



# 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.

**Preliminary Round:** Participants must prepare an instructional video and project components.

**National Leadership Conference:** Fifteen (15) entries will be invited to present their instructional video, project components, and 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

1. Review "Eligibility and General Rules for All Levels of Competition" on page 85 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, and must be the work of the participant(s) only.
3. 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.
4. The use of inappropriate music, graphics, or text will automatically disqualify the entry. Inappropriate materials are those that are obscene, profane, or explicit. 
5. The use of copyrighted music, photographs, or graphics in the digital video may disqualify the entry. Music, photographs, text, trademarks, or names that are used in the project must be properly cited and documented. Only original items or items licensed for reuse are allowed. Most popular/commercial music is copyrighted and its use strictly limited. Participants are encouraged to use music with the appropriate license for reuse and publication on the Internet. Copyright laws must be followed.
6. Participants must follow state or district rules/guidelines for student privacy and use 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	Instructional Video, Project Components, Oral Presentation (NLC)	Table – yes Laptop, Internet Connection, Electrical Access - yes	Official dress - or- Professional dress appropriate to 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.
- 1.2.4 Demonstrate teamwork skills in school, community and workplace settings.
- 1.2.6 Demonstrate leadership skills and abilities in school, workplace and community settings
- 1.3.2 Demonstrate skills that individuals and families can utilize to support civic engagement in community activities.
- 2.1.1 Apply time management, organizational, and process skills to prioritize tasks and achieve goals.
- 2.1.2 Analyze how individuals and families make choices to satisfy needs and wants.
- 2.4.3 Access the use of technology and its effects on quality of life.
- 13.6.4 Demonstrate ethical behavior in family, workplace, and community settings.

## INSTRUCTIONAL VIDEO DESIGN

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

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.	
5 minutes	The total running time of the instructional video 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: 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 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 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 website files on a USB drive. Participants are not allowed to bring in any additional equipment. Note cards may be used in the oral presentation.
2. To prepare for the 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 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.



## Specifications

#### Website

Projects must be posted on the school/chapter website. Posted components include: instructional 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.
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## Instructional Video Design Specifications (continued)

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. <b>For National Leadership Conference Participants Only:</b> 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 	Video Worksheet	Using the provided template, participants develop a detailed video worksheet for the <i>instructional video</i> project. Must be posted on the website in Microsoft Word or PDF format.

### Instructional Video

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 instructional video may be one of the following: a series of micro-videos, a tutorial video, a training video, a screencast, or a presentation/lecture video. The total time of the video(s) may not exceed 5 minutes. The instructional 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 that is engaging and clearly states video objective(s).
Content	Content reinforces and supports learning objectives. Information is appropriate, accurate, bias-free, and current. Important points are emphasized or repeated as needed.
Design	Video contains at least three key topics or steps. Instruction is clear, concise, and easy to follow. Video follows storyboard/scripting. Instruction is appropriate for intended age group.
Technical Quality	Editing and production provides good sound quality, volume, and clear images. Transitions, if used, are smooth and do not detract from the video.
Communication	Spelling, word choice, and grammar are used correctly. Tone and pace of narration is appropriate. Music, if used, is original or licensed for reuse. Visuals, if used, enhance communication.
Ending	Bring closure to the video and provide direction for the viewer to apply knowledge, reflect, or call to action.
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> .
Licensing	A copyright or licensing statement is included in the video. Creative Commons licensing may be used— <a href="http://www.creativecommons.org">www.creativecommons.org</a> .

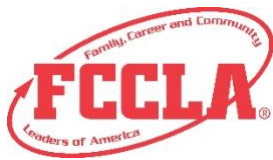
## Instructional Video Design Specifications (continued)

### 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	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.



# INSTRUCTIONAL VIDEO DESIGN—Preliminary Round

## Rubric

Name of Participant \_\_\_\_\_

Chapter \_\_\_\_\_ State \_\_\_\_\_ Team # \_\_\_\_\_ Station # \_\_\_\_\_ Level \_\_\_\_\_

WEBSITE CONTENT – DOCUMENTATION										Points
<b>Project Identification Page</b> 0 or 4 points	<b>0</b> Project Identification Page is missing, is not completed, or includes incorrect information				<b>4</b> Project Identification Page is present, contains participants' names, chapter name, school, city, state, event name, and project title					
<b>FCCLA Planning Process Summary Page</b> 0–5 points	<b>0</b> Planning Process summary not provided	<b>1</b> Inadequate steps in the Planning Process are presented	<b>2</b> All Planning Process steps are presented but not summarized	<b>3</b> All Planning Process steps are summarized	<b>4</b> Evidence that the Planning Process was utilized to plan project	<b>5</b> The Planning Process is used to plan the project. Each step is fully explained				
<b>Evidence of Online Project Summary Submission</b> 0 or 1 point	<b>0</b> Not provided				<b>1</b> Signed proof of submission from the online form is included					
<b>Video Design Worksheet</b> 0-15 points	<b>0</b> Not included	<b>1</b> Worksheet planning is very limited and missing multiple components	<b>2</b> <b>3</b> Represents some planning but provided limited or unnecessary information	<b>4</b> <b>5</b> <b>6</b> Represents adequate planning but some information is missing	<b>7</b> <b>8</b> <b>9</b> Represents good planning with information in all field. All elements are appropriate for project and audiences	<b>10</b> <b>11</b> <b>12</b> Represents outstanding planning with detailed information in all fields. All elements are appropriate for project and audience	<b>13</b> <b>14</b> <b>15</b>			
VIDEO CONTENT										Points
<b>Introduction</b> 0-10 points	<b>0</b> No obvious introduction	<b>1</b> <b>2</b> Introduction not relevant or appropriate for the presentation	<b>3</b> <b>4</b> Introduction not effective in capturing attention, and did not state objectives	<b>5</b> <b>6</b> Captured attention, but did not state learning objectives	<b>7</b> <b>8</b> Mostly engaging and states learning objectives	<b>9</b> <b>10</b> Original, engaging, clearly states learning objectives				
<b>Content</b> 0-15 points	<b>0</b> Content does not relate to learning objectives	<b>1</b> <b>2</b> Flawed understanding of content, may present inaccurate or incomplete information	<b>3</b> <b>4</b> Limited support of learning objectives and information is inconsistent	<b>5</b> <b>6</b> Somewhat supports learning objectives. Information is appropriate, accurate, bias-free, but not current	<b>7</b> <b>8</b> Mostly supports learning objectives. Information is appropriate, accurate, bias-free, and current. Important points are emphasized or repeated as needed	<b>9</b> <b>10</b> Reinforces and supports learning objectives. Information is appropriate, accurate, bias-free, and current. Important points are emphasized or repeated as needed				
<b>Design</b> 0-10 points	<b>0</b> Does not follow storyboard/scripting and is not appropriate for intended age group	<b>1</b> <b>2</b> Contains 1 topic or step, confusing, does not follow storyboard/scripting, questionable on age appropriateness	<b>3</b> <b>4</b> Contains 2 topics or steps than three topics, difficult to follow, mostly follows storyboard/scripting, but questionable on age appropriateness	<b>5</b> <b>6</b> Contains 3 topics or steps, somewhat clear to follow, mostly follows storyboard/scripting, but questionable on age appropriateness	<b>7</b> <b>8</b> Contains 3 topics or steps, instruction is clear and easy to follow. Mostly follows storyboard/ scripting. Appropriate for intended age groups	<b>9</b> <b>10</b> Contains 3 or more topics or steps. Instruction is clear, concise, and easy to follow. Follows storyboard/ scripting. Appropriate for intended age group				
<b>Technical Quality</b> 0-10 points	<b>0</b> No editing is evident	<b>1</b> <b>2</b> Editing produces a product difficult to watch or follow. Duration is significantly under or over 5 minutes.	<b>3</b> <b>4</b> Editing and production do not enhance or are overused. Duration is over 5 minutes.	<b>5</b> <b>6</b> Editing and production are appropriate but some mistakes are noticeable. Does not exceed 5 minutes.	<b>7</b> <b>8</b> Good editing and production, sound quality, volume and images. Effects support project. Does not exceed 5 minutes.	<b>9</b> <b>10</b> Excellent editing and production, sound quality, volume and images. Use of effects supports the project. Does not exceed 5 minutes.				
<b>Communication</b> 0-10 points	<b>0</b> No images, text, or sound used	<b>1</b> <b>2</b> Communication choices and errors distract rather than enhance project, items not licensed for reuse	<b>3</b> <b>4</b> Communication choices do not enhance project and licensing is questionable	<b>5</b> <b>6</b> Communication choices mostly enhance the project and are licensed for reuse	<b>7</b> <b>8</b> Communication choices are appropriate for the project and are original or licensed for reuse	<b>9</b> <b>10</b> Spelling, word choice, grammar, narration and visual enhance the project and are original or licensed for reuse				
<b>Ending</b> 0-10 points	<b>0</b> Abrupt, weak or video simply stops	<b>1</b> <b>2</b> Does not provide closure	<b>3</b> <b>4</b> Somewhat developed but closure does not provide direction for viewer	<b>5</b> <b>6</b> Closure and directions are unclear	<b>7</b> <b>8</b> Provides closure but direction is somewhat unclear	<b>9</b> <b>10</b> Well-developed closure and provides direction to apply knowledge, reflect or call to action				

<b>Documentation</b> 0–5 points	<b>0</b> Sources are cited but no permissions for using copyrighted work is included	<b>1</b> Copyright is questionable and source list is incomplete	<b>2</b> Copyright is questionable and sources are in inconsistent format	<b>3</b> Copyright statements and permissions are included for most sources but in inconsistent format	<b>4</b> Copyright statements and permissions are included for all sources. Complete list in a consistent format	<b>5</b> Work is original, copyright statements with permissions granted are included for all sources. Complete list of current and reliable resources, in MLA or APA style <i>(see style sheet)</i>	
<b>Licensing</b> 0 or 5 points	<b>0</b> The video was not licensed by the participant			<b>5</b> A Creative Commons license or copyright statement is included in the video			

**Evaluator's Comments:**  
**PRELIMINARY ROUND TOTAL**





# INSTRUCTIONAL VIDEO DESIGN National Leadership Conference Only STAR Events Point Summary Form

Name of Participant \_\_\_\_\_

Chapter \_\_\_\_\_ State \_\_\_\_\_ Team # \_\_\_\_\_ Station # \_\_\_\_\_ Category \_\_\_\_\_

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 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 or Assistant Lead Consultant.
4. Check with the Lead or Assistant Lead Consultant if there are any questions regarding the evaluation process.

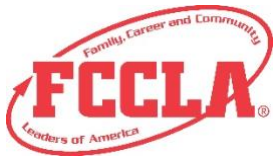
ROOM CONSULTANT CHECK			Points
<b>Registration Packet</b> 0 or 3 points	Picked up by adviser or designated adult during scheduled time No <b>0</b> Yes <b>3</b>		
<b>Event Online Orientation Documentation</b> 0 or 2 points	Official documentation not provided at presentation time or signed by adviser	Official documentation provided at presentation time and signed by adviser	
<b>Punctuality</b> 0-1 point	Participant was late for presentation	Participant was on time for presentation	
<b>EVALUATORS' SCORES</b>		<b>ROOM CONSULTANT TOTAL</b> (6 points possible)	
Evaluator 1 _____	Initials _____	<b>AVERAGE EVALUATOR SCORE</b>	
Evaluator 2 _____	Initials _____	(134 points possible)	_ . _ . _ . _ .
Evaluator 3 _____	Initials _____	<b>FINAL SCORE</b>	
Total Score _____	divided by number of evaluators <b>= AVERAGE EVALUATOR SCORE</b> <i>Rounded only to the nearest hundredth (i.e. 79.99 not 80.00)</i>	(Average Evaluator Score plus Room Consultant Total)	_ . _ . _ . _ .
		<b>FINAL SCORE</b> divided by 140 possible points = <b>RATING SCORE PERCENTAGE</b>	

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

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

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





# INSTRUCTIONAL VIDEO DESIGN

## National Leadership Conference Only

### Rubric

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VIDEO CONTENT											
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<b>Ending</b> 0-10 points	<b>0</b> Abrupt, weak or video simply stops	<b>1</b> <b>2</b> Does not provide closure	<b>3</b> <b>4</b> Somewhat developed but closure does not provide direction for viewer	<b>5</b> <b>6</b> Closure and directions are unclear	<b>7</b> <b>8</b> Provides closure but direction is somewhat unclear	<b>9</b> <b>10</b> Well-developed closure and provides direction to apply knowledge, reflect or call to action					

<b>Documentation</b> 0–5 points	<b>0</b> Sources are cited but no permissions for using copyrighted work is included	<b>1</b> Copyright is questionable and source list is incomplete	<b>2</b> Copyright is questionable and sources are in inconsistent format	<b>3</b> Copyright statements and permissions are included for most sources but in inconsistent format	<b>4</b> Copyright statements and permissions are included for all sources. Complete list in a consistent format	<b>5</b> 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)	
<b>Licensing</b> 0 or 5 points	<b>0</b> The video was not licensed by the participant			<b>5</b> A Creative Commons license or copyright statement is included in the video			
<b>ORAL PRESENTATION</b>							<b>Points</b>
<b>Organization/Delivery</b> 0–10 points	<b>0</b> Presentation is not done or speaks briefly and does not cover components of the project	<b>1</b> Presentation covers some topic elements	<b>2</b> Presentation covers all topic elements but with minimal information	<b>3</b> Presentation gives complete information but does not explain the project well	<b>4</b> Presentation covers information completely but does not flow well	<b>5</b> Presentation covers all relevant information with a seamless and logical delivery	
<b>Knowledge of Subject Matter</b> 0-5 points	<b>0</b> Little or no evidence of knowledge	<b>1</b> Minimal evidence of knowledge	<b>2</b> Some evidence of knowledge	<b>3</b> Knowledge of subject matter is evident but not effectively used in presentation	<b>4</b> Knowledge of subject matter is evident and shared at times in the presentation	<b>5</b> Knowledge of subject matter is evident and incorporated throughout the presentation	
<b>Relationship of Family and Consumer Sciences Coursework and Standards</b> 0-5 points	<b>0</b> Not included	<b>1</b> Minimal evidence FCS coursework relationship	<b>2</b> Some knowledge of relationship to FCS coursework	<b>3</b> Knowledge of FCS coursework but not shared	<b>4</b> Knowledge of relationship to FCS is evident and shared	<b>5</b> Knowledge of FCS relationship is evident and explained well	
<b>Voice – pitch, tempo, volume</b> 0-3 points	<b>0</b> Voice qualities not used effectively	<b>1</b> Voice quality is adequate	<b>2</b> Voice quality is good, but could improve	<b>3</b> Voice quality is outstanding and pleasing			
<b>Body Language/Clothing Choice</b> 0-3 points	<b>0</b> Uses inappropriate gestures, posture or mannerisms, avoids eye contact/inappropriate clothing	<b>1</b> Gestures, posture, mannerisms and eye contact is inconsistent/clothing is appropriate	<b>2</b> Gestures, posture, mannerisms, eye contact, and clothing are appropriate	<b>3</b> Gestures, posture, mannerisms, eye contact, and clothing enhance presentation			
<b>Grammar/Word Usage/Pronunciation</b> 0-3 points	<b>0</b> Extensive (more than 5) grammatical and pronunciation errors	<b>1</b> Some (3-5) grammatical and pronunciation errors	<b>2</b> Few (1-2) grammatical and pronunciation errors	<b>3</b> Presentation has no grammatical or pronunciation errors			
<b>Responses to Evaluators' Questions</b> 0-5 points	<b>0</b> Did not answer evaluators' questions	<b>1</b> Unable to answer some questions	<b>2</b> Responded to all questions but without ease or accuracy	<b>3</b> Responded adequately to all questions	<b>4</b> Gave appropriate responses to evaluators' questions	<b>5</b> Responses to questions were appropriate and given without hesitation	

**Evaluator's Comments:**

**TOTAL**   
(134 points possible)

**Evaluator #** \_\_\_\_\_

**Evaluator Initial** \_\_\_\_\_

**Room Consultant Initial** \_\_\_\_\_



## Instructional Video Design Worksheet

One worksheet per video. If creating a micro-video series, use one worksheet for each video in the series.

<b>Title of Video and Topic:</b> ___ Micro-video Series    ___ Tutorial    ___ Training    ___ Screencast    ___ Presentation/Lecture	
<b>Grade or Target Age Group Level:</b>	
<b>Video Duration</b> ( <i>Maximum 5 minutes, if creating a micro-video series, series must not exceed 5 minutes</i> ):	
<b>FCCLA Integration</b> ( <i>National Programs, Competitive Events, Meetings/Events, if applicable</i> ):	
<b>Video Learning Objective(s):</b>	
<b>National Family and Consumer Sciences Standards (or others as appropriate):</b>	
<b>Career Readiness Practices (Select all that apply):</b>	
<ul style="list-style-type: none"> <li><input type="checkbox"/> Act as a responsible and contributing citizen and employee</li> <li><input type="checkbox"/> Apply appropriate academic and technical skills</li> <li><input type="checkbox"/> Attend to personal health and financial well-being</li> <li><input type="checkbox"/> Communicate clearly and effectively and with reason</li> <li><input type="checkbox"/> Consider the environmental, social and economic impacts of decisions</li> <li><input type="checkbox"/> Demonstrate creativity and innovation</li> <li><input type="checkbox"/> Employ valid and reliable research strategies</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Utilize critical thinking to make sense of problems and persevere in solving them</li> <li><input type="checkbox"/> Model integrity, ethical leadership and effective management</li> <li><input type="checkbox"/> Plan education and career paths aligned to personal goals</li> <li><input type="checkbox"/> Use technology to enhance productivity</li> <li><input type="checkbox"/> Work productively in teams while using cultural global competence</li> </ul>
<b>Materials Needed to Create Video:</b>	
<b>Instructional Strategies:</b>	

**Key Topic/Step 1:**

**Timeframe:**

**Storyboard/Scripting (media/images/notes):**

**Key Topic/Step 2:**

**Timeframe:**

**Storyboard/Scripting (media/images/notes):**

**Key Topic/Step 3:**

**Timeframe:**

**Storyboard/Scripting (media/images/notes):**

**Summary/Ending** (summary of key learning, next steps for viewer, and call to action for viewer):

**Application or Assessment of Learning:**

**Source** (If Applicable: cite any published or copyrighted materials used in this video):

**Additional Notes:**