

#### **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.

#### **ELIGIBILITY & GENERAL INFORMATION**

- 1. Review "Eligibility and General Rules for All Levels of Competition" on page 8 prior to event planning and preparation.
- 2. 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.
- 3. National Leadership Conference (NLC) participants are required to view the online orientation video and submit the STAR Events *Online Orientation Form* by the deadline. The video and form will be on the FCCLA Student Portal and can be found under Surveys Applications. Only one form per entry is required.
- 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 may 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 photographs or student work when published online.
- 7. 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 HERE TO VIEW NATIONAL DEADLINES**

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

EVENT LEVELS					
Level 1:	Level 2:	Level 3:	Level 4:		
Through Grade 8	Grades 9–10	Grades 11–12	Postsecondary		
*See page 7 for more informatio	*See page 7 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	Digital Story, Project Components and Oral Presentation (National Leadership Qualifiers Only)	Table–Yes Laptop/Internet Access–Yes Electrical Access–Yes Wi-Fi – Yes	FCCLA Official Dress

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

<sup>\*</sup> A USB Drive is allowed for backup presentation use only. No additional Audio, *Presentation Equipment* or *Visuals* other than the presentation of the *digital story* are allowed.



**ANNUAL TOPIC** 

ANNUAL TOPIC, PRELMINARY ROUND, & NATIONAL LEADERSHIP CONFERENCE (NLC)		
Annual Event Topic	Families First: Participants are to focus on a selected unit within the recently updated FCCLA	
	National Program.	
Preliminary Round	Participants must prepare a digital story and submit project components on the FCCLA Portal by	
	deadline outlined on the <u>FCCLA website</u> .	
National Leadership The top 15 entries per level will advance to the National Leadership Conference (NLC) and pres		
Conference (NLC)	their digital story, plus oral presentation.	

#### **DIGITAL STORIES FOR CHANGE**

PROCEDURES & TIME REQUIREMENTS (PRELIMINARY ROUND)

TIME	LEVEL 1	LEVEL 2	LEVELS 3 & 4		
Participants create a <i>digital story</i> about an issue concerning families, careers or communities using this year's national topic (see above). It is not a demonstration, "how to" presentation or a photo/video slide show.					
<b>Projects must be posted on the school/chapter website.</b> Posted components include <i>digital story</i> with copyright notice, <i>project identification page</i> , project summary and FCCLA <i>Planning Process</i> summary page. The video must be <b>embedded</b> on the website and a link provided to the original source (such as YouTube, Vimeo, etc.). The other required project components must be able to be opened in PDF format.					
5 minutes	The total running time of the digit the title and credits.	tal story must be no longer than	n 5 minutes in length, to include		
Total Time: 5 Minutes					

#### **ENTRY SUBMISSION (PRELIMINARY ROUND)**

Preliminary Round entries must be submitted in the FCCLA Adviser Portal under Meetings & Events by the deadline posted on the <u>FCCLA website</u>. An entry fee will be required. Projects must be ready for evaluation at that time and no changes may be made to projects until after the Top 15 are announced.

#### **DIGITAL STORIES FOR CHANGE**

#### PROCEDURES & TIME REQUIREMENTS (NATIONAL LEADERSHIP CONFERENCE)

- 1. A table and laptop computer with Internet connections will be provided. Participants may bring their *digital story* files on a USB drive as a backup. Participants are not allowed to bring in any additional equipment. Note cards may be used in the oral presentation.
- 2. To prepare for the National Leadership Conference (NLC) presentation, participants are encouraged to update their presentation based on preliminary Round evaluation feedback. Changes may be made after the top 15 are announced.
- 3. FCCLA will provide the laptop to use at National Leadership Conference (NLC). The computer will have access to the internet, Microsoft Office, and Adobe.

TIME	LEVEL 1	LEVEL 2	LEVELS 3 & 4
5 minutes	Participants will have 5 minutes to provided computer. Other person		ype their website URL into the
5 minutes	Participants will play their digital story video may be up to 5 minute		ne total running time of the <i>digital</i> ed at 5 minutes.
5 minutes	Participants must include an oral warning will be given at 4 minutes	•	_
5 minutes	Following the presentation, evaluate the project website and/or video.		rview the participant and review
5 minutes	Evaluators will have up to 5 minut participant.	es to use the rubric to score and	write comments for each
	Total Time: 25 Minutes		



**SPECIFICATIONS** 

WEBSITE CONTENT	
Project Components	Projects must be posted on the school/chapter website. Posted components include: digital story video with copyright notice, project identification page, FCCLA Planning Process summary page. The video must be embedded on the website. The other required project components must be able to be opened in PDF format. Other formats are not allowed and will not be evaluated.

SPECIFICATIONS		LEVEL 1	LEVEL 2	LEVELS 3 & 4	
1-8 ½" x 11" page	Project Identification Page	Must include participant's name(s), chapter name, school, city, state, event name, level and project title. Page can be up to 18½" x 11" page, but cannot be larger. Must be posted on the website in PDF format.			
1–8½" x 11" page	FCCLA <i>Planning Process</i> Summary Page	Summarize how each step of the project; Must be posted  National Leadership Confermust also be described in the	on the website in PDF forn ence (NLC) Participants: us		
1–8 ½" x 11" page	Evidence of Online Summary Form Submission	Complete the Online Project the FCCLA Student Portal ar	•	"Surveys Applications" tab of ubmission on the website.	
Up to 3–8 ½" x 11" pages	Project Summary Pages	of Family and Consumer Scientification background information that	ences and/or related career at might help the <i>audience</i> u	roject, relationship to areas rs, relevant research, understand the point of view project. Must be posted on	
1-8 ½" x 11" page	Works Cited/ <i>Bibliography</i>	All work is original or copyri reuse are used. Use MLA or <i>reliable</i> and current.	~ ·	ed; only items licensed for g sources. All sources must be	

SPECIFICATIONS	
Digital Story/Video Content	Participants create a <i>digital story</i> about an issue concerning families, careers or communities using the Annual Event Topic (see event description). The <i>digital story</i> /video may be produced using video creation tools of the participants' choice, but must be posted online to the website and must be available for viewing online. Do not provide a video download.

SPECIFICATIONS	LEVEL 1	LEVEL 2	LEVELS 3 & 4		
Introduction	Create an original introduction to the <i>digital story</i> that catches interest and clearly relates to the purpose and focus of the <i>digital story</i> project. Video introduction must include FCCLA emblem.				
Purpose and Focus	Establish a clear purpose, focus and point of view early in the <i>digital story</i> . Maintain the purpose and focus throughout the video presentation.				
Subject Knowledge	Subject knowledge of the <i>family</i> , car presented in the video is appropriate	•	rly evident. All information		
Creativity and Design	Color, design, effects and creativity s from the purpose and focus.	upport the theme of the video	o. Must not distract the viewer		
Technical Quality—Sound	Sound quality is clear (no crackling),	volume levels are adequate ar	nd consistent.		
Technical Quality— Images or Video	Images used are original or licensed no size distortion.	for reuse. Image or video qual	ity is high resolution and there is		
Technical Quality—Editing	Editing and production provides min the story and maintains purpose and		nsitions. Use of effects supports		
Licensing	License the website <i>contents</i> , using s ( <u>www.creativecommons.org</u> ).	school district licensing require	ements or Creative Commons		



**SPECIFICATIONS (CONTINUED)** 

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 or sound used in the video significantly enriches the project, creates an appropriate mood or
Music/Sound	tone and coordinates text or images. Only original music or music licensed for reuse may be used.

SPECIFICATIONS	LEVEL 1	LEVEL 2	LEVELS 3 & 4		
Narration	participants and others as desired. The main narration is in English; a		A narration of the <i>digital story</i> follows an original script. Narration includes at least 1 of t participants and others as desired. The main narration is in English; additional languages used to enhance the <i>digital story</i> . Diction, fluency and flow supports or enhances the pro-		additional languages may be
Ending	Ending brings closure to the digital story and engages the audience in reflective thinking. Provide 1 step to take towards action.	Ending brings closure to the digital story and engages the audience in reflective thinking. Provide 2 steps to take towards action.	Ending brings closure to the digital story and engages the audience in reflective thinking. Provide 3 steps to take towards action.		

PRESENTATION FORMAT (NAT	PRESENTATION FORMAT (NATIONAL LEADERSHIP CONFERENCE (NLC) ONLY)					
	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 must					
Oral Presentation	describe the FCCLA <i>Planning process</i> , 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.					

SPECIFICATIONS	LEVEL 1	LEVEL 2	LEVELS 3 & 4				
Organization/Delivery	Deliver an organized, sequential	oral presentation; concisely and th	noroughly summarize project.				
Knowledge of Subject	Demonstrate knowledge of subje	ect matter, research and impact of	project on participant(s).				
Matter							
	Describe the relationship of	Describe the relationship of	Describe the relationship of				
Relationship of Family and	Family and Consumer Sciences	Family and Consumer Sciences	Family and Consumer Sciences				
Consumer Sciences	coursework to selected topic.	coursework to selected topic.	coursework and standards to				
Coursework/		Explain which FCCLA National	selected topic. Explain which				
Standards/National		Program(s) could be used	FCCLA National Program(s)				
Programs		during project implementation.	could be used during project				
			implementation.				
Voice	Speak clearly with appropriate p	itch, tempo and volume.					
Pady Language	Use appropriate body language i	ncluding gestures, posture, manne	erisms, eye contact and				
Body Language	appropriate handling of notes or	note cards if used.					
Grammar/Word Usage/	Use proper grammar, word usag	e and pronunciation.					
Pronunciation							
Responses to Evaluators'	Provide clear and concise answe	rs to evaluators' questions regardi	ng project.				
Questions							



#### Resources

A copy of the following resources may also be accessed in the FCCLA Adviser/Student Portal under "Resources" > "Competitive Events" > STAR Events Resources.

- FCCLA Planning Process
- Work Cited Citation Guide

## **National Leadership Conference Resources**

- Confirm STAR Events Instructions
  - Note: This is <u>only</u> for National Leadership Conference Participants and can only be done by Chapter Advisers.
     Members should check with their Chapter Adviser to verify this step has been completed.
- Online Orientation Instructions
  - Note: This is <u>only</u> for National Leadership Conference Participants and can only be done in the Student Portal. This
    form and video will be released by May 1. Please check with your State Adviser for District/Regional/State
    Orientation requirements.



LEVEL 1 RUBRIC (PRELIMINARY ROUND)

	VTENT (PROJECT COM	PONENTS)				POINTS
Project Identification Page 0 or 4 points	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, level and project title				
Process Summary Page 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	
Evidence of Online Project Summary Submission 0 or 1 point	0 Not provided	1 Signed proof of submission from the online form is included				
Project Summary 0–10 points	0 Not provided	Purpose, FCS relationship, research, background information and goal of the project is minimally explained or is inconsistent and presented	3 4 Purpose, FCS relationship, research, background information and goal of the project is explained but lacking detail or is disorganized	5 6 7 Purpose, FCS relationship, research, background information and goal of the project is explained and presented	8 9 10 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	
Works Cited/Bibliography 0–5 points	0 Not provided	1 2 Copyright is questionable and source list is incomplete or inconsistent	3 Copyright statements and permissions are included for most sources but in an inconsistent format	4 Copyright statements and permissions are included for all sources. Sources are complete, current, reliable and in MLA/APA citation (see citation guide)	5 Work is original, copyright statements with permissions granted are included for all sources. Sources are complete, current, reliable and in MLA/APA citation (see citation guide)	

WEBSITE CON	NTENT (DIGITAL STOR)	Y/VIDEO CONTENT)				POINTS
Introduction 0–5 points	0 No introduction. FCCLA emblem not included	1 2 Introduction ineffective or purpose/focus unclear. FCCLA	3 4 Introduction is original, catches interest and states purpose	5 Introduction is original, catches interest and clearly states		
		emblem included but not at first	and focus. Includes the FCCLA emblem	purpose and focus. Includes the FCCLA emblem		
Purpose and Focus	0	1 2	3 4	5		
0–5 points	Not evident	Purpose, focus and point of view is vague and/or inconsistent throughout presentation	Purpose, focus and point of view is established and loosely maintained throughout presentation	Purpose, focus and point of view is clear and maintained throughout the presentation		
Subject Knowledge 0–10 points	O Subject knowledge is unclear. Presented information is inappropriate or inaccurate	1 2 Subject knowledge is limited. Presented information is mostly appropriate and accurate	3 4 5 Evidence of knowledge, but not used effectively in the presentation	6 7 8 Subject knowledge is evident. All presented information is appropriate and accurate	9 10 Subject knowledge is clearly evident. All presented information is extremely appropriate and accurate	
Creativity and	0	1 2	3	4	5	
Design	No theme, purpose or focus	Use of color, design, effects	Use of color, design, effects	Use of color, design, effects	Use of color, design, effects	
0–5 points	identified	and creativity loosely support	and creativity support the	and creativity support the	and creativity clearly support	
		the theme. Many distractions	theme but distract from the	theme and do not distract from	the theme and do not distract	
		from the purpose and focus	purpose and focus	the purpose and focus	from the purpose and focus	
Technical Quality	0	1	2 3	4	5	
Sound	Not evident	Sound quality is poor. Volume	Sound quality is clear. Volume	Sound quality is clear. Volume	Sound quality is very clear.	
0–5 points		levels are inconsistent	levels are mostly consistent	levels are consistent	Volume levels are consistent	
Technical Quality	0	1	2 3	4	5	
Images or Video	Images/video are either not	Images/video quality is poor	Images/video quality is	Images/video quality is good	Images/video quality is	
0–5 points	included, unoriginal or	(low resolution, size	inconsistent. All images are	throughout. All images are	excellent—high resolution, no	
	unlicensed for reuse	distortion). All images are original or licensed for reuse	original or licensed for reuse	original or licensed for reuse	distortion. All images are original or licensed for reuse	



LEVEL 1 RUBRIC (PRELIMINARY ROUND) (CONTINUED)

Tachnical Quality	0	1	2 3	4	5	
Technical Quality Editing	Not evident	Transitions are ineffective or	Transitions are either minimal,	Transitions are minimal,	Transitions are minimal,	
0–5 points	Not evident	do not support story. Purpose	smooth or effective. Supports	smooth and effective. Supports	smooth and highly effective.	
0–3 points		and focus unclear	story, maintains focus or	story, maintains focus or	Supports story, maintains focus	
		and focus unclear	,,	**	**	
Licensing	0	5	purpose	purpose	or purpose	
0 or 5 points	The video was not licensed by	A Creative Commons license or				
0 or 3 points	the participant	copyright statement is included				
	the participant	1,7 0				
Communication—	0	in the video	3 4	5		
Graphics/Images	Graphics, images or video	Graphics, images or video	Graphics, images or video	Graphics, images or video		
0–5 points	are either not included,	either lack emotion or do not	creates emotion to match	creates emotion to match		
0-5 points	unoriginal or unlicensed for			storyline. Images coordinate		
	reuse	match storyline. Images poorly coordinate with music, sound	storyline. Images Mostly coordinate with music, sound	with music, sound or narrative.		
	reuse	or narrative. All images are	or narrative. All images are	All images are original or		
		original or licensed for reuse	original or licensed for reuse	licensed for reuse		
Communication—	0	1 2	3 4	s		
Text	Not included	Word or text does not enhance	Word or text choices are	Word or text choices are		
0–5 points	Not included	the project or is inappropriate	appropriate and supportive of	powerful, vivid, descriptive to		
0–3 points		and unsupportive of the		audience and supportive of the		
		purpose and focus. Contains	the purpose and focus. Spelling, word choice and	purpose and focus. Spelling,		
		spelling, word choice and	grammar are correct	word choice and grammar are		
		* -	graninar are correct	correct		
Communication—	0	grammar errors  1 2	3 4	5		
Music/Sound	Music/sound either not	Music/sound creates an	Music/sound creates	Music/sound significantly		
0–5 points	included, unoriginal or	inappropriate mood/tone. All	appropriate mood/tone. All	enriches the project, creates		
0-5 points	unlicensed for reuse	music/sound is original or	music/sound is original or	appropriate mood/tone and		
	unicensed for rease	licensed for reuse	licensed for reuse	coordinates with images. All		
		licensed for rease	licensed for reuse	music/sound is original or		
				licensed for reuse		
Narration	0	1 2	3 4	5		
0–5 points	Not included	Script lacks originality and	Original script including at least	Original script including at least		
o 5 points	Not included	includes at least 1 participant.	1 participant. Diction, fluency	1 participant. Diction, fluency		
		Poor diction, fluency and flow	and flow generally supports	and flow significantly supports		
		Tool diction, flucticy and now	the project	or enhances the project		
Ending	0	1 2	3 4	5		
0–5 points	Ending is abrupt, weak or video	Ending is somewhat developed	Ending brings closure and	Ending brings closure and		
po	simply stops. No action step	but does not engage the	engages the audience in	engages the audience in		
	Simply stops. No detion step	audience in reflective thinking.	reflective thinking and 1 step	reflective thinking and 1 step		
		Action step unclear	toward action or change	toward clear action or change		
		7 Culon Step uncleur	toward detroit or change	toward crear detroit or change		
Evaluator's Comn	nents-Include two things don	e well and two opportunities	for improvement:			
					TOTAL	
					(100 Points Possible)	
						l
					Evaluator #:	
					Evaluator Initials:	
					RC Initials:	
					1	



LEVEL 2 RUBRIC (PRELIMINARY ROUND)

	VTENT (PROJECT COM	POINTINIS)				POINTS
Project Identification Page 0 or 4 points	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, level and project title				
FCCLA Planning Process Summary Page 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	
Evidence of Online Project Summary Submission 0 or 1 point	0 Not provided	1 Signed proof of submission from the online form is included				
Project Summary 0–10 points	0 Not provided	1 2 Purpose, FCS relationship, research, background information and goal of the project is minimally explained or is inconsistent and presented	3 4 Purpose, FCS relationship, research, background information and goal of the project is explained but lacking detail or is disorganized	5 6 7 Purpose, FCS relationship, research, background information and goal of the project is explained and presented	8 9 10 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	
Works Cited/Bibliography 0–5 points	0 Not provided	1 2 Copyright is questionable and source list is incomplete or inconsistent	3 Copyright statements and permissions are included for most sources but in an inconsistent format	Copyright statements and permissions are included for all sources. Sources are complete, current, reliable and in MLA/APA citation (see citation guide)	5 Work is original, copyright statements with permissions granted are included for all sources. Sources are complete, current, reliable and in MLA/APA citation (see citation guide)	

WEBSITE CON	NTENT (DIGITAL STOR)	//VIDEO CONTENT)				<b>POINTS</b>
Introduction	0	1 2	3 4	5		
0–5 points	No introduction. FCCLA	Introduction ineffective or	Introduction is original, catches	Introduction is original, catches		
	emblem not included	purpose/focus unclear. FCCLA	interest and states purpose	interest and clearly states		
		emblem included but not at	and focus. Includes the FCCLA	purpose and focus. Includes		
		first	emblem	the FCCLA emblem		
Purpose and Focus	0	1 2	3 4	5		
0–5 points	Not evident	Purpose, focus and point of	Purpose, focus and point of	Purpose, focus and point of		
		view is vague and/or	view is established and loosely	view is clear and maintained		
		inconsistent throughout	maintained throughout	throughout the presentation		
		presentation	presentation			
Subject	0	1 2	3 4 5	6 7 8	9 10	
Knowledge	Subject knowledge is unclear.	Subject knowledge is limited.	Evidence of knowledge, but not	Subject knowledge is evident.	Subject knowledge is clearly	
0–10 points	Presented information is	Presented information is	used effectively in the	All presented information is	evident. All presented	
	inappropriate or inaccurate	mostly appropriate and	presentation	appropriate and accurate	information is extremely	
		accurate			appropriate and accurate	
Creativity and	0	1 2	3	4	5	
Design	No theme, purpose or focus	Use of color, design, effects	Use of color, design, effects	Use of color, design, effects	Use of color, design, effects	
0–5 points	identified	and creativity loosely support	and creativity support the	and creativity support the	and creativity clearly support	
		the theme. Many distractions	theme but distract from the	theme and do not distract from	the theme and do not distract	
		from the purpose and focus	purpose and focus	the purpose and focus	from the purpose and focus	
Technical Quality	0	1	2 3	4	5	
Sound	Not evident	Sound quality is poor. Volume	Sound quality is clear. Volume	Sound quality is clear. Volume	Sound quality is very clear.	
0–5 points		levels are inconsistent	levels are mostly consistent	levels are consistent	Volume levels are consistent	
Technical Quality	0	1	2 3	4	5	
Images or Video	Images/video are either not	Images/video quality is poor	Images/video quality is	Images/video quality is good	Images/video quality is	
0–5 points	included, unoriginal or	(low resolution, size	inconsistent. All images are	throughout. All images are	excellent—high resolution, no	
	unlicensed for reuse	distortion). All images are	original or licensed for reuse	original or licensed for reuse	distortion. All images are	
		original or licensed for reuse			original or licensed for reuse	



LEVEL 2 RUBRIC (PRELIMINARY ROUND) (CONTINUED)

Transitions are either minimal, smooth or effective. Supports story, maintains focus or purpose  Transitions are either minimal, smooth or effective. Supports story, maintains focus or purpose  Transitions are minimal, smooth or effective. Supports story, maintains focus or purpose  Transitions are minimal, smooth or effective. Supports story, maintains focus or purpose  Transitions are minimal, smooth or effective. Supports story, maintains focus or purpose  Transitions are minimal, smooth or effective. Supports story, maintains focus or purpose  Transitions are minimal, smooth or effective. Supports story, maintains focus or purpose  Transitions are minimal, smooth or effective. Supports story, maintains focus or purpose  Transitions are minimal, smooth or effective. Supports story, maintains focus or purpose  Transitions are minimal, smooth or effective. Supports story, maintains focus or purpose  Transitions are minimal, smooth or effective. Supports story, maintains focus or purpose  Transitions are minimal, smooth or effective. Supports story, maintains focus or purpose  Transitions are minimal, smooth or effective. Supports story, maintains focus or purpose  Transitions are minimal, smooth or effective. Supports story, maintains focus or purpose  Transitions are minimal, smooth or effective. Supports story, maintains focus or purpose  Transitions are minimal, smooth or effective. Supports story, maintains focus or purpose  Transitions are minimal, smooth effective. Supports story, maintains focus or purpose  Transitions are minimal, smooth effective. Supports story, maintains focus or purpose  Transitions are minimal, smooth effective. Supports story, maintains focus or purpose  Transitions are minimal, smooth effective. Supports story, maintains focus or purpose  Transitions are minimal, smooth effective. Supports story, maintains focus or purpose  Transitions are minimal, smooth effective. Supports story, maintains focus or purpose  Transitions are minimal, smooth effective. Supports story, maintains f							
do not support story. Purpose and focus unclear and focus or purpose somethins focus or purpose story, maintains focus or purpose supports story, maintains focus or purpose or video creates emotion to match story/file. Images are original or increase for reuse supports story, maintains focus or purpose or supports story, maintains focus or purpose or purpose supports story, maintains focus or purpose or purpose supports story, maintains focus or purpose supports story, maintains focus or purpose or purpose supports story, maintains focus or purpose supports story, maintains focus or purpose or purpose supports story, maintains focus or purpose story decrease supports story decrease supports story decrease supports story decrease story file s	Technical Quality	0	1	2 3	4	5	
Licensing   O	Editing	Not evident	Transitions are ineffective or	Transitions are either minimal,	Transitions are minimal,	Transitions are minimal,	
Description	0–5 points		do not support story. Purpose	smooth or effective. Supports	smooth and effective. Supports	smooth and highly effective.	
Communication—  O			and focus unclear	story, maintains focus or	story, maintains focus or	Supports story, maintains focus	
Communication—  O				purpose	purpose	or purpose	
The video was not licensed by the participant in the video in the video or copyright statement is included in the video or communication— reuse or control or control or control or control or reuse or control o	Licensing	0	5	F F	,,,,,,,, .	- F	
the participant in the video in the video in the video of Stophics/Images or video are either not included, unonginal or unicensed for reuse included, unonginal or unicensed for members of communication— which is a communicati	•	¥					
In the video   In the video   Communication	o or 5 points	,					
Communication—   Communication—  Communicati		the participant					
Graphics, images or video either lack emotion or do not unoriginal or unilcensed for reuse original or licensed for reuse original original or licensed for reuse original ori	Camananiaatian	_		2.4	_		
are either not included, unoriginal or unilicensed for reuse					-		
unoriginal or unlicensed for reuse							
reuse	U–5 points						
Communication		_		, ,	, -		
Communication		reuse	•		· ·		
Sommunication   Not included   Not			_	-			
Word or text does not enhance the project or is inappropriate and supportive of the purpose and focus. Contains spelling, word choice and grammar errors   O			original or licensed for reuse	original or licensed for reuse	licensed for reuse		
the project or is inappropriate and supportive of the purpose and focus. Spelling, word choice and grammar are correct unlicensed for reuse	Communication—	•	1 2	-	~		
and unsupportive of the purpose and focus. Contains spelling, word choice and grammar are correct sport designation and unsupportive of the purpose and focus. Spelling, word choice and grammar are correct sport of the purpose and focus. Spelling, word choice and grammar are correct word choice and grammar are correct sport of the purpose and focus. Spelling, word choice and grammar are correct sport of the purpose and focus. Spelling, word choice and grammar are correct sport of the purpose and focus. Spelling, word choice and grammar are correct sport of the purpose and focus. Spelling, word choice and grammar are correct sport of the purpose and focus. Spelling, word choice and grammar are correct sport of the purpose and focus. Spelling, word choice and grammar are correct sport of the purpose and focus. Spelling, word choice and grammar are correct sport of the purpose and focus. Spelling, word choice and grammar are correct sport of the purpose and focus. Spelling, word choice and grammar are correct sport of the purpose and focus. Spelling, word choice and grammar are correct sport of the purpose and focus. Spelling, word choice and grammar are correct sport of the purpose and focus. Spelling, word choice and grammar are correct sport of the purpose and focus spelling, word choice and grammar are correct sport of the purpose and focus spelling, word choice and grammar are correct sport of the purpose and focus spelling, word choice and grammar are correct sport of the purpose and focus spelling, word choice and grammar are correct sport of the purpose and focus spelling.  Music/sound sprifting the purpose and focus spelling appropriate mood/tone. All music/sound is original or licensed for reuse sport appropriate mood/tone. All music/sound is original or licensed for reuse sport appropriate mood/tone. All music/sound is original or licensed for reuse sport appropriate mood/tone. All music/sound is o	Text	Not included	Word or text does not enhance	Word or text choices are	Word or text choices are		
purpose and focus. Contains spelling, word choice and grammar are correct	0–5 points		the project or is inappropriate	appropriate and supportive of	powerful, vivid, descriptive to		
Spelling, word choice and grammar are correct word choice and grammar are correct correct.    Spelling, word choice and grammar are correct word choice and grammar are correct correct.			and unsupportive of the	the purpose and focus.	audience and supportive of the		
Communication— Music/sound either not included, unoriginal or unlicensed for reuse  Music/sound is original or unlicensed for reuse  Music/sound is original or licensed for reuse  Music/sound is original or licensed for reuse  Not included  Not included  Script lacks originality and includes at least 1 participant. Poor diction, fluency and flow personal simply stops. No action step  Ending  D-5 points  Music/sound is original or licensed for reuse  Not included  Script lacks originality and includes at least 1 participant. Poor diction, fluency and flow generally supports the project  Ending  D-5 points  Ending is abrupt, weak or video simply stops. No action step  Action steps unclear  Evaluator's Comments—Include two things done well and two opportunities for improvement:  TOTAL  [100 Points Possible]  Evaluator initials:  Evaluator Initials:  Evaluator Initials:  Evaluator Initials:  I A Music/sound significantly enriches the project, creates appropriate mood/tone. All music/sound significantly enriches the project, creates appropriate mood/tone and coordinates with images. All music/sound is original or licensed for reuse  Original script including at least 1 participant. Diction, fluency and flow generally supports or enhances the project  1 participant. Diction, fluency and flow significantly supports or enhances the project  1 participant. Diction, fluency and flow significantly supports or enhances the project  1 participant. Diction, fluency and flow significantly supports or enhances the project  2 participant. Diction, fluency and flow significantly supports or enhances the project  5 Ending brings closure and engages the audience in reflective thinking and 2 steps toward clear action or change  Evaluator ## Total ## Total			purpose and focus. Contains	Spelling, word choice and	purpose and focus. Spelling,		
Communication— Music/sound either not included, unoriginal or unlicensed for reuse  Music/sound is original or unlicensed for reuse  Music/sound is original or licensed for reuse  Music/sound is original or licensed for reuse  Not included  Not included  Script lacks originality and includes at least 1 participant. Poor diction, fluency and flow personal simply stops. No action step  Ending  D-5 points  Music/sound is original or licensed for reuse  Not included  Script lacks originality and includes at least 1 participant. Poor diction, fluency and flow generally supports the project  Ending  D-5 points  Ending is abrupt, weak or video simply stops. No action step  Action steps unclear  Evaluator's Comments—Include two things done well and two opportunities for improvement:  TOTAL  [100 Points Possible]  Evaluator initials:  Evaluator Initials:  Evaluator Initials:  Evaluator Initials:  I A Music/sound significantly enriches the project, creates appropriate mood/tone. All music/sound significantly enriches the project, creates appropriate mood/tone and coordinates with images. All music/sound is original or licensed for reuse  Original script including at least 1 participant. Diction, fluency and flow generally supports or enhances the project  1 participant. Diction, fluency and flow significantly supports or enhances the project  1 participant. Diction, fluency and flow significantly supports or enhances the project  1 participant. Diction, fluency and flow significantly supports or enhances the project  2 participant. Diction, fluency and flow significantly supports or enhances the project  5 Ending brings closure and engages the audience in reflective thinking and 2 steps toward clear action or change  Evaluator ## Total ## Total			spelling, word choice and	grammar are correct	word choice and grammar are		
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Music/sound either not included, unoriginal or unlicensed for reuse  Music/sound is original or unlicensed for reuse  Music/sound is original or licensed for reuse  Not included  Not included includes at least 1 participant.  Poor diction, fluency and flow generally supports the project.  Poor diction, fluency and flow generally supports or enhances the project  Not included includes at least 1 participant.  Poor diction, fluency and flow generally supports or enhances the project.  Not included includes at least 1 participant.  Poor diction, fluency and flow generally suports or enhances the project.  Not included includes	Communication—	0		3 4			
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includes at least 1 participant. Poor diction, fluency and flow Poor diction, fluency and flow generally supports the project  I participant. Diction, fluency and flow significantly supports or enhances the project  I participant. Diction, fluency and flow significantly supports or enhances the project  I participant. Diction, fluency and flow significantly supports or enhances the project  I participant. Diction, fluency and flow significantly supports or enhances the project  I participant. Diction, fluency and flow significantly supports or enhances the project  I participant. Diction, fluency and flow significantly supports or enhances the project  I participant. Diction, fluency and flow significantly supports or enhances the project  I participant. Diction, fluency and flow significantly supports or enhances the project  I participant. Diction, fluency and flow significantly supports or enhances the project  I participant. Diction, fluency and flow significantly supports or enhances the project  I participant. Diction, fluency and flow significantly supports or enhances the project  I participant. Diction, fluency and flow significantly supports or enhances the project  I participant. Diction, fluency and flow significantly supports or enhances the project  I participant. Diction, fluency and flow significantly supports or enhances the project  I participant. Diction, fluency and flow significantly supports or enhances the project  I participant. Diction, fluency and flow significantly supports or enhances the project  I participant. Diction, fluency and flow significantly supports or enhances the project  I participant. Diction, fluency and flow significantly supports or enhances the project  I participant. Diction, fluency and flow significantly supports or enhances the project  I participant. Diction, fluency and flow significantly supports to enhance the project  I participant. Diction, fluency and flow significantly supports to enhance the project supports the project supports the project supports th		-		- ·	5		
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Ending 0			Poor diction, fluency and flow				
Ending is abrupt, weak or video simply stops. No action step  Ending is somewhat developed but does not engage the audience in reflective thinking. Action steps unclear  Ending brings closure and engages the audience in reflective thinking and 2 steps toward action or change  Evaluator's Comments—Include two things done well and two opportunities for improvement:  TOTAL (100 Points Possible)  Evaluator #:  Evaluator #:  Evaluator Initials:					' '		
simply stops. No action step  but does not engage the audience in reflective thinking. Action steps unclear  but does not engage the audience in reflective thinking and 2 steps toward action or change  engages the audience in reflective thinking and 2 steps toward clear action or change  Evaluator's Comments—Include two things done well and two opportunities for improvement:  TOTAL (100 Points Possible)  Evaluator #:  Evaluator Initials:	Ending			- ·	_		
audience in reflective thinking. Action steps unclear  reflective thinking and 2 steps toward clear action or change  reflective thinking and 2 steps toward clear action or change  reflective thinking and 2 steps toward clear action or change  reflective thinking and 2 steps toward clear action or change  TOTAL (100 Points Possible)  Evaluator #: Evaluator Initials:	0–5 points	Ending is abrupt, weak or video	-				
Action steps unclear toward action or change toward clear action or change  Evaluator's Comments-Include two things done well and two opportunities for improvement:  TOTAL (100 Points Possible)  Evaluator #: Evaluator Initials:		simply stops. No action step	but does not engage the	engages the audience in	engages the audience in		
Evaluator's Comments–Include two things done well and two opportunities for improvement:  TOTAL (100 Points Possible)  Evaluator #:  Evaluator Initials:			audience in reflective thinking.	reflective thinking and 2 steps	reflective thinking and 2 steps		
TOTAL (100 Points Possible)  Evaluator #:  Evaluator Initials:			Action steps unclear	toward action or change	toward clear action or change		
TOTAL (100 Points Possible)  Evaluator #:  Evaluator Initials:							-
(100 Points Possible)  Evaluator #:  Evaluator Initials:	Evaluator's Comn	nents–Include two things don	e well and two opportunities	for improvement:			
(100 Points Possible)  Evaluator #:  Evaluator Initials:						TOTAL	
Evaluator #: Evaluator Initials:							
Evaluator Initials:						,	1
						Evaluator #:	
						Evaluator Initials:	
RC Initials:							
						RC Initials:	



LEVELS 3 & 4 RUBRIC (PRELIMINARY ROUND)

WEBSITE CON	ITENT (PROJECT COM	PONENTS)				POINTS
Project Identification Page 0 or 4 points	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, level and project title				
FCCLA Planning Process Summary Page 0–10 points	<b>0</b> 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	
Evidence of Online Project Summary Submission 0 or 1 point	0 Not provided	1 Signed proof of submission from the online form is included				
Project Summary 0–10 points	0 Not provided	1 2 Purpose, FCS relationship, research, background information and goal of the project is minimally explained or is inconsistent and presented	3 4 Purpose, FCS relationship, research, background information and goal of the project is explained but lacking detail or is disorganized	5 6 7 Purpose, FCS relationship, research, background information and goal of the project is explained and presented	8 9 10 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	
Works Cited/Bibliography 0–5 points	<b>0</b> Not provided	1 2 Copyright is questionable and source list is incomplete or inconsistent	3 Copyright statements and permissions are included for most sources but in an inconsistent format	Copyright statements and permissions are included for all sources. Sources are complete, current, reliable and in MLA/APA citation (see citation guide)	5 Work is original, copyright statements with permissions granted are included for all sources. Sources are complete, current, reliable and in MLA/APA citation (see citation guide)	

WEBSITE COI	NTENT (DIGITAL STOR)	Y/VIDEO CONTENT)				POINTS
Introduction	0	1 2	3 4	5		
0–5 points	No introduction. FCCLA	Introduction ineffective or	Introduction is original, catches	Introduction is original, catches		
	emblem not included	purpose/focus unclear. FCCLA	interest and states purpose	interest and clearly states		
		emblem included but not at	and focus. Includes the FCCLA	purpose and focus. Includes		
		first	emblem	the FCCLA emblem		
Purpose and Focus	0	1 2	3 4	5		
0–5 points	Not evident	Purpose, focus and point of	Purpose, focus and point of	Purpose, focus and point of		
		view is vague and/or	view is established and loosely	view is clear and maintained		
		inconsistent throughout	maintained throughout	throughout the presentation		
		presentation	presentation			
Subject	0	1 2	3 4 5	6 7 8	9 10	
Knowledge	Subject knowledge is unclear.	Subject knowledge is limited.	Evidence of knowledge, but not	Subject knowledge is evident.	Subject knowledge is clearly	
0–10 points	Presented information is	Presented information is	used effectively in the	All presented information is	evident. All presented	
	inappropriate or inaccurate	mostly appropriate and	presentation	appropriate and accurate	information is extremely	
		accurate			appropriate and accurate	
Creativity and	0	1 2	3	4	5	
Design	No theme, purpose or focus	Use of color, design, effects	Use of color, design, effects	Use of color, design, effects	Use of color, design, effects	
0–5 points	identified	and creativity loosely support	and creativity support the	and creativity support the	and creativity clearly support	
		the theme. Many distractions	theme but distract from the	theme and do not distract from	the theme and do not distract	
		from the purpose and focus	purpose and focus	the purpose and focus	from the purpose and focus	
Technical Quality	0	1	2 3	4	5	
Sound	Not evident	Sound quality is poor. Volume	Sound quality is clear. Volume	Sound quality is clear. Volume	Sound quality is very clear.	
0–5 points		levels are inconsistent	levels are mostly consistent	levels are consistent	Volume levels are consistent	
Technical Quality	0	1	2 3	4	5	
Images or Video	Images/video are either not	Images/video quality is poor	Images/video quality is	Images/video quality is good	Images/video quality is	
0–5 points	included, unoriginal or	(low resolution, size	inconsistent. All images are	throughout. All images are	excellent—high resolution, no	
	unlicensed for reuse	distortion). All images are	original or licensed for reuse	original or licensed for reuse	distortion. All images are	
		original or licensed for reuse			original or licensed for reuse	



LEVELS 3 & 4 RUBRIC (PRELIMINARY ROUND) (CONTINUED)

Tochnical Quality	0	1	2 2	4	5	
Technical Quality Editing	<b>0</b> Not evident	1 Transitions are ineffective or	2 3	=	-	
•	Not evident		Transitions are either minimal,	Transitions are minimal,	Transitions are minimal,	
0–5 points		do not support story. Purpose	smooth or effective. Supports	smooth and effective. Supports	smooth and highly effective.	
		and focus unclear	story, maintains focus or	story, maintains focus or	Supports story, maintains focus	
Lianneina	0	5	purpose	purpose	or purpose	
Licensing	I	I				
0 or 5 points	The video was not licensed by	A Creative Commons license or				
	the participant	copyright statement is included				
Communication—	0	in the video	3 4	5		
Graphics/Images			-	-		
0–5 points	Graphics, images or video	Graphics, images or video	Graphics, images or video	Graphics, images or video		
0-5 points	are either not included,	either lack emotion or do not	creates emotion to match	creates emotion to match		
	unoriginal or unlicensed for	match storyline. Images poorly	storyline. Images Mostly	storyline. Images coordinate		
	reuse	coordinate with music, sound or narrative. All images are	coordinate with music, sound or narrative. All images are	with music, sound or narrative. All images are original or		
		•	original or licensed for reuse	licensed for reuse		
Communication—	0	original or licensed for reuse  1 2	3 4	s		
Text	Not included	Word or text does not enhance	Word or text choices are	Word or text choices are		
0–5 points	Not included	the project or is inappropriate	appropriate and supportive of	powerful, vivid, descriptive to		
o 5 points		and unsupportive of the	the purpose and focus.	audience and supportive of the		
		purpose and focus. Contains	Spelling, word choice and	purpose and focus. Spelling,		
		spelling, word choice and	grammar are correct	word choice and grammar are		
		grammar errors	graninal are correct	correct		
Communication—	0	1 2	3 4	5		
Music/Sound	Music/sound either not	Music/sound creates an	Music/sound creates	Music/sound significantly		
0–5 points	included, unoriginal or	inappropriate mood/tone. All	appropriate mood/tone. All	enriches the project, creates		
p	unlicensed for reuse	music/sound is original or	music/sound is original or	appropriate mood/tone and		
	ace.isea ioi rease	licensed for reuse	licensed for reuse	coordinates with images. All		
				music/sound is original or		
				licensed for reuse		
Narration	0	1 2	3 4	5		
0–5 points	Not included	Script lacks originality and	Original script including at least	Original script including at least		
·		includes at least 1 participant.	1 participant. Diction, fluency	1 participant. Diction, fluency		
		Poor diction, fluency and flow	and flow generally supports	and flow significantly supports		
		, ,	the project	or enhances the project		
Ending	0	1 2	3 4	5		
0–5 points	Ending is abrupt, weak or video	Ending is somewhat developed	Ending brings closure and	Ending brings closure and		
	simply stops. No action step	but does not engage the	engages the audience in	engages the audience in		
		audience in reflective thinking.	reflective thinking and 3 steps	reflective thinking and 3 steps		
		Action steps unclear	toward action or change	toward clear action or change		
		,	· · · · · · · · · · · · · · · · · · ·	,		
Evaluator's Comm	nents-Include two things don	e well and two opportunities	for improvement:			
					TOTAL	
					(100 Points Possible)	
					Evaluator #:	
					Evaluator Initials:	
					RC Initials:	<del></del>
					ne mitiais:	



# STAR EVENTS POINT SUMMARY FORM (NATIONAL LEADERSHIP CONFERENCE (NLC))

Participant Name: \_\_\_\_\_

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

Chapter:	State: <i>Te</i>	eam #:	Station #:	Level:
	top is correct. If a student named is not participat urn with other forms. Do NOT change <i>team</i> or sta	O,	` ,	s not show, write "No
2. At the conclusion of presenta	tion, verify evaluator scores and fill in information front of the completed rubrics and staple all iter	n below. Calc	ulate the final score and ask	for evaluators'
	the room, double check all scores, names and tea		-	ts hy <i>team</i> order and
turn in to the Lead Consultan		m nambers c	o chisare accaracy. Sore resar	ts by team order and
4. Check with the Lead Consulta	nt if there are any questions regarding the evalua	ation process.		
ROOM CONSULTANT CHECK				POINTS
	Confirmed STAR Competition(s) schedule	in the FCCLA	Adviser Portal by the deadling	ne
Confirm STAR Competition(s)	(National Leadersh	nip Conferenc	e Only)	
0 or 1 point	0		1	
	No		Yes	
Event Online Orientation Form	0		1	
0 or 1 point	Online Orientation Form not completed in the	Online Ori	entation Form completed in	the
0 01 1 point	Student Portal by the deadline	Student Po	ortal by the deadline	
Punctuality	0		1	
0 or 1 point	Participant was late for presentation	Participant	t was on time for presentation	n
Dress Code	0		1	
0 or 1 point	Event dress code was not followed	Event dres	s code was followed	
EVALUATORS' SCORES			ROOM CONSULTANT	TOTAL
Evaluator 1:	Initials:		(4 points p	ossible)
Evaluator 2:	Initials:		AVERAGE EVALUATOR	SCORE
Evaluator 3:	Initials:		(129 points p	ossible)
Total Score:	Divided by # of Evaluators		FINAL	. SCORE
	= AVERAGE EVALUATOR SCORE -		(Average Evaluator Sco	ore plus
	Rounded only to the nearest hundredth (i.e., 79	.99 not 80.00	) Room Consultan	t Score)
		FINAL SCO	ORE divided by 133 possible RATING SCORE PERCE	
RATING ACHIEVED (circle one)	<b>Gold:</b> 90–100 <b>Silver:</b> 70–89.99 <b>E</b>	Bronze: 1–69.	99	

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



LEVEL 1 RUBRIC (NATIONAL LEADERSHIP CONFERENCE)

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

WEBSITE COM	NTENT (PROJECT COM	PONENTS)				POINTS
Project Identification Page 0 or 4 points  FCCLA Planning Process Summary Page 0-10 points	Project Identification Page is missing, is not completed or includes incorrect information  O Planning Process Summary not provided	4 Project Identification Page is present, contains participants' names, chapter name, school, city, state, event name, level and project title  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	
Evidence of Online Project Summary Submission 0 or 1 point	<b>0</b> Not provided	1 Signed proof of submission from the online form is included			more than 1 page	
Project Summary 0–10 points	0 Not provided	Purpose, FCS relationship, research, background information and goal of the project is minimally explained or is inconsistent and presented	Purpose, FCS relationship, research, background information and goal of the project is explained but lacking detail or is disorganized	5 6 7 Purpose, FCS relationship, research, background information and goal of the project is explained and presented	8 9 10 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	
Works Cited/Bibliography 0–5 points	0 Not provided	1 2 Copyright is questionable and source list is incomplete or inconsistent	Copyright statements and permissions are included for most sources but in an inconsistent format	Copyright statements and permissions are included for all sources. Sources are complete, current, reliable and in MLA/APA citation (see citation guide)	Work is original, copyright statements with permissions granted are included for all sources. Sources are complete, current, reliable and in MLA/APA citation (see citation guide)	

WEBSITE COI	NTENT (DIGITAL STOR)	//VIDEO <i>CONTENT</i> )				POINT:
Introduction	0	1 2	3 4	5		
0–5 points	No introduction. FCCLA	Introduction ineffective or	Introduction is original, catches	Introduction is original, catches		
	emblem not included	purpose/focus unclear. FCCLA	interest and states purpose	interest and clearly states		
		emblem included but not at	and focus. Includes the FCCLA	purpose and focus. Includes		
		first	emblem	the FCCLA emblem		
Purpose and Focus	0	1 2	3 4	5		
0–5 points	Not evident	Purpose, focus and point of	Purpose, focus and point of	Purpose, focus and point of		
		view is vague and/or	view is established and loosely	view is clear and maintained		
		inconsistent throughout	maintained throughout	throughout the presentation		
		presentation	presentation			
Subject	0	1 2	3 4 5	6 7 8	9 10	
Knowledge	Subject knowledge is unclear.	Subject knowledge is limited.	Evidence of knowledge, but not	Subject knowledge is evident.	Subject knowledge is clearly	
0–10 points	Presented information is	Presented information is	used effectively in the	All presented information is	evident. All presented	
	inappropriate or inaccurate	mostly appropriate and	presentation	appropriate and accurate	information is extremely	
		accurate			appropriate and accurate	
Creativity and	0	1 2	3	4	5	
Design	No theme, purpose or focus	Use of color, design, effects	Use of color, design, effects	Use of color, design, effects	Use of color, design, effects	
0–5 points	identified	and creativity loosely support	and creativity support the	and creativity support the	and creativity clearly support	
		the theme. Many distractions	theme but distract from the	theme and do not distract from	the theme and do not distract	
		from the purpose and focus	purpose and focus	the purpose and focus	from the purpose and focus	
Technical Quality	0	1	2 3	4	5	
Sound	Not evident	Sound quality is poor. Volume	Sound quality is clear. Volume	Sound quality is clear. Volume	Sound quality is very clear.	
0–5 points		levels are inconsistent	levels are mostly consistent	levels are consistent	Volume levels are consistent	



LEVEL 1 RUBRIC (NATIONAL LEADERSHIP CONFERENCE) (CONTINUED)

Technical Quality	0	1	2 3	4	5	
Images or Video	Images/video are either not	Images/video quality is poor	Images/video quality is	Images/video quality is good	Images/video quality is	
0–5 points	included, unoriginal or	(low resolution, size	inconsistent. All images are	throughout. All images are	excellent—high resolution, no	
p	unlicensed for reuse	distortion). All images are	original or licensed for reuse	original or licensed for reuse	distortion. All images are	
	acensea roi rease	original or licensed for reuse	ongmar or meensed for rease	ongmar or meensed for rease	original or licensed for reuse	
Technical Quality	0	1	2 3	4	5	
Editing	Not evident	Transitions are ineffective or	Transitions are either minimal,	Transitions are minimal,	Transitions are minimal,	
0–5 points	Not evident	do not support story. Purpose	smooth or effective. Supports	smooth and effective. Supports	smooth and highly effective.	
o o pomes		and focus unclear	story, maintains focus or	story, maintains focus or	Supports story, maintains focus	
		and rocus unclear	purpose	purpose	or purpose	
Licensing	0	5	ригрозс	ригрозс	or purpose	
0 or 5 points	The video was not licensed by	A Creative Commons license or				
o o. o pomio	the participant	copyright statement is included				
	the participant	in the video				
Communication—	0	1 2	3 4	5		
Graphics/Images	Graphics, images or video	Graphics, images or video	Graphics, images or video	Graphics, images or video		
0–5 points	are either not included,	either lack emotion or do not	creates emotion to match	creates emotion to match		
	unoriginal or unlicensed for	match storyline. Images poorly	storyline. Images Mostly	storyline. Images coordinate		
	reuse	coordinate with music, sound	coordinate with music, sound	with music, sound or narrative.		
		or narrative. All images are	or narrative. All images are	All images are original or		
		original or licensed for reuse	original or licensed for reuse	licensed for reuse		
Communication—	0	1 2	3 4	5		
Text	Not included	Word or text does not enhance	Word or text choices are	Word or text choices are		
0–5 points		the project or is inappropriate	appropriate and supportive of	powerful, vivid, descriptive to		
		and unsupportive of the	the purpose and focus.	audience and supportive of the		
		purpose and focus. Contains	Spelling, word choice and	purpose and focus. Spelling,		
		spelling, word choice and	grammar are correct	word choice and grammar are		
		grammar errors		correct		
Communication—	0	1 2	3 4	5		
Music/Sound	Music/sound either not	Music/sound creates an	Music/sound creates	Music/sound significantly		
0–5 points	included, unoriginal or	inappropriate mood/tone. All	appropriate mood/tone. All	enriches the project, creates		
	unlicensed for reuse	music/sound is original or	music/sound is original or	appropriate mood/tone and		
		licensed for reuse	licensed for reuse	coordinates with images. All		
				music/sound is original or		
				licensed for reuse		
Narration	0	1 2	3 4	5		
0–5 points	Not included	Script lacks originality and	Original script including at least	Original script including at least		
		includes at least 1 participant.	1 participant. Diction, fluency	1 participant. Diction, fluency		
		Poor diction, fluency and flow	and flow generally supports	and flow significantly supports		
			the project	or enhances the project		
Ending	0	1 2	3 4	5		
0–5 points	Ending is abrupt, weak or video	Ending is somewhat developed	Ending brings closure and	Ending brings closure and		
	simply stops. No action step	but does not engage the	engages the audience in	engages the audience in		
		audience in reflective thinking.	reflective thinking and 1 step	reflective thinking and 1 step		
		Action step unclear	toward action or change	toward clear action or change		

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



# LEVEL 1 RUBRIC (NATIONAL LEADERSHIP CONFERENCE) (CONTINUED)

Voice-pitch,	0	1	2	3	
tempo, volume	Voice qualities not used	Voice quality is adequate	Voice quality is good, but could	Voice quality is outstanding	
0–3 points	effectively		improve	and pleasing	
	0	1	2		
Pody Language	Uses inappropriate	Gestures, posture,	Gestures, posture,		
Body Language 0–2 points	gestures, posture or	mannerisms and eye	mannerisms, and eye		
0–2 points	mannerisms, avoids eye	contact is inconsistent	contact are appropriate		
	contact				
Grammar/Word	0	1	2	3	
Usage/	Extensive (more than 5)	Some (3–5) grammatical and	Few (1–2) grammatical and	Presentation has no	
Pronunciation	grammatical and pronunciation	pronunciation errors	pronunciation errors	grammatical or pronunciation	
0–3 points	errors			errors	
Responses to	0	1	2	3	
Evaluators'	Did not answer evaluators'	Unable to answer some	Responded adequately to all	Responses to questions were	
Questions	questions	questions	questions	appropriate and given without	
0–3 points				hesitation	

Evaluator's Comments-Include two things done well and two opportunities for improvement:		
	TOTAL (129 Points Possible)	
	Evaluator #:	
	Evaluator Initials:	_
	RC Initials:	



LEVEL 2 RUBRIC (NATIONAL LEADERSHIP CONFERENCE)

Participant Name:				
Chapter:	State:	Team #:	Station #:	Level:
WEDSITE CONTENT (DROJECT COMPONENTS)				DOI

WEBSITE CON	TENT (PROJECT COM	PONENTS)				POINTS
Project Identification Page 0 or 4 points	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, level and project title				
FCCLA Planning Process Summary Page 0–10 points	<b>0</b> 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	
Evidence of Online Project Summary Submission 0 or 1 point	0 Not provided	1 Signed proof of submission from the online form is included				
Project Summary 0–10 points	0 Not provided	1 2 Purpose, FCS relationship, research, background information and goal of the project is minimally explained or is inconsistent and presented	3 4 Purpose, FCS relationship, research, background information and goal of the project is explained but lacking detail or is disorganized	5 6 7 Purpose, FCS relationship, research, background information and goal of the project is explained and presented	8 9 10 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	
Works Cited/Bibliography 0–5 points	0 Not provided	1 2 Copyright is questionable and source list is incomplete or inconsistent	3 Copyright statements and permissions are included for most sources but in an inconsistent format	Copyright statements and permissions are included for all sources. Sources are complete, current, reliable and in MLA/APA citation (see citation guide)	5 Work is original, copyright statements with permissions granted are included for all sources. Sources are complete, current, reliable and in MLA/APA citation (see citation guide)	

WEBSITE CON	TENT (DIGITAL STORY	//VIDEO CONTENT)				<b>POINTS</b>
Introduction	0	1 2	3 4	5		
0–5 points	No introduction. FCCLA	Introduction ineffective or	Introduction is original, catches	Introduction is original, catches		
	emblem not included	purpose/focus unclear. FCCLA	interest and states purpose	interest and clearly states		
		emblem included but not at	and focus. Includes the FCCLA	purpose and focus. Includes		
		first	emblem	the FCCLA emblem		
Purpose and Focus	0	1 2	3 4	5		
0–5 points	Not evident	Purpose, focus and point of	Purpose, focus and point of	Purpose, focus and point of		
		view is vague and/or	view is established and loosely	view is clear and maintained		
		inconsistent throughout	maintained throughout	throughout the presentation		
		presentation	presentation			
Subject	0	1 2	3 4 5	6 7 8	9 10	
Knowledge	Subject knowledge is unclear.	Subject knowledge is limited.	Evidence of knowledge, but not	Subject knowledge is evident.	Subject knowledge is clearly	
0–10 points	Presented information is	Presented information is	used effectively in the	All presented information is	evident. All presented	
	inappropriate or inaccurate	mostly appropriate and	presentation	appropriate and accurate	information is extremely	
		accurate			appropriate and accurate	
Creativity and	0	1 2	3	4	5	
Design	No theme, purpose or focus	Use of color, design, effects	Use of color, design, effects	Use of color, design, effects	Use of color, design, effects	
0–5 points	identified	and creativity loosely support	and creativity support the	and creativity support the	and creativity clearly support	
		the theme. Many distractions	theme but distract from the	theme and do not distract from	the theme and do not distract	
		from the purpose and focus	purpose and focus	the purpose and focus	from the purpose and focus	
Technical Quality	0	1	2 3	4	5	[
Sound	Not evident	Sound quality is poor. Volume	Sound quality is clear. Volume	Sound quality is clear. Volume	Sound quality is very clear.	
0–5 points		levels are inconsistent	levels are mostly consistent	levels are consistent	Volume levels are consistent	



LEVEL 2 RUBRIC (NATIONAL LEADERSHIP CONFERENCE) (CONTINUED)

Technical Quality	0	1	2 3	4	5	
Images or Video	Images/video are either not	Images/video quality is poor	Images/video quality is	Images/video quality is good	Images/video quality is	
0–5 points	included, unoriginal or	(low resolution, size	inconsistent. All images are	throughout. All images are	excellent—high resolution, no	
'	unlicensed for reuse	distortion). All images are	original or licensed for reuse	original or licensed for reuse	distortion. All images are	
		original or licensed for reuse	0	0	original or licensed for reuse	
Technical Quality	0	1	2 3	4	5	
Editing	Not evident	Transitions are ineffective or	Transitions are either minimal,	Transitions are minimal,	Transitions are minimal,	
0–5 points		do not support story. Purpose	smooth or effective. Supports	smooth and effective. Supports	smooth and highly effective.	
		and focus unclear	story, maintains focus or	story, maintains focus or	Supports story, maintains focus	
			purpose	purpose	or purpose	
Licensing	0	5				
0 or 5 points	The video was not licensed by	A Creative Commons license or				
	the participant	copyright statement is included				
		in the video				
Communication—	0	1 2	3 4	5		
Graphics/Images	Graphics, images or video	Graphics, images or video	Graphics, images or video	Graphics, images or video		
0–5 points	are either not included,	either lack emotion or do not	creates emotion to match	creates emotion to match		
	unoriginal or unlicensed for	match storyline. Images poorly	storyline. Images Mostly	storyline. Images coordinate		
	reuse	coordinate with music, sound	coordinate with music, sound	with music, sound or narrative.		
		or narrative. All images are	or narrative. All images are	All images are original or		
		original or licensed for reuse	original or licensed for reuse	licensed for reuse		
Communication—	0	1 2	3 4	5		
Text	Not included	Word or text does not enhance	Word or text choices are	Word or text choices are		
0–5 points		the project or is inappropriate	appropriate and supportive of	powerful, vivid, descriptive to		
		and unsupportive of the	the purpose and focus.	audience and supportive of the		
		purpose and focus. Contains	Spelling, word choice and	purpose and focus. Spelling,		
		spelling, word choice and	grammar are correct	word choice and grammar are		
		grammar errors		correct		
Communication—	0	1 2	3 4	5		
Music/Sound	Music/sound either not	Music/sound creates an	Music/sound creates	Music/sound significantly		
0–5 points	included, unoriginal or	inappropriate mood/tone. All	appropriate mood/tone. All	enriches the project, creates		
	unlicensed for reuse	music/sound is original or	music/sound is original or	appropriate mood/tone and		
		licensed for reuse	licensed for reuse	coordinates with images. All		
				music/sound is original or		
				licensed for reuse		
Narration	O National code of	1 2	3 4	5		
0–5 points	Not included	Script lacks originality and	Original script including at least	Original script including at least		
		includes at least 1 participant.	1 participant. Diction, fluency	1 participant. Diction, fluency		
		Poor diction, fluency and flow	and flow generally supports	and flow significantly supports		
For all to a	0	1 2	the project 3 4	or enhances the project		
Ending 0–5 points	Ending is abrupt, weak or video		T	5 Ending brings closure and		
0-3 points		Ending is somewhat developed but does not engage the	Ending brings closure and engages the audience in	Ending brings closure and engages the audience in		
	simply stops. No action step		~ ~			
		audience in reflective thinking.	reflective thinking and 2 steps	reflective thinking and 2 steps		
		Action steps unclear	toward action or change	toward clear action or change		

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



# LEVEL 2 RUBRIC (NATIONAL LEADERSHIP CONFERENCE) (CONTINUED)

Voice-pitch,	0	1	2	3	
tempo, volume	Voice qualities not used	Voice quality is adequate	Voice quality is good, but could	Voice quality is outstanding	
0–3 points	effectively		improve	and pleasing	
	0	1	2		
Body Language	Uses inappropriate	Gestures, posture,	Gestures, posture,		
0–2 points	gestures, posture or	mannerisms and eye	mannerisms, and eye		
0–2 points	mannerisms, avoids eye	contact is inconsistent	contact are appropriate		
	contact				
Grammar/Word	0	1	2	3	
Usage/	Extensive (more than 5)	Some (3–5) grammatical and	Few (1–2) grammatical and	Presentation has no	
Pronunciation	grammatical and pronunciation	pronunciation errors	pronunciation errors	grammatical or pronunciation	
0–3 points	errors			errors	
Responses to	0	1	2	3	
Evaluators'	Did not answer evaluators'	Unable to answer some	Responded adequately to all	Responses to questions were	
Questions	questions	questions	questions	appropriate and given without	
0–3 points				hesitation	

Evaluator's Comments-Include two things done well and two opportunities for improvement:		
	TOTAL (129 Points Possible)	
	Evaluator #:	
	Evaluator Initials:	_
	RC Initials:	



LEVELS 3 & 4 RUBRIC (NATIONAL LEADERSHIP CONFERENCE (NLC))

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

WEBSITE CON	NTENT (PROJECT COMI	PONENTS)				POINTS
Project Identification Page 0 or 4 points	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, level and project title				
FCCLA Planning Process Summary Page 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	
Evidence of Online Project Summary Submission 0 or 1 point	0 Not provided	1 Signed proof of submission from the online form is included				
Project Summary 0–10 points	0 Not provided	1 2 Purpose, FCS relationship, research, background information and goal of the project is minimally explained or is inconsistent and presented	3 4 Purpose, FCS relationship, research, background information and goal of the project is explained but lacking detail or is disorganized	5 6 7 Purpose, FCS relationship, research, background information and goal of the project is explained and presented	8 9 10 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	
Works Cited/Bibliography 0–5 points	0 Not provided	1 2 Copyright is questionable and source list is incomplete or inconsistent	3 Copyright statements and permissions are included for most sources but in an inconsistent format	4 Copyright statements and permissions are included for all sources. Sources are complete, current, reliable and in MLA/APA citation (see citation guide)	5 Work is original, copyright statements with permissions granted are included for all sources. Sources are complete, current, reliable and in MLA/APA citation (see citation guide)	

WEBSITE CON	ITENT (DIGITAL STORY	//VIDEO CONTENT)				POINTS
Introduction	0	1 2	3 4	5		
0–5 points	No introduction. FCCLA	Introduction ineffective or	Introduction is original, catches	Introduction is original, catches		
	emblem not included	purpose/focus unclear. FCCLA	interest and states purpose	interest and clearly states		
		emblem included but not at	and focus. Includes the FCCLA	purpose and focus. Includes		
		first	emblem	the FCCLA emblem		
Purpose and Focus	0	1 2	3 4	5		
0–5 points	Not evident	Purpose, focus and point of	Purpose, focus and point of	Purpose, focus and point of		
		view is vague and/or	view is established and loosely	view is clear and maintained		
		inconsistent throughout	maintained throughout	throughout the presentation		
		presentation	presentation			
Subject	0	1 2	3 4 5	6 7 8	9 10	
Knowledge	Subject knowledge is unclear.	Subject knowledge is limited.	Evidence of knowledge, but not	Subject knowledge is evident.	Subject knowledge is clearly	
0–10 points	Presented information is	Presented information is	used effectively in the	All presented information is	evident. All presented	
	inappropriate or inaccurate	mostly appropriate and	presentation	appropriate and accurate	information is extremely	
		accurate			appropriate and accurate	
Creativity and	0	1 2	3	4	5	
Design	No theme, purpose or focus	Use of color, design, effects	Use of color, design, effects	Use of color, design, effects	Use of color, design, effects	
0–5 points	identified	and creativity loosely support	and creativity support the	and creativity support the	and creativity clearly support	
		the theme. Many distractions	theme but distract from the	theme and do not distract from	the theme and do not distract	
		from the purpose and focus	purpose and focus	the purpose and focus	from the purpose and focus	
Technical Quality	0	1	2 3	4	5	
Sound	Not evident	Sound quality is poor. Volume	Sound quality is clear. Volume	Sound quality is clear. Volume	Sound quality is very clear.	
0–5 points		levels are inconsistent	levels are mostly consistent	levels are consistent	Volume levels are consistent	



LEVELS 3 & 4 RUBRIC (NATIONAL LEADERSHIP CONFERENCE (NLC)) (CONTINUED)

Technical Quality	0	1	2 3	4	5	
Images or Video	Images/video are either not	Images/video quality is poor	Images/video quality is	Images/video quality is good	Images/video quality is	
0–5 points	included, unoriginal or	(low resolution, size	inconsistent. All images are	throughout. All images are	excellent—high resolution, no	
'	unlicensed for reuse	distortion). All images are	original or licensed for reuse	original or licensed for reuse	distortion. All images are	
		original or licensed for reuse	0	0	original or licensed for reuse	
Technical Quality	0	1	2 3	4	5	
Editing	Not evident	Transitions are ineffective or	Transitions are either minimal,	Transitions are minimal,	Transitions are minimal,	
0–5 points		do not support story. Purpose	smooth or effective. Supports	smooth and effective. Supports	smooth and highly effective.	
		and focus unclear	story, maintains focus or	story, maintains focus or	Supports story, maintains focus	
			purpose	purpose	or purpose	
Licensing	0	5				
0 or 5 points	The video was not licensed by	A Creative Commons license or				
	the participant	copyright statement is included				
		in the video				
Communication—	0	1 2	3 4	5		
Graphics/Images	Graphics, images or video	Graphics, images or video	Graphics, images or video	Graphics, images or video		
0–5 points	are either not included,	either lack emotion or do not	creates emotion to match	creates emotion to match		
	unoriginal or unlicensed for	match storyline. Images poorly	storyline. Images Mostly	storyline. Images coordinate		
	reuse	coordinate with music, sound	coordinate with music, sound	with music, sound or narrative.		
		or narrative. All images are	or narrative. All images are	All images are original or		
		original or licensed for reuse	original or licensed for reuse	licensed for reuse		
Communication—	0	1 2	3 4	5		
Text	Not included	Word or text does not enhance	Word or text choices are	Word or text choices are		
0–5 points		the project or is inappropriate	appropriate and supportive of	powerful, vivid, descriptive to		
		and unsupportive of the	the purpose and focus.	audience and supportive of the		
		purpose and focus. Contains	Spelling, word choice and	purpose and focus. Spelling,		
		spelling, word choice and	grammar are correct	word choice and grammar are		
		grammar errors		correct		
Communication—	0	1 2	3 4	5		
Music/Sound	Music/sound either not	Music/sound creates an	Music/sound creates	Music/sound significantly		
0–5 points	included, unoriginal or	inappropriate mood/tone. All	appropriate mood/tone. All	enriches the project, creates		
	unlicensed for reuse	music/sound is original or	music/sound is original or	appropriate mood/tone and		
		licensed for reuse	licensed for reuse	coordinates with images. All		
				music/sound is original or		
				licensed for reuse		
Narration	0	1 2	3 4	5		
0–5 points	Not included	Script lacks originality and	Original script including at least	Original script including at least		
		includes at least 1 participant.	1 participant. Diction, fluency	1 participant. Diction, fluency		
		Poor diction, fluency and flow	and flow generally supports	and flow significantly supports		
			the project	or enhances the project		
Ending	0	1 2	3 4	5		
0–5 points	Ending is abrupt, weak or video	Ending is somewhat developed	Ending brings closure and	Ending brings closure and		
	simply stops. No action step	but does not engage the	engages the audience in	engages the audience in		
		audience in reflective thinking.	reflective thinking and 3 steps	reflective thinking and 3 steps		
		Action steps unclear	toward action or change	toward clear action or change		

ORAL PRESEN	NTATION					<b>POINTS</b>
Organization/	0	1 2 3	4 5 6	7 8	9 10	
Delivery	Presentation is not	The presentation covers	Presentation gives	Presentation covers	Presentation covers all	
0–10 points	complete or presented	some or all topic elements	complete information but	information completely	relevant information with	
	briefly and does not cover	with limited information	does not explain the	but does not flow well	a seamless and logical	
	components of the project		project well		delivery	
Knowledge of	0	1 2	3	4	5	
Subject Matter	Little or no evidence of subject	Minimal evidence of subject	Knowledge of subject matter is	Knowledge of subject matter is	Knowledge of subject matter is	
0–5 points	matter knowledge	matter knowledge	evident but not effectively	evident and shared at times in	evident and incorporated	
			used in presentation	the presentation	throughout the presentation	
Relationship of	0	1	2	3		
Family and	No evidence of relationship	Limited evidence of	Evidence of relationship	Detailed evidence of		
Consumer	between FCS coursework,	relationship between FCS	between FCS coursework,	relationship between FCS		
Sciences	standards and project. Neither	coursework, standards and	standards and project. National	coursework, standards and		
Coursework and	National Program identified	project. Either National	Program identified	project. National Program		
Standards		Program not identified		identified. All components		
0–3 points				explained well		



# LEVELS 3 & 4 RUBRIC (NATIONAL LEADERSHIP CONFERENCE (NLC)) (CONTINUED)

Voice-pitch,	0	1	2	3	
tempo, volume	Voice qualities not used	Voice quality is adequate	Voice quality is good, but could	Voice quality is outstanding	
0–3 points	effectively		improve	and pleasing	
	0	1	2		
Body Language	Uses inappropriate	Gestures, posture,	Gestures, posture,		
0–2 points	gestures, posture or	mannerisms and eye	mannerisms, and eye		
0-2 points	mannerisms, avoids eye	contact is inconsistent	contact are appropriate		
	contact				
Grammar/Word	0	1	2	3	
Usage/	Extensive (more than 5)	Some (3–5) grammatical and	Few (1–2) grammatical and	Presentation has no	
Pronunciation	grammatical and pronunciation	pronunciation errors	pronunciation errors	grammatical or pronunciation	
0–3 points	errors			errors	
Responses to	0	1	2	3	
Evaluators'	Did not answer evaluators'	Unable to answer some	Responded adequately to all	Responses to questions were	
Questions	questions	questions	questions	appropriate and given without	
0–3 points				hesitation	

Evaluator's Comments-Include two things done well and two opportunities for improvement:		
	TOTAL (129 Points Possible)	
	Evaluator #:	
	Evaluator Initials:	_
	RC Initials:	