



Digital Stories for Change



Digital Stories for Change, an *individual or team event*, recognizes participants who demonstrate their knowledge, skills, and abilities to actively identify an issue concerning families, careers, or communities; research the topic; and develop a *digital story* to advocate for positive change. **The topic for 2019–2020 is “Transforming Your Community, One Action at a Time.”** Participants should choose one way they can make a difference in their community and create a digital story to influence change in that area.

Preliminary Round: Participants must prepare a *digital story and project components* to be submitted online. **National Leadership Conference:** Fifteen (15) entries will be invited to present their *digital story*, plus an **oral presentation**, at the National Leadership Conference. Only entries with scores of 70 or above will be eligible for National Leadership Conference consideration.

EVENT LEVELS

Level 1: through grade 8

Level 2: grades 9–10

Level 3: grades 11–12

See page 83 for more information on event levels.

ELIGIBILITY & GENERAL INFORMATION

- Review “Eligibility and General Rules for All Levels of Competition” on page 85 prior to event planning and preparation.
- 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, and must be the work of the participant(s) only.
- National Leadership Conference participants will view the online orientation video found on the official FCCLA YouTube channel, available in early June. Each entry must complete and submit the required form to the event room consultant at the time of competition. Only one form per entry is required. Contact State Advisers for orientation procedures for competitions prior to National Leadership Conference.
- The use of inappropriate music, graphics, or text will automatically disqualify the entry. Inappropriate materials are those that are obscene, profane, or explicit.
- The use of copyrighted music, photographs, or graphics in the digital video may disqualify the entry. Music, photographs, text, trademarks, or names that are used in the project must be properly cited and documented. Only original items or items licensed for reuse are allowed. Most popular/commercial music is copyrighted and its use strictly limited. Participants are encouraged to use music with the appropriate license for reuse and publication on the Internet. Copyright laws must be followed.
- Participants must follow state or district rules/guidelines for student privacy and use of photographs or student work when published online.



GENERAL INFORMATION								
Number of Participants per Entry	Prepare Ahead of Time	Equipment Provided	Competition Dress Code	Participant Set Up / Prep Time	Room Consultant & Evaluator Review Time	Maximum Oral Presentation Time	Evaluation Interview Time	Total Event Time
1-3	Digital Story, Project Components, Oral Presentation (Level II)	Table – yes Laptop and Internet Access – yes Electrical Access - yes	Official dress - or-Professional dress appropriate to this event	5 minutes		1-minute warning at 4 minutes; stopped at 5 minutes	5 minutes	25 minutes

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

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

NEW JERSEY LEARNING STANDARDS

- NJSLSA.L1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- NJSLSA.SL3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
- NJSLSA.SL6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
- NJSLSA.L6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
- NJSLSA.W2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
- SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers, building on others' ideas and expressing their own clearly and persuasively.
- SL.11-12.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
- SL.11-12.4 Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.
- RST.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.
- RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.
- WHST.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
- 9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.
- 9.2.12.C.3 Identify transferable career skills and design alternate career plans.
- 9.3.12.AR-VIS.2 Analyze how the application of visual arts elements and principles of design communicate and express ideas.

CAREER READY PRACTICES


- ✓ Act as a responsible and contributing citizen and employee.
- ✓ Apply appropriate academic and technical skills
- ✓ Communicate clearly and effectively with reason
- ✓ Consider the environmental, social and economic impacts of a decision.
- ✓ Demonstrate creativity and innovation.
- ✓ Employ valid and reliable research strategies.
- ✓ Utilize critical thinking to make sense of problems and persevere in solving them.
- ✓ Model integrity, ethical leadership and effective management.
- ✓ Use technology to enhance productivity.
- ✓ Work productively in teams while using cultural global competencies.

NATIONAL STANDARDS FOR FAMILY AND CONSUMER SCIENCES

- 1.2.3 Apply communication skills in school, community and workplace settings.
- 1.2.6 Demonstrate leadership skills and abilities in school, workplace and community settings
- 1.3.1 Analyze goals that support individuals and family members in carrying out community and civic responsibilities.
- 1.3.2 Demonstrate skills that individuals and families can utilize to support civic engagement in community activities.
- 1.3.4 Analyze community resources and systems of formal and informal support available to individuals and families.
- 1.3.5 Analyze the effects of federal, state, and local public policies, agencies, and institutions on the family.
- 1.3.6 Identify ways individuals and families can influence change in policies, agencies, and institutions that affect families.
- 2.1.1 Apply time management, organizational, and process skills to prioritize tasks and achieve goals.
- 13.6.4 Demonstrate ethical behavior in family, workplace, and community settings.

DIGITAL STORIES FOR CHANGE

Procedures and Time Requirements: Preliminary Round – Projects Due February 1

Participants create a <i>digital story</i> about an issue concerning families, careers, or communities using the 2019–2020 national topic (see event description). It is not a demonstration or “how to” presentation, nor a photo/video slide show.		
5 minutes	The total running time of the digital story must be no longer than five (5) minutes in length, to include the title and credits.	
Projects must be posted on the school/chapter website. Posted components include digital story with copyright notice, project storyboard, project identification page, project summary, and FCCLA Planning Process summary page. The video 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 Microsoft Word or in PDF format.		

Entry Submission for Preliminary Round Competition

Preliminary Round entries will be submitted no later than 5:00 p.m. EST, February 1 in the FCCLA Portal. An entry fee will be required. Projects must be ready for evaluation at that time, and no changes may be made to projects until March 15.

Procedures and Time Requirements: National Leadership Conference



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

5 minutes	Participants will have 5 minutes to set up their presentation. Other persons may not assist.
5 minutes	Participants will play their digital video for the evaluators. The total running time of the <i>digital story</i> video <u>may be up to</u> 5 minutes in length. 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.
5 minutes	Evaluators will have up to 5 minutes to use the rubric to score and write comments for each participant.

Specifications

Website

Projects must be posted on the school/chapter website. 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. The other required project components must be able to be opened in Microsoft Word or in PDF format.

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

Digital Story/Video

Participants create a *digital story* about an issue concerning families, careers, or communities using the **2019-2020 national topic (see event description)**. The *digital story/video* may be produced using video creation tools of the participants' choice, but must be posted online to the website and must be available for viewing online. **Do not provide a video download.**

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

Digital Stories for Change Specifications (continued)

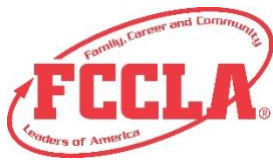
Licensing	A copyright or licensing statement is included in the video. Creative Commons licensing may be used— www.creativecommons.org .
Communication— Graphics/Images	<i>Graphics</i> , images, or video creates emotion to match the storyline, and communicates symbolism or metaphors. Images are well coordinated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

For National Leadership Conference Participants ONLY

Oral Presentation

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

Organization/Delivery	Deliver oral presentation in an organized, sequential manner; concisely and thoroughly summarize project.
Relationship to Family and Consumer Sciences Coursework and/or Related Careers	Describe relationship of project <i>content</i> to Family and Consumer Sciences and related careers.
Knowledge of Subject Matter	Demonstrate knowledge of subject matter, research, and impact of project on participant(s).
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 FCCLA official dress or professional dress appropriate for the 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—Preliminary Round Rubric

Name of Participant _____

Chapter _____ State _____ Team # _____ Station # _____ Level _____

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

Digital Stories for Change (continued)

Points

Technical Quality Images or Video 0-5 points	0 Images or video was used without appropriate copyright permission	1 Images/video quality is poor (low resolution, size distortion) no use of copyrighted images or video	2 Images/video quality is inconsistent (low resolution, size distortion) no use of copyrighted images or video	3 Images/video quality is inconsistent—no use of copyrighted images or video	4 Images/video quality is good throughout—no use of copyrighted images or video	5 Images/video quality is excellent—high resolution, no distortion, no use of copyrighted images or video	
Technical Quality Editing 0-5 points	0 Not evident	1 Editing produces a product difficult to watch or follow	2 Inconsistent editing with under/over use of transitions and effects	3 Editing generally supports the presentation, neither enhances nor detracts from the presentation	4 Good editing and overall production to support the presentation	5 Excellent editing and production with smooth and effective transitions. Use of effects supports the presentation	
Documentation 0-5 points	0 None provided	1 Copyright is questionable and source list is incomplete	2 Copyright is questionable and sources are in inconsistent format	3 Copyright statements and permissions are included for most sources but in inconsistent format	4 Copyright statements and permissions are included for all sources. Complete list in a consistent format	5 Work is original, copyright statements with permissions granted are included for all sources. Complete list of current and reliable resources, in MLA or APA style (see <i>style sheet</i>)	
Licensing 0 or 5 points	0 The video was not licensed by the participant			5 A Creative Commons license or copyright statement is included in the video			
Communication— Graphics/Images 0-5 points	0 No images or graphics were used	1 Images are not relevant to the project	2 Graphics, images, or video used do not match the storyline or enrich the project. Images not coordinated with music, sound, or narrative	3 Graphics, images, or video is inconsistently used and is not clearly matched with the storyline. Images not coordinated with music, sound, or narrative	4 Graphics, images, or video match most of the storyline, and communicate symbolisms or metaphors. Images mostly coordinated with music, sound, or narrative	5 Graphics, images, or video creates emotion to match storyline, and communicate symbolism or metaphors. Images well-coordinated with music, sound, or narrative	
Communication— Text 0-5 points	0 No text was used	1 There are so many errors in word or text that it detracts from the project	2 Word or text does not enhance the project and contains errors	3 Word or text choices are appropriate but contain errors	4 Word or text choices are good and support the project idea	5 Word or text choices are powerful, vivid, and descriptive to audience	
Communication— Music/Sound 0-5 points	0 No music or sound	1 Music or sound is not relevant to the project, or is distracting	2 Music/sound is relevant but not coordinated with images	3 Music/sound neither enhances nor detracts from the project	4 Enriches the project, creates interest, and is mostly coordinated with images	5 Significantly enriches the project, creates appropriate mood/tone, and coordinated with images	
Narration 0-5 points	0 Not included	1 Is not relevant, does not match the storyline	2 Scripting is not original, does not match storyline. Voice quality, diction, fluency, and flow is not used effectively	3 Scripting relies on too many facts, quotes, or other non-original elements. Voice quality, diction, fluency and flow is average	4 Follows an original script, includes participant(s). Voice quality, diction, fluency, and flow is good	5 Follows an original script, includes participant(s). Voice quality, diction, fluency, and flow is excellent	
Ending 0-5 points	0 Ending is abrupt, weak, or video simply stops	1 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	

Evaluator’s Comments – include two things done well and two opportunities for improvement:

PRELIMINARY ROUND TOTAL
(100 points possible)



DIGITAL STORIES FOR CHANGE

National Leadership Conference

Rubric

Name of Participant _____

Chapter _____ State _____ Team # _____ Station # _____ Level _____

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

Digital Stories for Change (continued)

							Points
Technical Quality Images or Video 0–5 points	0 Images or video was used without appropriate copyright permission	1 Images/video quality is poor (low resolution, size distortion) no use of copyrighted images or video	2 Images/video quality is inconsistent (low resolution, size distortion) no use of copyrighted images or video	3 Images/video quality is inconsistent—no use of copyrighted images or video	4 Images/video quality is good throughout—no use of copyrighted images or video	5 Images/video quality is excellent—high resolution, no distortion, no use of copyrighted images or video	
Technical Quality Editing 0–5 points	0 Not evident	1 Editing produces a product difficult to watch or follow	2 Inconsistent editing with under/over use of transitions and effects	3 Editing generally supports the presentation, neither enhances nor detracts from the presentation	4 Good editing and overall production to support the presentation	5 Excellent editing and production with smooth and effective transitions. Use of effects supports the presentation	
Documentation 0–5 points	0 None provided	1 Copyright is questionable and source list is incomplete	2 Copyright is questionable and sources are in inconsistent format	3 Copyright statements and permissions are included for most sources but in inconsistent format	4 Copyright statements and permissions are included for all sources. Complete list in a consistent format	5 Work is original, copyright statements with permissions granted are included for all sources. Complete list of current and reliable resources, in MLA or APA style (see style sheet)	
Licensing 0 or 5 points	0 The video was not licensed by the participant			5 A Creative Commons license or copyright statement is included in the video			
Communication— Graphics/Images 0–5 points	0 No images or graphics were used	1 Images are not relevant to the project	2 Graphics, images, or video used do not match the storyline or enrich the project. Images not coordinated with music, sound, or narrative	3 Graphics, images, or video is inconsistently used and ins not clearly matched with the storyline. Images not coordinated with music, sound, or narrative	4 Graphics, images, or video match most of the storyline, and communicate symbolisms or metaphors. Images mostly coordinated with music, sound, or narrative	5 Graphics, images, or video creates emotion to match storyline, and communicate symbolisms or metaphors. Images well-coordinated with music, sound, or narrative	
Communication— Text 0–5 points	0 No text was used	1 There are so many errors in word or text that it detracts from the project	2 Word or text does not enhance the project and contains errors	3 Word or text choices are appropriate but contain errors	4 Word or text choices are good and support the project idea	5 Word or text choices are powerful, vivid, and descriptive to audience	
Communication— Music/Sound 0–5 points	0 No music or sound	1 Music or sound is not relevant to the project, or is distracting	2 Music/sound is relevant but not coordinated with images	3 Music/sound neither enhances nor detracts from the project	4 Enriches the project, creates interest, and is mostly coordinated with images	5 Significantly enriches the project, creates appropriate mood/tone, and coordinated with images	
Narration 0–5 points	0 Not included	1 Is not relevant, does not match the storyline	2 Scripting is not original, does not match storyline. Voice quality, diction, fluency, and flow is not used effectively	3 Scripting relies on too many facts, quotes, or other non-original elements. Voice quality, diction, fluency and flow is average	4 Follows an original script, includes participant(s). Voice quality, diction, fluency, and flow is good	5 Follows an original script, includes participant(s). Voice quality, diction, fluency, and flow is excellent	
Ending 0–5 points	0 Ending is abrupt, weak, or video simply stops	1 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 (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 Presentation covers some topic elements	2 Presentation covers all topic elements but with minimal information	3 Presentation gives complete information but does not explain the project well	4 Presentation covers information completely but does not flow well	5 Presentation covers all relevant information with a seamless and logical delivery	
Knowledge of Subject Matter 0-5 points	0 Little or no evidence of knowledge	1 Minimal evidence of knowledge	2 Some evidence of knowledge	3 Knowledge of subject matter is evident but not effectively used in presentation	4 Knowledge of subject matter is evident and shared at times in the presentation	5 Knowledge of subject matter is evident and incorporated throughout the presentation	
Relationship of Family and Consumer Sciences Coursework and Standards 0-5 points	0 Not included	1 Minimal evidence FCS coursework relationship	2 Some knowledge of relationship to FCS coursework	3 Knowledge of FCS coursework but not shared	4 Knowledge of relationship to FCS is evident and shared	5 Knowledge of FCS relationship is evident and explained well	
Voice – pitch, tempo, volume 0-3 points	0 Voice qualities not used effectively	1 Voice quality is adequate	2 Voice quality is good, but could improve	3 Voice quality is outstanding and pleasing			
Body Language/ Clothing Choice 0-3 points	0 Uses inappropriate gestures, posture or mannerisms, avoids eye contact/inappropriate clothing	1 Gestures, posture, mannerisms and eye contact is inconsistent/clothing is appropriate	2 Gestures, posture, mannerisms, eye contact, and clothing are appropriate	3 Gestures, posture, mannerisms, eye contact, and clothing enhance presentation			
Grammar/Word Usage/ Pronunciation 0-3 points	0 Extensive (more than 5) grammatical and pronunciation errors	1 Some (3-5) grammatical and pronunciation errors	2 Few (1-2) grammatical and pronunciation errors	3 Presentation has no grammatical or pronunciation errors			
Responses to Evaluators' Questions 0-5 points	0 Did not answer evaluators' questions	1 Unable to answer some questions	2 Responded to all questions but without ease or accuracy	3 Responded adequately to all questions	4 Gave appropriate responses to evaluators' questions	5 Responses to questions were appropriate and given without hesitation	

Evaluator's Comments – include two things done well and two opportunities for improvement:

LEVEL II TOTAL
(134 points possible)

Evaluator # _____

Evaluator Initial _____

Room Consultant Initial _____

DIGITAL STORIES FOR CHANGE

Storyboard Template



Participant Name _____ Chapter ID # _____ State _____

Level _____ Title of Project _____

TITLE SLIDE/SCENE #	TIME:	SLIDE/SCENE #	TIME:	SLIDE/SCENE #	TIME:
<p>IMAGE</p> <p style="text-align: center;">Sketch, graphic or photo here</p>		<div style="border: 1px solid black; padding: 5px; text-align: center; margin: 10px auto; width: 80%;"> Use this box to indicate transitions, if any are used </div>		<div style="border: 1px solid black; padding: 5px; text-align: center; margin: 10px auto; width: 80%;"> Use this box to indicate transitions, if any are used </div>	
<p>SCRIPT/NARRATION</p> <p style="text-align: center;">Write your script or narrative here</p>					
<p>MEDIA/DESIGN</p> <p style="text-align: center;">List specific media used—music, sound, voice recordings, video clips, photos, graphics, color themes, etc.</p>					