017–2018 national topic (see event description). The *digital story/video* may be produced using video creation tools of the participants' choice, but must be posted online to the website/wiki and must be available for viewing online. Do not provide a video download.

Introduction	Create an introduction to the <i>digital story</i> that is original, catches interest, and relates to the purpose and focus of the <i>digital story</i> project.
Purpose and Focus	The participants should establish a clear purpose, focus, and point of view early in the <i>digital story</i> and maintain this purpose and focus throughout the video presentation.
Subject Knowledge	Subject knowledge of the family, career, or <i>community</i> issue is clearly evident. All information presented in the video is appropriate and accurate.
Creativity and Design	Color, design, effects and creativity support the theme of the video. Should not distract the viewer from the purpose and focus.
Technical Quality—Sound	Sound quality—volume levels are adequate and consistent, clear sound (no crackling).
Technical Quality—Images or Video	Images used are original or licensed for reuse. Image or video quality is high resolution and there is no size distortion.
Technical Quality—Editing	Editing and production provides minimal, smooth, and effective transitions. Use of effects supports the story and maintains purpose and focus.
Works Cited/Bibliography	All work is original, or copyright permissions are included; only items licensed for reuse are used. Use MLA or APA citation style to cite all references. <i>Resources</i> should be <i>reliable</i> and <i>current</i> .

Digital Stories for Change Specifications (continued)

Licensing	A copyright or licensing statement is included in the video. Creative Commons licensing may be used— www.creativecommons.org .
Communication— Graphics/Images	<i>Graphics</i> , images, or video creates emotion to match the storyline, and communicates symbolism or metaphors. Images are well coordinated with music, sound, or narrative. (Slide shows are not an acceptable format). Only original <i>graphics</i> or images or those licensed for reuse may be used.
Communication— Text	Word, text or <i>graphic</i> choices are powerful, vivid, and descriptive to <i>audience</i> , and support the purpose and focus. Spelling, word choice, and grammar are used correctly.
Communication— Music/Sound	Music or sounds used in the video should significantly enrich the project, create the appropriate mood or tone, and is coordinated with text or images. Only original music or music licensed for reuse may be used.
Narration	A narration of the <i>digital story</i> should follow an original script. Narration should include one or more of the participants, and others, as desired. The main narration should be in English; other languages may be used to enhance the <i>digital story</i> . Diction, fluency, and flow supports or enhances the project.
Ending	Ending should bring closure to the <i>digital story</i> and engage the <i>audience</i> in reflective thinking or action toward change.

For National Leadership Conference Level II Participants ONLY

Oral Presentation

Following the viewing of the *digital story* presentation by evaluators, participants will deliver an oral presentation, which **may be up to 5 minutes** in length, to evaluators. The presentation should describe the research, planning, impact and personal learning of the participant as a result of the project. The presentation may not be prerecorded. No presentation elements are allowed during the oral presentation.

Organization/Delivery	Deliver oral presentation in an organized, sequential manner; concisely and thoroughly summarize project.
Relationship to Family and Consumer Sciences Coursework and/or	Describe relationship of project <i>content</i> to Family and Consumer Sciences and related careers.
Knowledge of Subject	Demonstrate knowledge of subject matter, research, and impact of project on participant(s).
Voice	Speak clearly with appropriate pitch, tempo, and volume.
Body Language/ Clothing Choice	Use appropriate body language including gestures, posture, mannerisms, eye contact, and appropriate handling of notes or note cards if used. Wear appropriate clothing for nature of the presentation.
Grammar/Word Usage/ Pronunciation	Use proper grammar, word usage, and pronunciation.
Responses to Evaluators' Questions	Provide clear and concise answers to evaluators' questions regarding project. Questions are asked after the presentation.



DIGITAL STORIES FOR CHANGE—Level I

Rubric

Name of Participant _____

Chapter _____ State _____ Team # _____ Station # _____ Category _____

WEBSITE CONTENT – DOCUMENTATION							Points
Project Identification Page 0 or 4 points	0 Project Identification Page is missing, is not completed, or includes incorrect information			4 Project Identification Page is present, contains participants' names, chapter name, school, city, state, event name, and project title			
FCCLA Planning Process Summary Page 0-5 points	0 Planning Process summary not provided	1 Inadequate steps in the Planning Process are presented	2 All Planning Process steps are presented but not summarized	3 All Planning Process steps are summarized	4 Evidence that the Planning Process was utilized to plan project	5 The Planning Process is used to plan the project. Each step is fully explained	
Evidence of Online Project Summary Submission 0 or 1 point	0 Not provided			1 Proof of submission from the online form is included			
Storyboard 0-5 points	0 Not included	1 Very limited and disorganized	2 Does not include required elements	3 Includes most of the required elements and is generally followed	4 Includes all required elements and is followed	5 Is sequential, includes scripting, narration, sounds/music, image sketches or graphics, and technical aspects. Storyboard is followed	
Project Summary 0-15 points	0 Not provided	1 Purpose, FCS relationship, research, background information, and goal of the project is minimally explained and presented	2 Purpose, FCS relationship, research, background information, and goal of the project is inconsistently explained and presented	3 Purpose, FCS relationship, research, background information, and goal of the project is explained but lacking detail or is disorganized	4 Purpose, FCS relationship, research, background information, and goal of the project is explained and presented	5 Purpose of project, relationship to FCS areas and/or related careers, research, background information, and goal of the project is well explained and presented in an organized format	
DIGITAL STORY/VIDEO							Points
Introduction 0-5 points	0 No obvious introduction	1 Introduction not relevant or appropriate for the presentation	2 Introduction not effective in capturing attention	3 Somewhat creative/attention getting	4 Creative introduction	5 Introduction captured attention immediately	
Purpose and Focus 0-5 points	0 Not included	1 Purpose, focus, and point of view is difficult to figure out	2 Purpose, focus, and point of view is inconsistent	3 Purpose, focus, and point of view is established but is not maintained throughout the presentation	4 Purpose, focus, and point of view is mostly clear and maintained throughout the presentation	5 Purpose, focus and point of view is clear and maintained throughout the presentation	
Subject Knowledge 0-5 points	0 Did not mention	1 Minimal evidence of knowledge	2 Some evidence of knowledge	3 Evidence of knowledge, but not used effectively in the presentation	4 Evidence of knowledge. Presentation is enhanced by participant's knowledge	5 Evidence of thorough knowledge. Effective presentation of current data and information to support viewpoints and issues of concern	
Creativity and Design 0-5 points	0 Color, design and/or effects are over used or so minimal they distract from the purpose and focus	1 Color, design, and/or effects are inconsistent with purpose and focus and are not used effectively	2 Color, design, and/or effects neither enhance nor detract from the presentation	3 Good use of color, design and/or effects to support the presentation	4 Excellent and appropriate use of color, design, effects, and original ideas to support the presentation	5 Excellent and appropriate use of color, design, effects, and original ideas to support the presentation	
Technical Quality Sound 0-5 points	0 No sound or music was used in the project	1 Sound quality is poor (crackling, volume issues)	2 Sound quality is inconsistent	3 Sound quality is consistent throughout the project, neither enhances nor detracts	4 Sound quality is good throughout	5 Sound quality is excellent throughout	

Digital Stories for Change (continued)

Points

Technical Quality Images or Video 0–5 points	0 Images or video was used without appropriate copyright permission	1 Images/video quality is poor (low resolution, size distortion) no use of copyrighted images or video	2 Images/video quality is inconsistent (low resolution, size distortion) no use of copyrighted images or video	3 Images/video quality is inconsistent—no use of copyrighted images or video	4 Images/video quality is good throughout—no use of copyrighted images or video	5 Images/video quality is excellent—high resolution, no distortion, no use of copyrighted images or video	
Technical Quality Editing 0–5 points	0 Not evident	1 Editing produces a product difficult to watch or follow	2 Inconsistent editing with under/over use of transitions and effects	3 Editing generally supports the presentation, neither enhances nor detracts from the presentation	4 Good editing and overall production to support the presentation	5 Excellent editing and production with smooth and effective transitions. Use of effects supports the presentation	
Documentation 0–5 points	0 Sources are cited but no permissions for using copyrighted work is included	1 Copyright is questionable and source list is incomplete	2 Copyright is questionable and sources are in inconsistent format	3 Copyright statements and permissions are included for most sources but in inconsistent format	4 Copyright statements and permissions are included for all sources. Complete list in a consistent format	5 Work is original, copyright statements with permissions granted are included for all sources. Complete list of current and reliable resources, in MLA or APA style (<i>see style sheet</i>)	
Licensing 0 or 5 points	0 The video was not licensed by the participant			5 A Creative Commons license or copyright statement is included in the video			
Communication— Graphics/Images 0–5 points	0 No images or graphics were used	1 Images are not relevant to the project	2 Graphics, images, or video used do not match the storyline or enrich the project. Images not coordinated with music, sound, or narrative	3 Graphics, images, or video is inconsistently used and is not clearly matched with the storyline. Images not coordinated with music, sound, or narrative	4 Graphics, images, or video match most of the storyline, and communicate symbolisms or metaphors. Images mostly coordinated with music, sound, or narrative	5 Graphics, images, or video creates emotion to match storyline, and communicate symbolism or metaphors. Images well-coordinated with music, sound, or narrative	
Communication— Text 0–5 points	0 No text was used	1 There are so many errors in word or text that it detracts from the project	2 Word or text does not enhance the project and contains errors	3 Word or text choices are appropriate but contain errors	4 Word or text choices are good and support the project idea	5 Word or text choices are powerful, vivid, and descriptive to audience	
Communication— Music/Sound 0–5 points	0 No music or sound	1 Music or sound is not relevant to the project, or is distracting	2 Music/sound is relevant but not coordinated with images	3 Music/sound neither enhances nor detracts from the project	4 Enriches the project, creates interest, and is mostly coordinated with images	5 Significantly enriches the project, creates appropriate mood/tone, and coordinated with images	
Narration 0–5 points	0 Not included	1 Is not relevant, does not match the storyline	2 Scripting is not original, does not match storyline. Voice quality, diction, fluency, and flow is not used effectively	3 Scripting relies on too many facts, quotes, or other non-original elements. Voice quality, diction, fluency and flow is average	4 Follows an original script, includes participant(s). Voice quality, diction, fluency, and flow is good	5 Follows an original script, includes participant(s). Voice quality, diction, fluency, and flow is excellent	
Ending 0–5 points	0 Ending is abrupt, weak, or video simply stops	1 Ending is somewhat developed but does not provide closure	2	3 Ending brings closure, but does not engage the audience in reflective thinking or action toward change	4	5 Ending brings closure and engages the audience in reflective thinking or action toward change	

Evaluator’s Comments:

LEVEL I TOTAL
(100 points possible)



DIGITAL STORIES FOR CHANGE

Level II Only

Rubric

Name of Participant _____

Chapter _____ State _____ Team # _____ Station # _____ Category _____

WEBSITE CONTENT – DOCUMENTATION							Points
Project Identification Page 0 or 4 points	0 Project Identification Page is missing, is not completed, or includes incorrect information			4 Project Identification Page is present, contains participants' names, chapter name, school, city, state, event name, and project title			
FCCLA Planning Process Summary Page 0-5 points	0 Planning Process summary not provided	1 Inadequate steps in the Planning Process are presented	2 All Planning Process steps are presented but not summarized	3 All Planning Process steps are summarized	4 Evidence that the Planning Process was utilized to plan project	5 The Planning Process is used to plan the project. Each step is fully explained	
Evidence of Online Project Summary Submission 0 or 1 point	0 Not provided			1 Proof of submission from the online form is included			
Storyboard 0-5 points	0 Not included	1 Very limited and disorganized	2 Does not include required elements	3 Includes most of the required elements and is generally followed	4 Includes all required elements and is followed	5 Is sequential, includes scripting, narration, sounds/music, image sketches or graphics, and technical aspects. Storyboard is followed	
Project Summary 0-15 points	0 Not provided	1 Purpose, FCS relationship, research, background information, and goal of the project is minimally explained and presented	2 3 4 5 6 Purpose, FCS relationship, research, background information, and goal of the project is inconsistently explained and presented	7 8 9 Purpose, FCS relationship, research, background information, and goal of the project is explained but lacking detail or is disorganized	10 11 12 Purpose, FCS relationship, research, background information, and goal of the project is explained and presented	13 14 15 Purpose of project, relationship to FCS areas and/or related careers, research, background information, and goal of the project is well explained and presented in an organized format	
DIGITAL STORY/VIDEO							Points
Introduction 0-5 points	0 No obvious introduction	1 Introduction not relevant or appropriate for the presentation	2 Introduction not effective in capturing attention	3 Somewhat creative/attention getting	4 Creative introduction	5 Introduction captured attention immediately	
Purpose and Focus 0-5 points	0 Not included	1 Purpose, focus, and point of view is difficult to figure out	2 Purpose, focus, and point of view is inconsistent	3 Purpose, focus, and point of view is established but is not maintained throughout the presentation	4 Purpose, focus, and point of view is mostly clear and maintained throughout the presentation	5 Purpose, focus and point of view is clear and maintained throughout the presentation	
Subject Knowledge 0-5 points	0 Did not mention	1 Minimal evidence of knowledge	2 Some evidence of knowledge	3 Evidence of knowledge, but not used effectively in the presentation	4 Evidence of knowledge. Presentation is enhanced by participant's knowledge	5 Evidence of thorough knowledge. Effective presentation of current data and information to support viewpoints and issues of concern	
Creativity and Design 0-5 points	0 Color, design and/or effects are over used or so minimal they distract from the purpose and focus	1 Color, design, and/or effects are inconsistent with purpose and focus and are not used effectively	2 Color, design, and/or effects neither enhance nor detract from the presentation	3 Color, design, and/or effects neither enhance nor detract from the presentation	4 Good use of color, design and/or effects to support the presentation	5 Excellent and appropriate use of color, design, effects, and original ideas to support the presentation	
Technical Quality Sound 0-5 points	0 No sound or music was used in the project	1 Sound quality is poor (crackling, volume issues)	2 Sound quality is inconsistent	3 Sound quality is consistent throughout the project, neither enhances nor detracts	4 Sound quality is good throughout	5 Sound quality is excellent throughout	

Digital Stories for Change (continued)

							Points
Technical Quality Images or Video 0–5 points	0 Images or video was used without appropriate copyright permission	1 Images/video quality is poor (low resolution, size distortion) no use of copyrighted images or video	2 Images/video quality is inconsistent (low resolution, size distortion) no use of copyrighted images or video	3 Images/video quality is inconsistent—no use of copyrighted images or video	4 Images/video quality is good throughout—no use of copyrighted images or video	5 Images/video quality is excellent—high resolution, no distortion, no use of copyrighted images or video	
Technical Quality Editing 0–5 points	0 Not evident	1 Editing produces a product difficult to watch or follow	2 Inconsistent editing with under/over use of transitions and effects	3 Editing generally supports the presentation, neither enhances nor detracts from the presentation	4 Good editing and overall production to support the presentation	5 Excellent editing and production with smooth and effective transitions. Use of effects supports the presentation	
Documentation 0–5 points	0 Sources are cited but no permissions for using copyrighted work is included	1 Copyright is questionable and source list is incomplete	2 Copyright is questionable and sources are in inconsistent format	3 Copyright statements and permissions are included for most sources but in inconsistent format	4 Copyright statements and permissions are included for all sources. Complete list in a consistent format	5 Work is original, copyright statements with permissions granted are included for all sources. Complete list of current and reliable resources, in MLA or APA style (see style sheet)	
Licensing 0 or 5 points	0 The video was not licensed by the participant			5 A Creative Commons license or copyright statement is included in the video			
Communication—Graphics/Images 0–5 points	0 No images or graphics were used	1 Images are not relevant to the project	2 Graphics, images, or video used do not match the storyline or enrich the project. Images not coordinated with music, sound, or narrative	3 Graphics, images, or video is inconsistently used and ins not clearly matched with the storyline. Images not coordinated with music, sound, or narrative	4 Graphics, images, or video match most of the storyline, and communicate symbolism or metaphors. Images mostly coordinated with music, sound, or narrative	5 Graphics, images, or video creates emotion to match storyline, and communicate symbolism or metaphors. Images well-coordinated with music, sound, or narrative	
Communication—Text 0–5 points	0 No text was used	1 There are so many errors in word or text that it detracts from the project	2 Word or text does not enhance the project and contains errors	3 Word or text choices are appropriate but contain errors	4 Word or text choices are good and support the project idea	5 Word or text choices are powerful, vivid, and descriptive to audience	
Communication—Music/Sound 0–5 points	0 No music or sound	1 Music or sound is not relevant to the project, or is distracting	2 Music/sound is relevant but not coordinated with images	3 Music/sound neither enhances nor detracts from the project	4 Enriches the project, creates interest, and is mostly coordinated with images	5 Significantly enriches the project, creates appropriate mood/tone, and coordinated with images	
Narration 0–5 points	0 Not included	1 Is not relevant, does not match the storyline	2 Scripting is not original, does not match storyline. Voice quality, diction, fluency, and flow is not used effectively	3 Scripting relies on too many facts, quotes, or other non-original elements. Voice quality, diction, fluency and flow is average	4 Follows an original script, includes participant(s). Voice quality, diction, fluency, and flow is good	5 Follows an original script, includes participant(s). Voice quality, diction, fluency, and flow is excellent	
Ending 0–5 points	0 Ending is abrupt, weak, or video simply stops	1 Ending is somewhat developed but does not provide closure	2	3 Ending brings closure, but does not engage the audience in reflective thinking or action toward change	4	5 Ending brings closure and engages the audience in reflective thinking or action toward change	

Digital Stories for Change (continued)

ORAL PRESENTATION							Points
Organization/ Delivery 0 – 10 points	0 Presentation is not done or speaks briefly and does not cover components of the project	1 2 Presentation covers some topic elements	3 4 Presentation covers all topic elements but with minimal information	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	
Knowledge of Subject Matter 0-5 points	0 Little or no evidence of knowledge	1 Minimal evidence of knowledge	2 Some evidence of knowledge	3 Knowledge of subject matter is evident but not effectively used in presentation	4 Knowledge of subject matter is evident and shared at times in the presentation	5 Knowledge of subject matter is evident and incorporated throughout the presentation	
Relationship of Family and Consumer Sciences Coursework and Standards 0-5 points	0 Not included	1 Minimal evidence FCS coursework relationship	2 Some knowledge of relationship to FCS coursework	3 Knowledge of FCS coursework but not shared	4 Knowledge of relationship to FCS is evident and shared	5 Knowledge of FCS relationship is evident and explained well	
Voice – pitch, tempo, volume 0-3 points	0 Voice qualities not used effectively	1 Voice quality is adequate	2 Voice quality is good, but could improve	3 Voice quality is outstanding and pleasing			
Body Language/ Clothing Choice 0-3 points	0 Uses inappropriate gestures, posture or mannerisms, avoids eye contact/inappropriate clothing	1 Gestures, posture, mannerisms and eye contact is inconsistent/clothing is appropriate	2 Gestures, posture, mannerisms, eye contact, and clothing are appropriate	3 Gestures, posture, mannerisms, eye contact, and clothing enhance presentation			
Grammar/Word Usage/ Pronunciation 0-3 points	0 Extensive (more than 5) grammatical and pronunciation errors	1 Some (3-5) grammatical and pronunciation errors	2 Few (1-2) grammatical and pronunciation errors	3 Presentation has no grammatical or pronunciation errors			
Responses to Evaluators' Questions 0-5 points	0 Did not answer evaluators' questions	1 Unable to answer some questions	2 Responded to all questions but without ease or accuracy	3 Responded adequately to all questions	4 Gave appropriate responses to evaluators' questions	5 Responses to questions were appropriate and given without hesitation	

Evaluator's Comments:

LEVEL II TOTAL
(134 points possible)

Evaluator # _____

Evaluator Initial _____

Room Consultant Initial _____

DIGITAL STORIES FOR CHANGE

Storyboard Template



Participant Name _____ Chapter ID # _____ State _____

Category _____ Title of Project _____

TITLE SLIDE/SCENE #	TIME:	SLIDE/SCENE #	TIME:	SLIDE/SCENE #	TIME:
<p>IMAGE</p> <p style="text-align: center;">Sketch, graphic or photo here</p>		<div style="border: 1px solid black; padding: 5px; text-align: center;"> Use this box to indicate transitions, if any are used </div>		<div style="border: 1px solid black; padding: 5px; text-align: center;"> Use this box to indicate transitions, if any are used </div>	
<p>SCRIPT/NARRATION</p> <p style="text-align: center;">Write your script or narrative here</p>					
<p>MEDIA/DESIGN</p> <p style="text-align: center;">List specific media used—music, sound, voice recordings, video clips, photos, graphics, color themes, etc.</p>					

FCCLA Chapter Website, an *individual or team event*, recognizes participants who use a chapter website to educate, inform, and involve members and the general public about the importance of the Family and Consumer Sciences program and the FCCLA chapter. **Level I:** Participants must prepare a website. **Level II:** Fifteen (15) entries will be invited to present their chapter website, plus an oral presentation, at the National Leadership Conference.

EVENT CATEGORIES

Junior: through grade 9

Senior: grades 10–12

Occupational: grades 10–12

See page 85 for more information on event categories.

STANDARDS ALIGNMENTS

See STAR Events Resources Page for detailed event alignment information to national educational initiatives and standards.

CAREER CLUSTERS

- Arts, A/V Technology & Communications
- Human Services
- Information Technology
- Science, Technology, Engineering & Mathematics

ELIGIBILITY & GENERAL RULES

1. Review “Eligibility and General Rules for All Levels of Competition” on page 87 prior to event planning and preparation.
2. Any nationally affiliated FCCLA chapter may submit one entry from either the junior, senior or occupational category.
3. If the chapter already has an existing website, the website for the current school year (July 1–June 30 as noted) must be revised in *content*, design, theme, color, etc., by the participant(s).

PROCEDURES—LEVEL I

1. Participants create a chapter website to educate, inform, and involve members and/or the general public about the importance of the Family and Consumer Sciences program and the FCCLA chapter. Social media sites only (such as Facebook) are not acceptable formats for the event but may be embedded or used in conjunction with the chapter website.
2. The website should be able to be viewed on a variety of Internet browsers (Internet Explorer, Google Chrome, Firefox, etc.) and be optimized for viewing on mobile devices such as tablets or smartphones.

(continued next page)

GENERAL INFORMATION								
Individual or Team Event	Prepare Ahead of Time	Equipment Provided	Electrical Access	Participant Set Up / Prep Time	Room Consultant & Evaluator Review Time	Maximum Oral Presentation Time	Evaluation Interview Time	Total Event Time
Individual or Team	Website with required components	Table, Laptop, Computer, Internet Connection	Provided	5 minutes		1-minute warning at 9 minutes; stopped at 10 minutes	5 minutes	25 minutes

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

* A USB Drive is allowed for backup presentation use only. No additional Audio, Presentation Equipment, or Visuals other than the presentation of the website are allowed.

3. The website may be developed using website services, templates, or software of the participant's choice.
4. The use of inappropriate or copyrighted music, photographs, or *graphics* may disqualify the entry.
5. All links within the website must be active.
6. Participants must follow state or district rules/guidelines for student privacy and use of photographs or student work when published online.
7. The website must be available for viewing upon the February 1 entry submission date. No changes may be made to the website design following the February 1 deadline until March 15. Updates to calendars and other time sensitive information may be added as needed.

ENTRY SUBMISSION AND REGISTRATION PROCESS

1. Level I entries will be submitted no later than 5:00 p.m. EST, February 1 using the Online STAR Events entry/registration form. A Level I entry fee will be required. Projects must be ready for evaluation at that time.
2. Level II entries will be submitted through the Online STAR Events Registration System through state advisers. The registration will be the same fee required of all National STAR Events participants, plus a team technology fee required for all online events. See page 91 for National STAR Events registration deadlines and information.

AWARDS AND RECOGNITION— LEVEL I

Each participant will receive a printable electronic STAR Events certificate along with their evaluation results. States may recognize these participants, if desired. The top 15 participants (no ranking 1–15 indicated) receiving a score of 70 or above will

receive an invitation by March 15 to compete at the National Leadership Conference.

PROCEDURES, TIME REQUIREMENTS AND GENERAL INFORMATION

For National Leadership Conference Participants Only— Level II (Invitation Only)

1. A table and laptop computer with Internet connections will be provided. As a backup, participants may bring their chapter website files on a USB drive. Participants are not allowed to bring in any additional equipment. Note cards may be used in the oral presentation.
2. To prepare for the Level II presentation, participants are encouraged to update their Level I presentation based upon evaluation feedback. Changes may be made after March 15.
3. Specifications for the computer hardware and software versions supplied by FCCLA for use at National Leadership Conference will be posted on the national FCCLA website by June 1.
4. Spectators may not observe any portion of this event.
5. Participants will have 5 minutes to set up their presentation. Other persons may not assist.
6. Participants will present their website as part of an oral presentation to evaluators. The presentation should describe the research, planning, impact and personal learning of the participant(s) as a result of the project. The oral presentation and presentation of the website may be up to 10 minutes in length. A one-minute warning will be given at 9 minutes. The participants will be stopped at 10 minutes.
7. Following the presentation, evaluators will have 5 minutes to interview the participant and review website.
8. Evaluators will have up to 5 minutes to use the rubric to score and write comments for each participant.

LEVEL II

Participants will receive recognition items including achievement medals and a press release to be personalized for local newspapers. Recognition will be held during the STAR Events Recognition Session.



FCCLA CHAPTER WEBSITE Specifications

Website Content

Home Page	Include introductory information, social media feed(s) from the local FCCLA chapter, school district, or national FCCLA, and a visitor counter/tracking tool to assess website use. The viewer should be able to locate the rest of the project components from this page.
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The following information must be included in the chapter website as a separate page or subpage entitled “STAR Events Documentation.” It may be included as text on the website page, or if posted as a file, must be able to be opened in a Microsoft Word or PDF format.

1-8 ½" x 11" page	Project Identification Page	Plain background, with no <i>graphics</i> or decorations; must include participant’s name(s), chapter name, school, city, state, event name, and project title.
1-8 ½" x 11" page	FCCLA Planning Process Summary Page	Summarize how each step of the <i>Planning Process</i> was used to plan and implement the project.
1	Evidence of Online Project Summary Submission	Participants should complete the online project summary form located on the “Surveys” tab of the FCCLA Portal, and include proof of submission on the chapter website.
As Needed	Copyright/Works Cited	Music, photographs, <i>graphics</i> , text, trademarks, or names that are used in the project must be properly cited and documented as either original or licensed for reuse. Only original items or items licensed for reuse are allowed. Most popular/commercial music is copyrighted and its use is strictly limited. Purchasing an item does not necessarily give permission to use in a public project. Copyright laws must be followed. Use MLA or APA citation style to cite all references.

The following *content* information should be included in the chapter website. There are no limits to the amount of website pages, subpages, tabs, etc. on the website, but the following information should be easily located upon review of the website.

Provide one website page, subpage, or tab for each (minimum 8)	Promotion of Family and Consumer Sciences	Include content to promote the local Family and Consumer Sciences program and FCCLA as an essential part of college and career readiness for all students. The information provided expands user knowledge and moves beyond expectations.
	Membership Information	Provide recruitment, retention, and membership recognition information for membership growth (membership costs and benefits, deadlines, etc.)
	Awards/Recognition	Acknowledge the awards and accomplishments the chapter and/or members have received in the past 2–3 years. Include local, regional/district, state, and/or national recognitions received.
	Chapter Leadership	Supply a list of the chapter officers and their responsibilities.
	Contact Information	Provide primary contact information and method(s) for the FCCLA chapter.
	Sponsors/Thank You Section	Highlight chapter sponsors and provide recognition for their support. Include working hyperlinks to FCCLA websites (regional/district, state, national) school website, and appropriate partners.
	Activities Information and Calendar	Include the chapter’s activity calendar and keep it up to date.
	Program of Work	Include local, state, and national programs in the chapter’s program of work. Program of work components include opportunities for personal growth, leadership development, recognition, career exploration, <i>community</i> outreach, social activities and fundraising.

(continued next page)

FCCLA Chapter Website (continued)

Browser Compatibility	Website is designed for viewing on a range of web-enabled devices including smart phones and tablets) and compatible with the common web browsers (e.g., Chrome, Firefox, Internet Explorer, Safari). Apps created or utilized by the chapter may be included, but are not required.
Appearance	Website must be neat, legible, and <i>professional</i> and use correct grammar and spelling.
Navigation	All hyperlinks work, and the viewer can quickly locate project components and information. Viewer can easily move between pages.
Licensing	License the website contents, using school district licensing requirements or Creative Commons (www.creativecommons.org).

For National Leadership Conference Level II Participants ONLY

Oral Presentation

Participants will present their website as part of an oral presentation to evaluators. The presentation should describe the research, planning, impact and personal learning of the participant(s) as a result of the project. The oral presentation and presentation of the website may be up to 10 minutes in length. A one-minute warning will be given at 9 minutes. The participants will be stopped at 10 minutes. The presentation may not be prerecorded. No presentation elements are allowed during the oral presentation.

Organization/Delivery	Deliver oral presentation in an organized, sequential manner, concisely and thoroughly summarize project.
Relationship of Family and Consumer Sciences Coursework and/or Related Careers	Describe the relationship of project <i>content</i> to Family and Consumer Sciences and related careers.
Knowledge of Subject Matter	Demonstrate knowledge of subject matter, research, and impact of project on participant(s).
Body Language/ Clothing Choice	Use appropriate body language including gestures, posture, mannerisms, eye contact, and appropriate handling of notes or note cards if used. Wear appropriate clothing for nature of the presentation.
Grammar/Word Usage/ Pronunciation	Use proper grammar, word usage, and pronunciation.
Responses to Evaluator's Questions	Provide clear and concise answers to evaluators' questions regarding project. Questions are asked after the presentation.



FCCLA CHAPTER WEBSITE

Level I

Rubric

Name of Participant _____

Chapter _____ State _____ Team # _____ Station # _____ Category _____

WEBSITE CONTENT – DOCUMENTATION							Points
Home Page 0-2 points	0	Site does not have a unique home page			1 2	Home page specific for chapter use. Includes social media feed(s) and visitor tracker	
Project Identification Page 0-1 point	0	Project Identification Page is missing, is not completed, or includes incorrect information			1	Project Identification Page is present, contains participants' names, chapter name, school, city, state, event name, and project title	
FCCLA Planning Process Summary Page 0-5 points	0	1	2	3	4	5	
	Planning Process summary not provided	Inadequate steps in the Planning Process are presented	All Planning Process steps are presented but not summarized	All Planning Process steps are summarized	Evidence that the Planning Process was utilized to plan project	The Planning Process is used to plan the project. Each step is fully explained	
Evidence of Online Project Summary Submission 0 or 1 point	0	Not provided			1	Proof of submission from the online form is included	
Website Content Page, Subpage or Tabs for 8 minimum areas 0 or 1 point	0	Did not use one page, subpage, or tab for each			1	8 or more website pages, subpages, or tabs for information areas	
Documentation/ Works Cited/ Bibliography 0-5 points	0-1	2	3	4	5		
	None cited, or sources are cited but no permissions for using copyrighted work are included	Copyright is questionable and sources list is incomplete	Copyright statements and permissions are included for most sources but in inconsistent format	Copyright statements and permissions are included for all sources. Complete list in MLA or APA style	Work is original, copyright statements with permissions granted are included for all sources, in MLA or APA style		
WEBSITE CONTENT - INFORMATION							
Promotion of Family and Consumer Sciences and FCCLA 0-15 points	0	1	2	3	4	5	6
	None provided	Website is limited in the promotion of FCCLA and FCS		Website promotes either FCCLA or FCS, but not both, inconsistent messages about the programs	Website promotes FCCLA and FCS as important. User is not moved beyond current expectations	Website promotes with enthusiasm FCCLA and FCS as essential for all students. Expands user knowledge and moves beyond expectations	
Membership Information 0-10 points	0	1	2	3	4	5	6
	None provided	Limited information is provided for membership growth	Some information is provided for membership growth	Information to recruit, retain, and recognize membership is included	Growth oriented recruitment, retention, and membership recognition is provided		
Awards/ Recognition 0-5 points	0	1	2	3	4	5	
	None provided	Very few awards or recognitions included	Some chapter and/or member accomplishments provided on limited FCCLA levels	Chapter and/or member accomplishments are provided for all FCCLA levels	2-3 years of chapter and/or member accomplishments are provided for all FCCLA levels		
Chapter Leadership 0-5 points	0	1	2	3	4	5	
	None provided	Chapter officers are listed		Chapter officers and responsibilities are provided	Chapter officers and detailed responsibilities are provided in an easy-to-read format		
Contact Information 0-5 points	0	1	2	3	4	5	
	None provided	Minimal information provided		Contact information provided but requires user to leave website	Contact information provided and integrated into website		
Sponsors/Thank You Section 0-10 points	0	1	2	3	4	5	
	None provided	Limited information and no links provided	1-3 partners are recognized and website links are included	4-5 partners are recognized and website links are included	4-5 partners are recognized, partnership is explained, and website links are included		
Activities Information and Calendar 0-5 points	0	1	2	3	4	5	
	None provided	Limited information provided, but no calendar is available	Limited information provided but calendar is not updated	General information about chapter activities and chapter calendar is up-to-date	Comprehensive information about chapter activities and chapter calendar is up-to-date		

FCCLA Chapter Website Rubric (continued)

											Points	
Program of Work 0-10 points	0 None provided	1	2	3 Minimal information or activities included in program of work	4	5 Limited participation in local, state, and national programs, limited areas included in program of work	6	7 Good participation in local, state, and national programs in program of work	8	9	10 Excellent participation in local, state, and national programs is included in a comprehensive program of work	
WEBSITE CONTENT – DESIGN AND NAVIGATION												
Browser Compatibility 0-5 points	0 Website includes components that are not functional without additional plugins. Is not functional on mobile devices	1	2 Website includes components that are only functional on 1 browser, and is not functional for mobile device viewing	3 Website is functional for 1 or more browsers but is not functional for mobile device viewing	4 Website is fully functional in at least 2 browsers and is functional for mobile device viewing	5 Website is fully functional in at least 3 different browsers and is functional for mobile device viewing						
Appearance 0-5 points	0 Design choices negatively impact appearance. Many errors in word/text detract from the project	1	2 Design choices do not fully support the project. Noticeable errors begin to detract from the project	3 Design is inconsistently applied or not appropriate for audience. Some errors in spelling or grammar	4 Design is mostly professional, legible, and appropriate for audience. Minimal errors in word choices, spelling or grammar	5 Neat, professional, legible, and appropriate in appearance for audience. No errors in word choices, spelling or grammar						
Navigation 0-5 points	0 Very difficult to navigate site or find information. Does not return viewer to home page easily	1	2 Some hyperlinks broken, some information not easily located	3	4 Hyperlinks work. Information mostly easy to locate	5 All hyperlinks work and viewer can easily locate information and navigate site						
Licensing 0 or 5 points	0 The website was not licensed by the participant				5 A Creative Commons license or copyright statement is included on the website							

LEVEL I TOTAL
(100 points possible)



FCCLA CHAPTER WEBSITE

Level II

Rubric

Name of Participant _____

Chapter _____ State _____ Team # _____ Station # _____ Category _____

WEBSITE CONTENT – DOCUMENTATION							Points
Home Page 0-2 points		0				1 2	
	Site does not have a unique home page					Home page specific for chapter use. Includes social media feed(s) and visitor tracker	
Project Identification Page 0-1 point		0				1	
	Project Identification Page is missing, is not completed, or includes incorrect information					Project Identification Page is present, contains participants' names, chapter name, school, city, state, event name, and project title	
FCCLA Planning Process Summary Page 0-5 points		0	1	2	3	4	5
	Planning Process summary not provided	Inadequate steps in the Planning Process are presented	All Planning Process steps are presented but not summarized	All Planning Process steps are summarized	Evidence that the Planning Process was utilized to plan project	The Planning Process is used to plan the project. Each step is fully explained	
Evidence of Online Project Summary Submission 0 or 1 point		0				1	
		Not provided				Proof of submission from the online form is included	
Website Content Page, Subpage or Tabs for 8 minimum areas 0 or 1 point		0				1	
		Did not use one page, subpage, or tab for each				8 or more website pages, subpages, or tabs for information areas	
Documentation/ Works Cited/ Bibliography 0-5 points		0	1	2	3	4	5
	None cited, or sources are cited but no permissions for using copyrighted work are included	Copyright is questionable and sources list is incomplete	Copyright statements and permissions are included for most sources but in inconsistent format	Copyright statements and permissions are included for all sources. Complete list in MLA or APA style	Work is original, copyright statements with permissions granted are included for all sources, in MLA or APA style		
WEBSITE CONTENT - INFORMATION							
Promotion of Family and Consumer Sciences and FCCLA 0-15 points		0	1	2 3	4 5 6 7	8 9 10 11 12	13 14 15
	None provided	Website is limited in the promotion of FCCLA and FCS	Website promotes either FCCLA or FCS, but not both, inconsistent messages about the programs	Website promotes FCCLA and FCS as important. User is not moved beyond current expectations	Website promotes with enthusiasm FCCLA and FCS as essential for all students. Expands user knowledge and moves beyond expectation		
Membership Information 0-10 points		0	1	2 3	4 5	6 7	8 9 10
	None provided	Limited information is provided for membership growth	Some information is provided for membership growth	Information to recruit, retain, and recognize membership is included	Growth oriented recruitment, retention, and membership recognition is provided		
Awards/ Recognition 0-5 points		0	1	2	3	4	5
	None provided	Very few awards or recognitions included	Some chapter and/or member accomplishments provided by on limited FCCLA levels	Chapter and/or member accomplishments are provided for all FCCLA levels	2-3 years of chapter and/or member accomplishments are provided for all FCCLA levels		
Chapter Leadership 0-5 points		0	1	2	3	4	5
	None provided	Chapter officers are listed	Chapter officers and responsibilities are provided	Chapter officers and detailed responsibilities are provided in an easy-to-read format			
Contact Information 0-5 points		0	1	2	3	4	5
	None provided	Minimal information provided	Contact information provided but requires user to leave website	Contact information provided and integrated into website			
Sponsors/Thank You Section 0-10 points		0	1	2 3	4 5	6 7	8 9 10
	None provided	Limited information and no links provided	1-3 partners are recognized and website links are included	4-5 partners are recognized and website links are included	4-5 partners are recognized, partnership is explained, and website links are included		
Activities Information and Calendar 0-5 points		0	1	2	3	4	5
	None provided	Limited information provided, but no calendar is available	Limited information provided but calendar is not updated	General information about chapter activities and chapter calendar is up-to-date	Comprehensive information about chapter activities and chapter calendar is up-to-date		

FCCLA Chapter Website Rubric (continued)

Points

Program of Work 0-10 points	0 None provided	1 Minimal information or activities included in program of work	2	3	4 Limited participation in local, state, and national programs, limited areas included in program of work	5	6	7 Good participation in local, state, and national programs in program of work	8	9	10 Excellent participation in local, state, and national programs is included in a comprehensive program of work	
WEBSITE CONTENT – DESIGN AND NAVIGATION												
Browser Compatibility 0-5 points	0 Website includes components that are not functional without additional plugins. Is not functional on mobile devices	1	2 Website includes components that are only functional on 1 browser, and is not functional for mobile device viewing	3 Website is functional for 1 or more browsers but is not functional for mobile device viewing	4 Website is fully functional in at least 2 browsers and is functional for mobile device viewing	5 Website is fully functional in at least 3 different browsers and is functional for mobile device viewing						
Appearance 0-5 points	0 Design choices negatively impact appearance. Many errors in word/text detract from the project	1	2 Design choices do not fully support the project. Noticeable errors begin to detract from the project	3 Design is inconsistently applied or not appropriate for audience. Some errors in spelling or grammar	4 Design is mostly professional, legible, and appropriate for audience. Minimal errors in word choices, spelling or grammar	5 Neat, professional, legible, and appropriate in appearance for audience. No errors in word choices, spelling or grammar						
Navigation 0-5 points	0 Very difficult to navigate site or find information. Does not return viewer to home page easily	1	2 Some hyperlinks broken, some information not easily located	3 Hyperlinks work. Information mostly easy to locate	4	5 All hyperlinks work and viewer can easily locate information and navigate site						
Licensing 0 or 5 points	0 The website was not licensed by the participant				5 A Creative Commons license or copyright statement is included on the website							
ORAL PRESENTATION												
Organization/Delivery 0 – 10 points	0 Presentation is not done or speaks briefly and does not cover components of the project	1 Presentation covers some topic elements	2	3	4 Presentation covers all topic elements but with minimal information	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	
Knowledge of Subject Matter 0-5 points	0 Little or no evidence of knowledge	1 Minimal evidence of knowledge	2 Some evidence of knowledge	3	4 Knowledge of subject matter is evident but not effectively used in presentation	5 Knowledge of subject matter is evident and shared at times in the presentation						
Relationship of Family and Consumer Sciences Coursework and Standards 0-5 points	0 No evidence of relationship between career and FCS	1 Minimal evidence of career knowledge and FCS coursework relationship	2 Some knowledge of relationship of career and FCS coursework	3	4 Knowledge of career and FCS coursework but not shared	5 Knowledge of career and relationship to FCS is evident and shared						
Voice – pitch, tempo, volume 0-3 points	0 Voice qualities not used effectively	1 Voice quality is adequate	2	3	4 Voice quality is good, but could improve	5 Voice quality is outstanding and pleasing						
Body Language/ Clothing Choice 0-3 points	0 Uses inappropriate gestures, posture or mannerisms, avoids eye contact/inappropriate clothing	1 Gestures, posture, mannerisms and eye contact is inconsistent/ clothing is appropriate	2	3	4 Gestures, posture, mannerisms, eye contact, and clothing are appropriate	5 Gestures, posture, mannerisms, eye contact, and clothing enhance presentation						
Grammar/Word Usage/ Pronunciation 0-3 points	0 Extensive (more than 5) grammatical and pronunciation errors	1 Some (3-5) grammatical and pronunciation errors	2	3	4 Few (1-2) grammatical and pronunciation errors	5 Presentation has no grammatical or pronunciation errors						
Responses to Evaluators' Questions 0-5 points	0 Did not answer evaluators' questions	1 Unable to answer some questions	2 Responded to all questions but without ease or accuracy	3	4 Responded adequately to all questions	5 Gave appropriate responses to evaluators' questions						

Evaluator's Comments:

Evaluator # _____

LEVEL II TOTAL

Evaluator Initial _____

(134 points possible)

Room Consultant Initial _____