



Digital Stories for Change, an *individual or team event*, recognizes participants who demonstrate their knowledge, skills, and abilities to actively identify an issue concerning families, careers, or communities; research the topic; and develop a digital story to advocate for positive change. The topic for 2011–2012 is “Youth Traffic Safety,” including but not limited to graduated driver licensing law enforcement, distraction prevention education, public awareness, and teen to teen influence through peer education. **Level I:** Participants must prepare a *digital story*, to be submitted online. **Level II:** The twenty (20) highest scoring entries will be invited to present their digital story, plus an **oral presentation**, at the National Leadership Conference.

CAREER CLUSTER/CAREER PATHWAY

Arts, A/V Technology & Communications

Designing, producing, exhibiting, performing, writing, and publishing multimedia content including visual and performing arts and design, journalism, and entertainment services.

Human Services

Preparing individuals for employment in career pathways that relate to families and human needs.

Connection to National Standards for Family and Consumer Sciences

REASONING FOR ACTION, COMPREHENSIVE STANDARD

| | |
|-------------|--|
| 2 | Analyze recurring and evolving family, workplace, and community concerns. |
| 4 | Implement practical reasoning for responsible action in families, workplaces, and communities |
| 1.0 | Career, Community and Life Connections Comprehensive Standard: Integrate multiple life roles and responsibilities in family, work, and community settings. |
| 13.0 | Interpersonal Communications Comprehensive Standard: Demonstrate respectful and caring relationships in the family, workplace and community. |

CONTENT STANDARDS/COMPETENCIES

| | |
|---------------|---|
| 1.1.1 | Summarize local and global policies, issues, and trends in the workplace and community that affect individuals and families. |
| 1.2 | Demonstrate transferable and employability skills in school, community, and workplace settings. |
| 1.2.3 | Apply communication skills in school, community and workplace settings. |
| 13.5 | Demonstrate teamwork and leadership skills in the family, workplace, and community. |
| 13.6.2 | Apply guidelines for assessing the nature of issues and situations. |
| 13.6.3 | Apply critical thinking and ethical standards when making judgments and taking action. |

EVENT CATEGORIES

Junior: through grade 9

Senior: grades 10–12

Occupational: grades 10–12

See page 30 for more information on event categories.

ELIGIBILITY

- Any nationally affiliated FCCLA chapter member may submit one entry in each category.
- The Digital Stories for Change project must be developed and completed within a one-year span beginning July 1 and ending June 30 of the school year before the National Leadership Conference.
- The Digital Stories for Change project must be planned and prepared by the participant(s) only. Supporting resources are acceptable as long as the participant(s) are coordinating their use and resources are cited appropriately verbally and/or in print during the presentation to avoid false credit for unoriginal or non-participant work.

PROCEDURES: LEVEL I

1. Participants create a *digital story* about an issue concerning families, careers, or communities. The topic for 2011–2012 is “Youth Traffic Safety,” including but not limited to graduated driver licensing law enforcement, distraction prevention education, public awareness, and teen to teen influence through peer education. It is not a demonstration or “how to” presentation, nor a photo/video slide show.
2. Participants must include a project storyboard, using the format provided.
3. Participants must include a project identification page, containing the following information: Participants’ names, school, city, state, FCCLA region, and title of project.
4. Participants must include a project summary including the purpose of the project, relevant research on the project topic, background information that might help the audience understand the point of view of the project, and the change or awareness goal of the project.
5. Participants must include one summary page of how each step of the FCCLA planning process was used in the project.
6. The total running time of the digital story must be no longer than five (5) minutes in length, to include the title and credits.
7. Projects must be posted on the school/chapter website or wiki. Posted components include: *digital story* video with copyright notice, project storyboard, project identification page, project summary, and FCCLA Planning Process summary page. The video should be embedded on the website/wiki and a link provided to the original source (such as SchoolTube or YouTube). The other required project components must be able to be opened in Microsoft Word or in PDF format.
8. Participants must license their work (www.creativecommons.com may be used).
9. Participants must include a signed copy of the FCCLA participant authorization/release form.
10. **The use of inappropriate music, graphics, or text will automatically disqualify the entry.** Inappropriate materials are those that are obscene, profane, or explicit.
11. **The use of copyrighted music, photographs, or graphics in the digital video will disqualify the entry.** Music, photographs, text, trademarks, or names that are used in the project must be properly cited and documented. **Only original items or items licensed for reuse are allowed.** Most popular/commercial music is copyrighted and its use strictly limited. Participants are encouraged to use music with the appropriate license for reuse and publication on the Internet. Copyright laws must be followed.
12. Participants must follow state or district rules/guidelines for student privacy and use of photographs or student work when published online.
13. Deadline for submission and project completion of Level I entries is February 1, no Level I entries may be changed after February 1.

ENTRY SUBMISSION AND REGISTRATION PROCESS

1. Level I entries will be submitted no later than February 1 using the Online STAR Events entry/registration form. A Level I entry fee will be required.
2. Level II entries will be submitted through the Online STAR Events Registration System through state advisers. The registration fee will be the same fee required of all National STAR Events participants. See page 26 for National STAR Events registration deadlines and information.

AWARDS AND RECOGNITION— LEVEL I

Each participant will receive a printable electronic STAR Events certificate along with their evaluation results. States may recognize these participants, if desired. The top 20 participants (no ranking 1–20 indicated) will receive an invitation by March 15 to compete at the National Leadership Conference.

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

1. Participants will have 5 minutes to set up their presentation.
2. Participants will play their digital video for the evaluators. The total running time of the *digital story* video **may be up to** 5 minutes in length. Videos will be stopped at 5 minutes.
3. Participants must include an oral presentation which may be up to 5 minutes in length. A one-minute warning will be given at 4 minutes. The participants will be stopped at 5 minutes.
4. Following the presentation, evaluators will have 5 minutes to interview the participant.
5. Evaluators will use the rubric to score and write comments for participants. Then, evaluators will meet with each other to discuss participant's strengths and suggestions for improvement.
6. The total time required for this event is approximately 20 minutes.

GENERAL INFORMATION

National Leadership Conference

Participants Only

1. A table, computer with Internet connections, projector, and screen will be provided. As a backup, participants may bring their digital story files on a USB drive. Participants are not allowed to bring in any additional equipment. Note cards may be used in the oral presentation.
2. Spectators may observe the video and oral presentation sections of this event, as space allows.

3. National Leadership Conference Presentation Elements:

Allowed: *USB Drive (Backup presentation use only)*

Not Allowed: *Easels(s); Flip Charts(s); Portfolio; Props/Pointers; Costumes/Uniforms; File Folders; Manuals; Skits. No additional Audio; Visual Equipment; or Visuals than identified above.*

AWARDS AND RECOGNITION— LEVEL II

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

Website

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

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

Digital Story/Video

Participants create a digital story about an issue concerning families, careers, or communities. The topic for 2011–2012 is “Youth Traffic Safety,” including but not limited to graduated driver licensing law enforcement, distraction prevention education, public awareness, and teen to teen influence through peer education. It is not a demonstration or “how to” presentation, nor a photo/video slide show. The *digital story/video* may be produced using video creation tools of the participants’ choice, but must be posted online to the website/wiki.

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

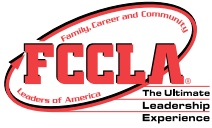
Digital Stories for Change Specifications (continued)

| | |
|-------------------------------|---|
| Communication— Text | Word, text or graphic choices are powerful, vivid, and descriptive to audience, and support the purpose and focus. Spelling, word choice, and grammar are used correctly. |
| Communication— Music/Sound | Music or sounds used in the video should significantly enrich the project, create the appropriate mood or tone, and is coordinated with text or images. Only original music or music licensed for reuse may be used. |
| Narration | A narration of the <i>digital story</i> should follow an original script. Narration should include one or more of the participants, and others, as desired. The main narration should be in English; other languages may be used to enhance the <i>digital story</i> . Diction, fluency, and flow supports or enhances the project. |
| Ending | Ending should bring closure to the digital story and engage the audience in reflective thinking or action toward change. |

For National Leadership Conference Level II Participants ONLY
Oral Presentation

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

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



DIGITAL STORIES FOR CHANGE—Level I

Rubric



Name of Participant _____

State _____ Team # _____ Group # _____ Category _____

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

Digital Stories for Change (continued)

Points

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

DIGITAL STORIES FOR CHANGE

Evaluator's Comments:

LEVEL I TOTAL
(100 points possible)



STAR Events Point Summary Form

DIGITAL STORIES FOR CHANGE

Level II Only



DIGITAL STORIES FOR CHANGE

Name of Participant _____

State _____ Team # _____ Group # _____ Category _____

DIRECTIONS:

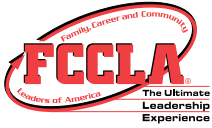
1. Make sure all information at top is correct. If a student named is not participating, cross their name(s) off. If a team does not show, please write "No Show" across the top and return with other forms. Do **NOT** change team or group numbers.
2. At the conclusion of presentation, verify evaluator scores and fill in information below. Calculate the final score and ask for evaluators' verification. Place this form in front of the completed rubrics and paper clip all items related to the presentation together. Please do **NOT** staple.
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 or Assistant Lead Consultant.
4. Please check with the Lead or Assistant Lead Consultant if there are any questions regarding the evaluation process.

| ROOM CONSULTANT CHECK | | | Points |
|--------------------------------------|---|---|--------|
| Registration 0 or 5 points | 0 Did not attend/incomplete team attendance | 5 The individual or ALL participating members of the team attended | |
| Punctuality 0-1 points | 0 Participant was late for presentation | 1 Participant was on time for presentation | |
| EVALUATORS' SCORES | | | |
| Evaluator 1 _____ | Initials _____ | ROOM CONSULTANT TOTAL (6 points possible) | |
| Evaluator 2 _____ | Initials _____ | AVERAGE EVALUATOR SCORE (134 points possible) | |
| Evaluator 3 _____ | Initials _____ | FINAL SCORE (Average Evaluator Score plus Room Consultant Total) | |
| Total Score _____ | divided by number of evaluators | | |
| _____ | = AVERAGE EVALUATOR SCORE | | |

RATING ACHIEVED (circle one) **Gold:** 126-140 **Silver:** 98.0-125.99 **Bronze:** 1-97.99

VERIFICATION OF FINAL SCORE AND RATING (please initial)

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



DIGITAL STORIES FOR CHANGE

Level II Only

Rubric



DIGITAL STORIES FOR CHANGE

Name of Participant _____

State _____ Team # _____ Group # _____ Category _____

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

Digital Stories for Change (continued)

Points

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

DIGITAL STORIES FOR CHANGE

Digital Stories for Change (continued)

| ORAL PRESENTATION | | | | | | | Points |
|---|---|---|---|---|--|---|--------|
| Organization/Delivery 0–10 points | 0 Presentation is not done or speaks briefly and does not cover components of the project | 1–2 Presentation covers some topic elements | 3–4 Presentation covers all topic elements but with minimal information | 5–6 Presentation gives complete information but does not explain the project well | 7–8 Presentation covers information completely and explains project fully | 9–10 Presentation covers all relevant information completely and explains project with a seamless and logical delivery. | |
| Knowledge of Subject Matter 0–5 points | 0 Little or no evidence of knowledge | 1 Minimal evidence of knowledge | 2 Some evidence of knowledge | 3 Knowledge of subject matter is evident but not shared in the presentation | 4 Knowledge of subject matter is evident and shared at times in the presentation | 5 Knowledge of subject matter is evident and incorporated throughout the presentation | |
| Relationship to Family and Consumer Sciences coursework and/or Related Careers 0–5 points | 0 Not included | 1 Vaguely referred to | 2 Explained, but done so poorly | 3 Explained fully | 4 Explained fully with evidence of some understanding of the content area | 5 Explained fully with evidence of mastery of the content area | |
| Voice—pitch, tempo, volume 0–3 points | 0 No voice qualities are used effectively | 1 Voice quality is adequate | 2 Voice quality is good, but could improve | 3 Voice quality is outstanding and pleasing to listen to | | | |
| Body Language/Clothing Choice 0–3 points | 0 Body language shows nervousness and unease/inappropriate clothing | 1 Body language shows minimal amount of nervousness/clothing is appropriate | 2 Body language is good and clothing is professional | 3 Body language and clothing choice both enhance the presentation | | | |
| Grammar/Word Usage/Pronunciation 0–3 points | 0 Extensive (more than 5) grammatical and pronunciation errors | 1 Some (3–5) grammatical and pronunciation errors | 2 Few (1–2) grammatical and pronunciation errors | 3 Presentation has no grammatical or pronunciation errors | | | |
| Responses to Evaluators' Questions 0–5 points | 0 Did not answer evaluators' questions | 1 Unable to answer some questions | 2 Responded to all questions, but without ease or accuracy | 3 Responded adequately to all questions | 4 Gave appropriate responses to evaluators' questions | 5 Responses to questions were appropriate and given without hesitation | |

Evaluator's Comments:

LEVEL II TOTAL
(134 points possible)

Evaluator Initial _____

Room Consultant Initial _____



DIGITAL STORIES FOR CHANGE

Storyboard Template



Participant Name _____ Chapter ID # _____ State _____

Category _____ Title of Project _____

| TITLE | SLIDE/SCENE # | TIME: | SLIDE/SCENE # | TIME: | SLIDE/SCENE # | TIME: |
|--|---------------|-------|---------------|-------|---------------|-------|
| IMAGE | | | | | | |
| Sketch, graphic or photo here | | | | | | |
| | | | | | | |
| Use this box to indicate transitions, if any are used | | | | | | |
| | | | | | | |
| SCRIPT/NARRATION | | | | | | |
| Write your script or narrative here | | | | | | |
| | | | | | | |
| MEDIA/DESIGN | | | | | | |
| List specific media used—music, sound, voice recordings, video clips, photos, graphics, color themes, etc. | | | | | | |



DIGITAL STORIES FOR CHANGE

Storyboard Template



Participant Name _____ Chapter ID # _____ State _____

Category _____ Title of Project _____

| TITLE SLIDE/SCENE # | TIME | SLIDE/SCENE # | TIME | SLIDE/SCENE # | TIME |
|---------------------|------|---------------|------|---------------|------|
| IMAGE | | | | | |
| SCRIPT/NARRATION | | | | | |
| MEDIA/DESIGN | | | | | |