INSTRUCTIONAL VIDEO DESIGN

INSTRUCTIONAL VIDEO DESIGN
An individual or *team event* recognizes participants who demonstrate their knowledge, skills and abilities to research, plan and create an instructional video to deliver *content* as part of a lesson or unit of instruction.

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, *graphic*s 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 *graphic*s 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 of photographs or student work when published online.
7. Participants who do not follow the event guidelines or the definition of the event, 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: **Through Grade 8**	**Level 2:** **Grades 9–10**	**Level 3:** **Grades 11–12**	**Level 4:** **Postsecondary**
■	■	■	■
*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	Instructional Video, 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**
*							*	*
*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.								

INSTRUCTIONAL VIDEO DESIGN
PRELIMINARY ROUND & NATIONAL LEADERSHIP CONFERENCE (NLC)

PRELMINARY ROUND & NATIONAL LEADERSHIP CONFERENCE (NLC)	
Preliminary Round	Participants must prepare an instructional video and submit project components on the FCCLA Portal by deadline outlined on the FCCLA website.
National Leadership Conference (NLC)	The top 15 entries per level will advance to the National Leadership Conference (NLC) and present their instructional video, plus oral presentation.

INSTRUCTIONAL VIDEO DESIGN
PROCEDURES & TIME REQUIREMENTS (PRELIMINARY ROUND) (DUE FEBRUARY 1)

TIME	LEVEL 1	LEVEL 2	LEVELS 3 & 4
Participants create an instructional video as part of a lesson or unit of instruction. The student must choose a topic that meets local school district standards for appropriateness and be approved by the FCCLA chapter adviser.			
Projects must be posted on the school/chapter website. Posted components include: instructional video(s) with copyright notice, video worksheet, *project identification page*, project summary and FCCLA *Planning Process* summary page. The video(s) must be **embedded** 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 instructional video must be no longer than five (5) minutes in length, including the title and credits.		
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 FCCLA Website. 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.

INSTRUCTIONAL VIDEO DESIGN
PROCEDURES & TIME REQUIREMENTS (NATIONAL LEADERSHIP CONFERENCE)

1. A table and laptop computer with Internet connections will be provided. Participants may bring their website 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 set up their presentation. Other persons may not assist.		
5 minutes	Participants will play their instructional video for the evaluators. The total running time of the instructional video may be up to 5 minutes in length. If creating a micro–video series, the series may not exceed 5 minutes. Videos will be stopped at 5 minutes.		
5 minutes	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.		
5 minutes	Following the presentation, evaluators will have 5 minutes to interview the participant and review the project website and/or video(s).		
5 minutes	Evaluators will have up to 5 minutes to use the rubric to score and write comments for each participant.		
Total Time: 25 Minutes			

INSTRUCTIONAL VIDEO DESIGN
SPECIFICATIONS (PRELIMINARY ROUND)

WEBSITE *CONTENT*	
Project Components	Projects must be posted on the school/chapter website. Posted components include: instructional video with copyright notice, video worksheet, *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.

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 1 - 8 ½" x 11" page or 1 slide, but cannot be larger. Must be posted on the website in PDF format.		
1– 8 ½" x 11" page	**FCCLA *Planning Process* Summary Page**	Summarize how each step of the *Planning Process* was used to plan and implement the project; Must be posted on the website in PDF format. **National Leadership Conference (NLC) Participants**: use of the *Planning Process* must also be described in the oral presentation.		
1– 8 ½" x 11" page or 1 slide	**Evidence of Online Summary Form Submission**	Complete the *Online Project Summary Form* under the "Surveys Applications" tab of the FCCLA Student Portal and include signed proof of submission on the website.		
3– 8 ½" x 11" pages	**Video Design Worksheet**	Use the provided template to develop a detailed video worksheet for the Instructional Video Design project. Post the video design worksheet on the website in PDF format.		

WEBSITE *CONTENT*	
Instructional Video *Content*	Participants create an instructional video as part of a lesson or unit of instruction. The course or topic may be of the student's choosing, but must meet local school district standards for appropriateness and be approved by the FCCLA Chapter Adviser. The total time of the video(s) may not exceed 5 minutes. The instructional video(s) 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
Format	Incorporate tutorial video and/or screencast formatting.	Incorporate tutorial video, screencast and/or presentation/lecture video formatting.	Incorporate tutorial video, screencast, presentation/lecture video, micro–video series and/or training video formatting.
Introduction	Create an original introduction that catches interest and clearly states video objective(s). Video introduction must include FCCLA emblem.		
Content	Reinforce learning objective(s) identified on the Instructional Video Design Worksheet. Use appropriate, accurate, bias–free and current information. Emphasize or repeat important points as needed.	Reinforce learning objective(s), National FCS standard(s) and *Career Readiness Practices* identified on the Instructional Video Design Worksheet. Use appropriate, accurate, bias–free and current information. Emphasize or repeat important points as needed.	

Design	Provide clear, concise and easy instruction for at least 1 key topic/step appropriate for intended age group. Have video follow storyboard/scripting.	Provide clear, concise and easy instruction for at least 2 key topics/steps appropriate for intended age group. Have video follow storyboard/scripting.	Provide clear, concise and easy instruction for at least 3 key topics/steps appropriate for intended age group. Have video follow storyboard/scripting.

SPECIFICATIONS	LEVEL 1	LEVEL 2	LEVELS 3 & 4
Technical Quality	Speak clearly with appropriate pitch, tempo and volume.		
Communication	Use appropriate body language including gestures, posture, mannerisms, eye contact and appropriate handling of notes or note cards if used. Wear FCCLA official dress.		
Ending	Use proper grammar, word usage and pronunciation.		
Works Cited/*Bibliography*	Use MLA or APA formatting when citing sources. All sources must be *reliable* and current.		
Licensing	License the website *content*s, using school district licensing requirements or Creative Commons (www.creativecommons.org).		

INSTRUCTIONAL VIDEO DESIGN

SPECIFICATIONS (NATIONAL LEADERSHIP CONFERENCE)

PRESENTATION FORMAT (NATIONAL LEADERSHIP CONFERENCE ONLY)	
Oral Presentation	Following the viewing of the *instructional video* presentation by evaluators, participants will deliver an oral presentation, which may be up to 5 minutes in length, to evaluators. The presentation must describe the FCCLA *Planning Process*, 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 thoroughly summarize project.		
Knowledge of Subject Matter	Demonstrate knowledge of subject matter, research and impact of project on participant(s).		
Relationship of Family and Consumer Sciences Coursework/Standards/*National Programs*	Describe the relationship of Family and Consumer Sciences coursework to selected topic.	Describe the relationship of Family and Consumer Sciences coursework to selected topic. Explain which FCCLA National Program(s) could be used during project implementation.	Describe the relationship of Family and Consumer Sciences coursework and standards to selected topic. Explain which FCCLA National Program(s) could be used during project implementation.
Voice	Speak clearly with appropriate pitch, tempo and volume.		
Body Language	Use appropriate body language including gestures, posture, mannerisms, eye contact and appropriate handling of notes or note cards if used.		
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.		

INSTRUCTIONAL VIDEO DESIGN

Resources

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

- Instructional Video Design Worksheet

- FCCLA Planning Process

- Work Cited Citation Guide

National Leadership Conference Resources

- Confirm STAR Events Instructions
  - o **Note:** This is **only** 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
  - o **Note:** This is **only** 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.

INSTRUCTIONAL VIDEO DESIGN
LEVEL 1 RUBRIC (PRELIMINARY ROUND)

WEBSITE CONTENT (PROJECT COMPONENTS)						POINTS
Project Identification Page *(italic)* 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, level and project title				
FCCLA *Planning Process* **Summary Page** 0–10 points	**0** Planning Process Summary not included	**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 included	**1** Signed proof of submission from the online form is included				
Video Design Worksheet 0–10 points	**0** Not included	**1 2 3** Video Design Worksheet is brief and poorly detailed. Posted to website in appropriate format	**4 5 6** Video Design Worksheet is comprehensive of project and loosely detailed. Posted to website in appropriate format	**7 8** Video Design Worksheet is comprehensive of project and detailed. Posted to website in appropriate format	**9 10** Video Design Worksheet is comprehensive of project and well detailed. Posted to website in appropriate format	

WEBSITE CONTENT (INSTRUCTIONAL VIDEO CONTENT)						POINTS
Format 0 or 2 points	**0** Specifications not met	**2** Instructional video incorporates tutorial video and/or screencast formatting				
Introduction 0–10 points	**0** Not included	**1 2 3** Introduction ineffective or video objective(s) unclear or FCCLA emblem not included	**4 5 6** Introduction states video objective(s). Includes the FCCLA emblem	**7 8** Introduction is original, catches interest and states video objective(s). Includes the FCCLA emblem	**9 10** Introduction is original, catches interest and clearly states video objective(s). Includes the FCCLA emblem	
Content *(italic)* 0–15 points	**0** Content does not relate to learning objectives	**1 2 3 4** Flawed understanding of content, may present inaccurate or incomplete information	**5 6 7 8** Somewhat supports learning objectives. Information is appropriate, accurate, bias–free, but not current	**9 10 11 12** Mostly supports learning objectives. Information is appropriate, accurate, bias–free and current. Important points are emphasized or repeated as needed	**13 14 15** Clearly reinforces and supports learning objectives. Information is appropriate, accurate, bias–free and current. Important points are emphasized or repeated as needed	
Design 0–10 points	**0** No topic/step or storyboard/scripting included	**1 2 3** Instruction for at least 1 key topic/step unclear. Mostly follows storyboard/scripting	**4 5 6** Instruction for at least 1 key topic/step included for intended age group. Follows storyboard/scripting	**7 8** Instruction for at least 1 key topic/step easy to understand for intended age group. Follows storyboard/scripting	**9 10** Instruction for at least 1 key topic/step clear, concise and easy to understand for intended age group. Follows storyboard/scripting	
Technical Quality 0–10 points	**0** No topic/step or storyboard/scripting included	**1 2 3** Editing and production has poor sound quality, volume, images and transitions. Video exceeds 5 minutes	**4 5 6** Editing and production has decent sound quality, volume, images and transitions. Video does not exceed 5 minutes	**7 8** Editing and production has good sound quality, volume, images and transitions. Video does not exceed 5 minutes	**9 10** Editing and production has excellent sound quality and volume, clear images and transitions. Video does not exceed 5 minutes	
Communication 0–10 points	**0** All components either very poor or not included	**1 2 3** Spelling, word choice and grammar contain many errors. Tone and pace is inappropriate. If used, music and visuals are licensed	**4 5 6** Spelling, word choice and grammar mostly used correctly. Tone and pace is somewhat appropriate. If used, music and visuals are licensed and enhance video	**7 8** Spelling, word choice and grammar used correctly. Tone and pace is appropriate. If used, music and visuals are licensed and enhance video	**9 10** Spelling, word choice and grammar used correctly. Tone and pace is very appropriate. If used, music and visuals are licensed and enhance video	

INSTRUCTIONAL VIDEO DESIGN
LEVEL 1 RUBRIC (PRELIMINARY ROUND) (CONTINUED)

	0	1 2 3	4 5 6	7 8	9 10	
Ending 0–10 points	Ending is abrupt, weak or video simply stops. No action step	Ending brings closure and engages the audience in reflective thinking and 1 step toward general action or change	Ending brings closure and engages the audience in reflective thinking and 1 step toward general action or change	Ending brings closure and engages the audience in reflective thinking and 1 step toward action or change	Ending brings closure and engages the audience in reflective thinking and 1 step toward clear action or change	
	0	**1 2**	**3**	**4**	**5**	
Works Cited/*Bibliography* 0–5 points	Not provided	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)	
	0	**3**				
Licensing 0 or 3 points	The video was not licensed by the participant	Creative Commons license or copyright statement is included in the video				

Evaluator's Comments–Include two things done well and two opportunities for improvement:	**TOTAL** **(100 Points Possible)**	
	Evaluator #: _____ **Evaluator Initials: _____** **RC Initials: _____**	

INSTRUCTIONAL VIDEO DESIGN
LEVEL 2 RUBRIC (PRELIMINARY ROUND)

WEBSITE CONTENT (PROJECT COMPONENTS)						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, level and project title				
FCCLA *Planning Process* Summary Page 0–10 points	**0** Planning Process Summary not included	**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 included	**1** Signed proof of submission from the online form is included				
Video Design Worksheet 0–10 points	**0** Not included	**1 2 3** Video Design Worksheet is brief and poorly detailed. Posted to website in appropriate format	**4 5 6** Video Design Worksheet is comprehensive of project and loosely detailed. Posted to website in appropriate format	**7 8** Video Design Worksheet is comprehensive of project and detailed. Posted to website in appropriate format	**9 10** Video Design Worksheet is comprehensive of project and well detailed. Posted to website in appropriate format	

WEBSITE CONTENT (INSTRUCTIONAL VIDEO CONTENT)						POINTS
Format 0 or 2 points	**0** Specifications not met	**2** Instructional video incorporates tutorial video, screencast and/or presentation/lecture video formatting				
Introduction 0–10 points	**0** Not included	**1 2 3** Introduction ineffective or video objective(s) unclear or FCCLA emblem not included	**4 5 6** Introduction states video objective(s). Includes the FCCLA emblem	**7 8** Introduction is original, catches interest and states video objective(s). Includes the FCCLA emblem	**9 10** Introduction is original, catches interest and clearly states video objective(s). Includes the FCCLA emblem	
Content 0–15 points	**0** *Content* does not relate to learning objectives	**1 2 3 4** Flawed understanding of *content*, may present inaccurate or incomplete information	**5 6 7 8** Somewhat supports learning objectives, FCS standard(s) and career readiness. Information is appropriate, accurate, bias–free, but not current	**9 10 11 12** Mostly supports learning objectives, FCS standard(s) and career readiness. Information is appropriate, accurate, bias–free and current. Important points are emphasized or repeated as needed	**13 14 15** Clearly reinforces and supports learning objectives, FCS standard(s) and career readiness. Information is appropriate, accurate, bias–free and current. Important points are emphasized or repeated as needed	
Design 0–10 points	**0** No topic/step or storyboard/scripting included	**1 2 3** Instruction for at least 2 key topics/steps unclear. Mostly follows storyboard/scripting	**4 5 6** Instruction for at least 2 key topics/steps included for intended age group. Follows storyboard/scripting	**7 8** Instruction for at least 2 key topics/steps easy to understand for intended age group. Follows storyboard/scripting	**9 10** Instruction for at least 2 key topics/steps clear, concise and easy to understand for intended age group. Follows storyboard/scripting	
Technical Quality 0–10 points	**0** No topic/step or storyboard/scripting included	**1 2 3** Editing and production has poor sound quality, volume, images and transitions. Video exceeds 5 minutes	**4 5 6** Editing and production has decent sound quality, volume, images and transitions. Video does not exceed 5 minutes	**7 8** Editing and production has good sound quality, volume, images and transitions. Video does not exceed 5 minutes	**9 10** Editing and production has excellent sound quality and volume, clear images and transitions. Video does not exceed 5 minutes	

	0	**1 2 3**	**4 5 6**	**7 8**	**9 10**	
Communication 0–10 points	All components either very poor or not included	Spelling, word choice and grammar contain many errors. Tone and pace is inappropriate. If used, music and *visuals* are licensed	Spelling, word choice and grammar mostly used correctly. Tone and pace is somewhat appropriate. If used, music and *visuals* are licensed and enhance video	Spelling, word choice and grammar used correctly. Tone and pace is appropriate. If used, music and *visuals* are licensed and enhance video	Spelling, word choice and grammar used correctly. Tone and pace is very appropriate. If used, music and *visuals* are licensed and enhance video	
Ending 0–10 points	**0** Ending is abrupt, weak or video simply stops. No action steps	**1 2 3** Ending is somewhat developed but does not engage the *audience* in reflective thinking. Action steps unclear	**4 5 6** Ending brings closure and engages the *audience* in reflective thinking and 2 steps toward general action or change	**7 8** Ending brings closure and engages the *audience* in reflective thinking and 2 steps toward action or change	**9 10** Ending brings closure and engages the *audience* in reflective thinking and 2 steps toward clear action or change	
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)	
Licensing 0 or 3 points	**0** The video was not licensed by the participant	**3** Creative Commons license or copyright statement is included in the video				

Evaluator's Comments–Include two things done well and two opportunities for improvement:	**TOTAL (100 Points Possible)**	
	Evaluator #: _____ Evaluator Initials: _____ RC Initials: _____	

INSTRUCTIONAL VIDEO DESIGN
LEVELS 3 & 4 RUBRIC (PRELIMINARY ROUND)

WEBSITE CONTENT (PROJECT COMPONENTS)						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, level and project title				
FCCLA Planning Process Summary Page 0–10 points	**0** Planning Process Summary not included	**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 included	**1** Signed proof of submission from the online form is included				
Video Design Worksheet 0–10 points	**0** Not included	**1 2 3** Video Design Worksheet is brief and poorly detailed. Posted to website in appropriate format	**4 5 6** Video Design Worksheet is comprehensive of project and loosely detailed. Posted to website in appropriate format	**7 8** Video Design Worksheet is comprehensive of project and detailed. Posted to website in appropriate format	**9 10** Video Design Worksheet is comprehensive of project and well detailed. Posted to website in appropriate format	

WEBSITE CONTENT (INSTRUCTIONAL VIDEO CONTENT)						POINTS
Format 0 or 2 points	**0** Specifications not met	**2** Instructional video incorporates tutorial video, screencast, presentation/lecture video, micro–video series and/or training video formatting				
Introduction 0–10 points	**0** Not included	**1 2 3** Introduction ineffective or video objective(s) unclear or FCCLA emblem not included	**4 5 6** Introduction states video objective(s). Includes the FCCLA emblem	**7 8** Introduction is original, catches interest and states video objective(s). Includes the FCCLA emblem	**9 10** Introduction is original, catches interest and clearly states video objective(s). Includes the FCCLA emblem	
Content 0–15 points	**0** Content does not relate to learning objectives	**1 2 3 4** Flawed understanding of content, may present inaccurate or incomplete information	**5 6 7 8** Somewhat supports learning objectives, FCS standard(s) and career readiness. Information is appropriate, accurate, bias–free, but not current	**9 10 11 12** Mostly supports learning objectives, FCS standard(s) and career readiness. Information is appropriate, accurate, bias–free and current. Important points are emphasized or repeated as needed	**13 14 15** Clearly reinforces and supports learning objectives, FCS standard(s) and career readiness. Information is appropriate, accurate, bias–free and current. Important points are emphasized or repeated as needed	
Design 0–10 points	**0** No topic/step or storyboard/scripting included	**1 2 3** Instruction for at least 3 key topics/steps unclear. Mostly follows storyboard/scripting	**4 5 6** Instruction for at least 3 key topics/steps included for intended age group. Follows storyboard/scripting	**7 8** Instruction for at least 3 key topics/steps easy to understand for intended age group. Follows storyboard/scripting	**9 10** Instruction for at least 3 key topics/steps clear, concise and easy to understand for intended age group. Follows storyboard/scripting	
Technical Quality 0–10 points	**0** No topic/step or storyboard/scripting included	**1 2 3** Editing and production has poor sound quality, volume, images and transitions. Video exceeds 5 minutes	**4 5 6** Editing and production has decent sound quality, volume, images and transitions. Video does not exceed 5 minutes	**7 8** Editing and production has good sound quality, volume, images and transitions. Video does not exceed 5 minutes	**9 10** Editing and production has excellent sound quality and volume, clear images and transitions. Video does not exceed 5 minutes	

Communication 0–10 points	**0** All components either very poor or not included	**1 2 3** Spelling, word choice and grammar contain many errors. Tone and pace is inappropriate. If used, music and *visuals* are licensed	**4 5 6** Spelling, word choice and grammar mostly used correctly. Tone and pace is somewhat appropriate. If used, music and *visuals* are licensed and enhance video	**7 8** Spelling, word choice and grammar used correctly. Tone and pace is appropriate. If used, music and *visuals* are licensed and enhance video	**9 10** Spelling, word choice and grammar used correctly. Tone and pace is very appropriate. If used, music and *visuals* are licensed and enhance video	
Ending 0–10 points	**0** Ending is abrupt, weak or video simply stops. No action steps	**1 2 3** Ending is somewhat developed but does not engage the *audience* in reflective thinking. Action steps unclear	**4 5 6** Ending brings closure and engages the *audience* in reflective thinking and 3 steps toward general action or change	**7 8** Ending brings closure and engages the *audience* in reflective thinking and 3 steps toward action or change	**9 10** Ending brings closure and engages the *audience* in reflective thinking and 3 steps toward clear action or change	
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)	
Licensing 0 or 3 points	**0** The video was not licensed by the participant	**3** Creative Commons license or copyright statement is included in the video				

Evaluator's Comments–Include two things done well and two opportunities for improvement:	**TOTAL (100 Points Possible)**	
	Evaluator #: _____	
	Evaluator Initials: _____	
	RC Initials: _____	

INSTRUCTIONAL VIDEO DESIGN
STAR EVENTS POINT SUMMARY FORM (NATIONAL LEADERSHIP CONFERENCE)

Participant Name: _____

Chapter: _____ **State:** _____ *Team* **#:** _____ **Station #:** _____ **Level:** _____

1. Make sure all information at top is correct. If a student named is not participating, cross their name(s) off. If a *team* does not show, write "No Show" across the top and return with other forms. Do NOT change *team* or station numbers.
2. At the conclusion of the presentation, verify evaluator scores and fill in information below. Calculate the final score and ask for evaluators' verification. Place this form in front of the completed rubrics and staple all items related to the presentation together.
3. At the end of competition in the room, double check all scores, names and *team* numbers to ensure accuracy. Sort results by *team* order and turn in to the Lead Consultant.
4. Check with the Lead Consultant if there are any questions regarding the evaluation process.

ROOM CONSULTANT CHECK			POINTS
Confirm STAR Competition(s) 0 or 1 point	Confirmed STAR Competition(s) schedule in the FCCLA Adviser Portal by the deadline (National Leadership Conference Only)		
	0 No	**1** Yes	
Event *Online Orientation Form* 0 or 1 point	**0** Online Orientation Form not completed in the Student Portal by the deadline	**1** Online Orientation Form completed in the Student Portal by the deadline	
Punctuality 0 or 1 point	**0** Participant was late for presentation	**1** Participant was on time for presentation	
Dress Code 0 or 1 point	**0** Event dress code was not followed	**1** Event dress code was followed	

EVALUATORS' SCORES

Evaluator 1: _____ Initials: _____

Evaluator 2: _____ Initials: _____

Evaluator 3: _____ Initials: _____

Total Score: _____ *Divided by # of Evaluators*

= AVERAGE EVALUATOR SCORE

_____ *Rounded only to the nearest hundredth (i.e., 79.99 not 80.00)*

ROOM CONSULTANT TOTAL (4 points possible)

AVERAGE EVALUATOR SCORE (129 points possible)

FINAL SCORE (Average Evaluator Score plus Room Consultant Score)

FINAL SCORE divided by 133 possible points = **RATING SCORE PERCENTAGE**

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

VERIFICATION OF FINAL SCORE & RATING (please initial)

Evaluator 1: _____ Evaluator 2: _____ Evaluator 3: _____ Adult Room Consultant: _____ Event Lead Consultant: _____

INSTRUCTIONAL VIDEO DESIGN
LEVEL 1 RUBRIC (NATIONAL LEADERSHIP CONFERENCE)

Participant Name: _____

Chapter: _____ **State:** _____ *Team* **#:** _____ **Station #:** _____ **Level:** _____

WEBSITE CONTENT (PROJECT COMPONENTS)						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, level and project title				
FCCLA *Planning Process* Summary Page 0–10 points	**0** Planning Process Summary not included	**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 included	**1** Signed proof of submission from the online form is included				
Video Design Worksheet 0–10 points	**0** Not included	**1 2 3** Video Design Worksheet is brief and poorly detailed. Posted to website in appropriate format	**4 5 6** Video Design Worksheet is comprehensive of project and loosely detailed. Posted to website in appropriate format	**7 8** Video Design Worksheet is comprehensive of project and detailed. Posted to website in appropriate format	**9 10** Video Design Worksheet is comprehensive of project and well detailed. Posted to website in appropriate format	

WEBSITE CONTENT (INSTRUCTIONAL VIDEO CONTENT)						POINTS
Format 0 or 2 points	**0** Specifications not met	**2** Instructional video incorporates tutorial video and/or screencast formatting				
Introduction 0–10 points	**0** Not included	**1 2 3** Introduction ineffective or video objective(s) unclear or FCCLA emblem not included	**4 5 6** Introduction states video objective(s). Includes the FCCLA emblem	**7 8** Introduction is original, catches interest and states video objective(s). Includes the FCCLA emblem	**9 10** Introduction is original, catches interest and clearly states video objective(s). Includes the FCCLA emblem	
Content 0–15 points	**0** Content does not relate to learning objectives	**1 2 3 4** Flawed understanding of content, may present inaccurate or incomplete information	**5 6 7 8** Somewhat supports learning objectives. Information is appropriate, accurate, bias–free, but not current	**9 10 11 12** Mostly supports learning objectives. Information is appropriate, accurate, bias–free and current. Important points are emphasized or repeated as needed	**13 14 15** Clearly reinforces and supports learning objectives. Information is appropriate, accurate, bias–free and current. Important points are emphasized or repeated as needed	
Design 0–10 points	**0** No topic/step or storyboard/scripting included	**1 2 3** Instruction for at least 1 key topic/step unclear. Mostly follows storyboard/scripting	**4 5 6** Instruction for at least 1 key topic/step included for intended age group. Follows storyboard/scripting	**7 8** Instruction for at least 1 key topic/step easy to understand for intended age group. Follows storyboard/scripting	**9 10** Instruction for at least 1 key topic/step clear, concise and easy to understand for intended age group. Follows storyboard/scripting	
Technical Quality 0–10 points	**0** No topic/step or storyboard/scripting included	**1 2 3** Editing and production has poor sound quality, volume, images and transitions. Video exceeds 5 minutes	**4 5 6** Editing and production has decent sound quality, volume, images and transitions. Video does not exceed 5 minutes	**7 8** Editing and production has good sound quality, volume, images and transitions. Video does not exceed 5 minutes	**9 10** Editing and production has excellent sound quality and volume, clear images and transitions. Video does not exceed 5 minutes	

	0	**1 2 3**	**4 5 6**	**7 8**	**9 10**	
Communication 0–10 points	All components either very poor or not included	Spelling, word choice and grammar contain many errors. Tone and pace is inappropriate. If used, music and visuals are licensed	Spelling, word choice and grammar mostly used correctly. Tone and pace is somewhat appropriate. If used, music and visuals are licensed and enhance video	Spelling, word choice and grammar used correctly. Tone and pace is appropriate. If used, music and visuals are licensed and enhance video	Spelling, word choice and grammar used correctly. Tone and pace is very appropriate. If used, music and visuals are licensed and enhance video	
Ending 0–10 points	Ending is abrupt, weak or video simply stops. No action step	Ending brings closure and engages the audience in reflective thinking and 1 step toward general action or change	Ending brings closure and engages the audience in reflective thinking and 1 step toward general action or change	Ending brings closure and engages the audience in reflective thinking and 1 step toward action or change	Ending brings closure and engages the audience in reflective thinking and 1 step toward clear action or change	

	0	**1 2**	**3**	**4**	**5**	
Works Cited/*Bibliography* 0–5 points	Not provided	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)	

	0	**3**				
Licensing 0 or 3 points	The video was not licensed by the participant	Creative Commons license or copyright statement is included in the video				

ORAL PRESENTATION						**POINTS**

	0	**1 2 3**	**4 5 6**	**7 8**	**9 10**	
Organization/ Delivery 0–10 points	Presentation is not complete or presented briefly and does not cover components of the project	The presentation covers some or all topic elements with limited information	Presentation gives complete information but does not explain the project well	Presentation covers information completely but does not flow well	Presentation covers all relevant information with a seamless and logical delivery	

	0	**1 2**	**3**	**4**	**5**	
Knowledge of Subject Matter 0–5 points	Little or no evidence of subject matter knowledge	Minimal evidence of subject matter knowledge	Knowledge of subject matter is evident but not effectively used in presentation	Knowledge of subject matter is evident and shared at times in the presentation	Knowledge of subject matter is evident and incorporated throughout the presentation	

	0	**1**	**2**	**3**		
Relationship of Family and Consumer Sciences Coursework and Standards 0–3 points	No evidence of relationship between FCS coursework and project	Limited evidence of relationship between FCS coursework and project	Relationship between FCS coursework and project is evident and shared at times	Relationship between FCS coursework and project is evident and explained well		
Voice–pitch, tempo, volume 0–3 points	Voice qualities not used effectively	Voice quality is adequate	Voice quality is good, but could improve	Voice quality is outstanding and pleasing		

	0	**1**	**2**			
Body Language 0–2 points	Uses inappropriate gestures, posture or mannerisms, avoids eye contact	Gestures, posture, mannerisms and eye contact is inconsistent	Gestures, posture, mannerisms, and eye contact are appropriate			

INSTRUCTIONAL VIDEO DESIGN
LEVEL 1 RUBRIC (NATIONAL LEADERSHIP CONFERENCE) (CONTINUED)

	0	1	2	3		
Grammar/Word Usage/ Pronunciation 0–3 points	Extensive (more than 5) grammatical and pronunciation errors	Some (3–5) grammatical and pronunciation errors	Few (1–2) grammatical and pronunciation errors	Presentation has no grammatical or pronunciation errors		
Responses to Evaluators' Questions 0–3 points	Did not answer evaluators' questions	Unable to answer some questions	Responded adequately to all questions	Responses to questions were appropriate and given without hesitation		

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

INSTRUCTIONAL VIDEO DESIGN
LEVEL 2 RUBRIC (NATIONAL LEADERSHIP CONFERENCE)

Participant Name: _____

Chapter: _____ State: _____ *Team* #: _____ Station #: _____ Level: _____

WEBSITE CONTENT (PROJECT COMPONENTS)						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, level and project title				
FCCLA *Planning Process* Summary Page 0–10 points	**0** Planning Process Summary not included	**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 included	**1** Signed proof of submission from the online form is included				
Video Design Worksheet 0–10 points	**0** Not included	**1 2 3** Video Design Worksheet is brief and poorly detailed. Posted to website in appropriate format	**4 5 6** Video Design Worksheet is comprehensive of project and loosely detailed. Posted to website in appropriate format	**7 8** Video Design Worksheet is comprehensive of project and detailed. Posted to website in appropriate format	**9 10** Video Design Worksheet is comprehensive of project and well detailed. Posted to website in appropriate format	

WEBSITE CONTENT (INSTRUCTIONAL VIDEO CONTENT)						POINTS
Format 0 or 2 points	**0** Specifications not met	**2** Instructional video incorporates tutorial video, screencast and/or presentation/lecture video formatting				
Introduction 0–10 points	**0** Not included	**1 2 3** Introduction ineffective or video objective(s) unclear or FCCLA emblem not included	**4 5 6** Introduction states video objective(s). Includes the FCCLA emblem	**7 8** Introduction is original, catches interest and states video objective(s). Includes the FCCLA emblem	**9 10** Introduction is original, catches interest and clearly states video objective(s). Includes the FCCLA emblem	
Content 0–15 points	**0** Content does not relate to learning objectives	**1 2 3 4** Flawed understanding of content, may present inaccurate or incomplete information	**5 6 7 8** Somewhat supports learning objectives, FCS standard(s) and career readiness. Information is appropriate, accurate, bias–free, but not current	**9 10 11 12** Mostly supports learning objectives, FCS standard(s) and career readiness. Information is appropriate, accurate, bias–free and current. Important points are emphasized or repeated as needed	**13 14 15** Clearly reinforces and supports learning objectives, FCS standard(s) and career readiness. Information is appropriate, accurate, bias–free and current. Important points are emphasized or repeated as needed	
Design 0–10 points	**0** No topic/step or storyboard/scripting included	**1 2 3** Instruction for at least 2 key topics/steps unclear. Mostly follows storyboard/scripting	**4 5 6** Instruction for at least 2 key topics/steps included for intended age group. Follows storyboard/scripting	**7 8** Instruction for at least 2 key topics/steps easy to understand for intended age group. Follows storyboard/scripting	**9 10** Instruction for at least 2 key topics/steps clear, concise and easy to understand for intended age group. Follows storyboard/scripting	
Technical Quality 0–10 points	**0** No topic/step or storyboard/scripting included	**1 2 3** Editing and production has poor sound quality, volume, images and transitions. Video exceeds 5 minutes	**4 5 6** Editing and production has decent sound quality, volume, images and transitions. Video does not exceed 5 minutes	**7 8** Editing and production has good sound quality, volume, images and transitions. Video does not exceed 5 minutes	**9 10** Editing and production has excellent sound quality and volume, clear images and transitions. Video does not exceed 5 minutes	

	0	1 2 3	4 5 6	7 8	9 10	
Communication 0–10 points	All components either very poor or not included	Spelling, word choice and grammar contain many errors. Tone and pace is inappropriate. If used, music and visuals are licensed	Spelling, word choice and grammar mostly used correctly. Tone and pace is somewhat appropriate. If used, music and visuals are licensed and enhance video	Spelling, word choice and grammar used correctly. Tone and pace is appropriate. If used, music and visuals are licensed and enhance video	Spelling, word choice and grammar used correctly. Tone and pace is very appropriate. If used, music and visuals are licensed and enhance video	
Ending 0–10 points	Ending is abrupt, weak or video simply stops. No action steps	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 general action or change	Ending brings closure and engages the audience in reflective thinking and 2 steps toward action or change	Ending brings closure and engages the audience in reflective thinking and 2 steps toward clear action or change	

	0	1 2	3	4	5	
Works Cited/*Bibliography* 0–5 points	Not provided	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)	

	0	3				
Licensing 0 or 3 points	The video was not licensed by the participant	Creative Commons license or copyright statement is included in the video				

ORAL PRESENTATION						**POINTS**

	0	1 2 3	4 5 6	7 8	9 10	
Organization/ Delivery 0–10 points	Presentation is not complete or presented briefly and does not cover components of the project	The presentation covers some or all topic elements with limited information	Presentation gives complete information but does not explain the project well	Presentation covers information completely but does not flow well	Presentation covers all relevant information with a seamless and logical delivery	

	0	1 2	3	4	5	
Knowledge of Subject Matter 0–5 points	Little or no evidence of subject matter knowledge	Minimal evidence of subject matter knowledge	Knowledge of subject matter is evident but not effectively used in presentation	Knowledge of subject matter is evident and shared at times in the presentation	Knowledge of subject matter is evident and incorporated throughout the presentation	

	0	1	2	3		
Relationship of Family and Consumer Sciences Coursework and Standards 0–3 points	No evidence of relationship between FCS coursework and project. National program not identified	Limited evidence of relationship between FCS coursework and project. National Program not identified	Relationship between FCS coursework and project is evident and shared at times. National Program identified	Relationship between FCS coursework and project is evident, National Program identified and both explained well		
Voice–pitch, tempo, volume 0–3 points	Voice qualities not used effectively	Voice quality is adequate	Voice quality is good, but could improve	Voice quality is outstanding and pleasing		

	0	1	2			
Body Language 0–2 points	Uses inappropriate gestures, posture or mannerisms, avoids eye contact	Gestures, posture, mannerisms and eye contact is inconsistent	Gestures, posture, mannerisms, and eye contact are appropriate			

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 0–3 points	0 Did not answer evaluators' questions	1 Unable to answer some questions	2 Responded adequately to all questions	3 Responses to questions were appropriate and given without hesitation		

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

INSTRUCTIONAL VIDEO DESIGN
LEVELS 3 & 4 RUBRIC (NATIONAL LEADERSHIP CONFERENCE)

Participant Name: _____

Chapter: _____ **State:** _____ *Team* **#:** _____ **Station #:** _____ **Level:** _____

WEBSITE *CONTENT* (PROJECT COMPONENTS)					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, level and project title			
FCCLA *Planning Process* Summary Page 0–10 points	**0** Planning Process Summary not included	**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 included	**1** Signed proof of submission from the online form is included			
Video Design Worksheet 0–10 points	**0** Not included	**1 2 3** Video Design Worksheet is brief and poorly detailed. Posted to website in appropriate format	**4 5 6** Video Design Worksheet is comprehensive of project and loosely detailed. Posted to website in appropriate format	**7 8** Video Design Worksheet is comprehensive of project and detailed. Posted to website in appropriate format	**9 10** Video Design Worksheet is comprehensive of project and well detailed. Posted to website in appropriate format	

WEBSITE *CONTENT* (INSTRUCTIONAL VIDEO *CONTENT*)					POINTS
Format 0 or 2 points	**0** Specifications not met	**2** Instructional video incorporates tutorial video, screencast, presentation/ lecture video, micro–video series and/or training video formatting			
Introduction 0–10 points	**0** Not included	**1 2 3** Introduction ineffective or video objective(s) unclear or FCCLA emblem not included	**4 5 6** Introduction states video objective(s). Includes the FCCLA emblem	**7 8** Introduction is original, catches interest and states video objective(s). Includes the FCCLA emblem	**9 10** Introduction is original, catches interest and clearly states video objective(s). Includes the FCCLA emblem	
Content 0–15 points	**0** Content does not relate to learning objectives	**1 2 3 4** Flawed understanding of content, may present inaccurate or incomplete information	**5 6 7 8** Somewhat supports learning objectives, FCS standard(s) and career readiness. Information is appropriate, accurate, bias–free, but not current	**9 10 11 12** Mostly supports learning objectives, FCS standard(s) and career readiness. Information is appropriate, accurate, bias–free and current. Important points are emphasized or repeated as needed	**13 14 15** Clearly reinforces and supports learning objectives, FCS standard(s) and career readiness. Information is appropriate, accurate, bias–free and current. Important points are emphasized or repeated as needed	
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Technical Quality 0–10 points	**0** No topic/step or storyboard/scripting included	**1 2 3** Editing and production has poor sound quality, volume, images and transitions. Video exceeds 5 minutes	**4 5 6** Editing and production has decent sound quality, volume, images and transitions. Video does not exceed 5 minutes	**7 8** Editing and production has good sound quality, volume, images and transitions. Video does not exceed 5 minutes	**9 10** Editing and production has excellent sound quality and volume, clear images and transitions. Video does not exceed 5 minutes	

INSTRUCTIONAL VIDEO DESIGN
LEVELS 3 & 4 RUBRIC (NATIONAL LEADERSHIP CONFERENCE) (CONTINUED)

	0	1 2 3	4 5 6	7 8	9 10	
Communication 0–10 points	All components either very poor or not included	Spelling, word choice and grammar contain many errors. Tone and pace is inappropriate. If used, music and visuals are licensed	Spelling, word choice and grammar mostly used correctly. Tone and pace is somewhat appropriate. If used, music and visuals are licensed and enhance video	Spelling, word choice and grammar used correctly. Tone and pace is appropriate. If used, music and visuals are licensed and enhance video	Spelling, word choice and grammar used correctly. Tone and pace is very appropriate. If used, music and visuals are licensed and enhance video	
Ending 0–10 points	Ending is abrupt, weak or video simply stops. No action steps	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 3 steps toward general action or change	Ending brings closure and engages the audience in reflective thinking and 3 steps toward action or change	Ending brings closure and engages the audience in reflective thinking and 3 steps toward clear action or change	

	0	1 2	3	4	5	
Works Cited/*Bibliography* 0–5 points	Not provided	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)	

	0	3				
Licensing 0 or 3 points	The video was not licensed by the participant	Creative Commons license or copyright statement is included in the video				

ORAL PRESENTATION   POINTS

	0	1 2 3	4 5 6	7 8	9 10	
Organization/ Delivery 0–10 points	Presentation is not complete or presented briefly and does not cover components of the project	The presentation covers some or all topic elements with limited information	Presentation gives complete information but does not explain the project well	Presentation covers information completely but does not flow well	Presentation covers all relevant information with a seamless and logical delivery	

	0	1 2	3	4	5	
Knowledge of Subject Matter 0–5 points	Little or no evidence of subject matter knowledge	Minimal evidence of subject matter knowledge	Knowledge of subject matter is evident but not effectively used in presentation	Knowledge of subject matter is evident and shared at times in the presentation	Knowledge of subject matter is evident and incorporated throughout the presentation	

	0	1	2	3		
Relationship of Family and Consumer Sciences Coursework and Standards 0–3 points	No evidence of relationship between FCS coursework, standards and project. Neither National Program identified	Limited evidence of relationship between FCS coursework, standards and project. Either National Program not identified	Evidence of relationship between FCS coursework, standards and project. National Program identified	Detailed evidence of relationship between FCS coursework, standards and project. National Program identified. All components explained well		
Voice–pitch, tempo, volume 0–3 points	Voice qualities not used effectively	Voice quality is adequate	Voice quality is good, but could improve	Voice quality is outstanding and pleasing		

	0	1	2			
Body Language 0–2 points	Uses inappropriate gestures, posture or mannerisms, avoids eye contact	Gestures, posture, mannerisms and eye contact is inconsistent	Gestures, posture, mannerisms, and eye contact are appropriate			

INSTRUCTIONAL VIDEO DESIGN
LEVELS 3 & 4 RUBRIC (NATIONAL LEADERSHIP CONFERENCE) (CONTINUED)

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 0–3 points	**0** Did not answer evaluators' questions	**1** Unable to answer some questions	**2** Responded adequately to all questions	**3** Responses to questions were appropriate and given without hesitation		

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