



# Virtual Poster LEVELS I and II

**Virtual Poster**, an *individual event*, recognizes participants who demonstrate their knowledge, skills, and ability to publish a virtual, interactive digital poster using Glogster EDU (edu.glogster.com). The virtual poster (Glog) will address an issue related to one of the three Student Body units: Eat Right, Be Fit, and Make Healthy Choices. The *virtual poster* (Glog) will include a video of the participant presenting their project to an audience. **Level I:** Participants must prepare a *virtual poster* (Glog), to be submitted online. **Level II:** The twenty (20) highest scoring entries will be invited to present their virtual poster (Glog), 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

<b>2</b>	<b>Analyze recurring and evolving family, workplace, and community concerns.</b>
<b>4</b>	<b>Implement practical reasoning for responsible action in families, workplaces, and communities</b>
<b>1.0</b>	<b>Career, Community and Life Connections</b> Comprehensive Standard: Integrate multiple life roles and responsibilities in family, work, and community settings.
<b>9.0</b>	<b>Food Science, Dietetics, and Nutrition</b> Comprehensive Standard: Integrate knowledge, skills, practices required for careers in food science, food technology, dietetics, and nutrition.

### 12.0 Human Development

Comprehensive Standard: Analyze factors that influence human growth & development.

### 13.0 Interpersonal Communications

Comprehensive Standard: Demonstrate respectful and caring relationships in the family, workplace and community.

### 14.0 Nutrition and Wellness

Comprehensive Standard: Demonstrate nutrition and wellness practices that enhance individual and family well-being.

#### 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

1. Any nationally affiliated FCCLA chapter member may submit one entry in each category.
2. The Virtual Poster 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.
3. The Virtual Poster project must be planned and prepared by the participant only.

## PROCEDURES: LEVEL I

1. Participants create a *virtual poster* (Glog) using Glogster EDU (<http://edu.glogster.com>). The topic of the *virtual poster* (Glog) must relate to one of the Student Body units: Eat Right, Be Fit, and Make Healthy Choices. It is not a demonstration or “how to” presentation, but should reflect participant research, content knowledge, and recommendations for individual or community action.
2. The *virtual poster* must include the following:
  - a. Project title
  - b. Introductory text box –describe the topic and relationship to the Student Body unit.
  - c. Informational text boxes, graphics, images, data, etc.
  - d. Embedded video presentation, with accompanying link to video site such as SchoolTube or YouTube).
  - e. Link(s) to the project identification page, FCCLA Planning Process summary page, and bibliography.
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 summary page of how each step of the FCCLA Planning Process was used in the project.
5. Each *virtual poster* must include an embedded video of the participant presenting their project to an audience. Total running time of the embedded video must be no longer than five (5) minutes in length, to include the title and credits.
6. Projects must be posted on the school/FCCLA chapter website or wiki. Posted components include the virtual poster (Glog), the project identification page, the FCCLA Planning Process summary page, and the bibliography. The *virtual poster* is presented as a Glog; the other required project components must either be posted for viewing as a webpage or must be able to be opened in Microsoft Word or in PDF format.
7. Participants must include a signed copy of the FCCLA participant authorization/release form.
8. Participants must license their work ([www.creativecommons.com](http://www.creativecommons.com) may be used).
9. **The use of inappropriate music, graphics, or text will automatically disqualify the entry.** Inappropriate materials are those that are obscene, profane, or explicit.
10. **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.
11. Participants must follow state or district rules/guidelines for student privacy and use of photographs or student work when published online.
12. Deadline for submission of Level 1 entries is February 1, no Level 1 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, by March 15, an invitation 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 present their *virtual poster* as part of an oral presentation to evaluators. The presentation should describe the research, planning, impact and personal learning of the participant as a result of the project. The oral presentation and presentation of the *virtual poster* **may be up to** 10 minutes in length. A one-minute warning will be given at 9 minutes. The participants will be stopped at 10 minutes.
3. Following the presentation, evaluators will have 5 minutes to interview the participant.
4. 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.
5. 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 files used to create their virtual poster, as well as static screen shots, 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 virtual poster and oral presentation portion of this event, if space allows.
3. **National Leadership Conference Presentation Elements:**

Allowed: *USB Drive (Backup presentation 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/FCCLA chapter website or wiki. Posted components include the *virtual poster* (Glog), the project identification page, the FCCLA planning process summary page, and the bibliography. The *virtual poster* is presented as a Glog; the other required project components must either be posted for viewing as a webpage or 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/paper</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. <b>For National Leadership Conference Level II Participants Only:</b> use of the FCCLA <i>Planning Process</i> must also be described in the oral presentation.
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
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. Resources should be reliable and current.

## Virtual Poster/Glog

The *virtual poster*/Glog must include the following identifiable components: project title; introductory text box which describes the Student Body unit to which it relates; informational text boxes, graphics, images, data, etc.; embedded video presentation; and links to the project identification page, FCCLA Planning Process Summary Page, and Bibliography. The embedded video is a presentation of the Glog to an audience—integrating the Glog into the recorded presentation.

Idea Organization	Ideas are coherent and effectively organized within the Glog.
Subject Knowledge	Subject knowledge of the topic issue is clearly evident. All information presented is appropriate and accurate.
Creativity and Design	Color, design, effects and creativity support the theme of the Glog. Should not distract the viewer from the purpose and focus.
Communication—Graphics/Images	Graphics, images, or video creates emotion to match the topic, and communicates symbolism or metaphors.
Communication—Text	Word, text or graphic choices are powerful, vivid, and descriptive to audience, and support the topic. There are no spelling errors.
Technical Quality—Images, Video, Music	Images used are original or licensed for reuse. Image or video quality is high resolution and there is no size distortion. Music, if used, is relevant and supports the topic.
Licensing	A copyright or licensing statement is included in the video and on the Glog. Creative Commons licensing may be used – <a href="http://www.creativecommons.com">www.creativecommons.com</a> .
Embedded Video—Introduction	Introduction is original, catches interest, and relates to the purpose and focus of the project.
Embedded Video—Technical Quality Sound	Sound quality is consistent, volume allows viewer to hear the presentation, no crackling or other sound issues.
Embedded Video—Technical Quality Editing	Editing results in a video with smooth transitions. Any effects used support the topic and overall project.
Embedded Video—Delivery	Presentation includes project research, relevant information, and uses the virtual poster (Glog) as a visual for the audience; seamless and logical delivery of information.
Embedded Video—Conclusion	Ending should bring closure to the presentation of the Glog presentation to the audience.

## Virtual Poster (continued)

### For National Leadership Conference Level II Participants ONLY Oral Presentation

Following the presentation of the virtual poster to 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.

# VIRTUAL POSTER—Level I

## Rubric

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

State \_\_\_\_\_ Team # \_\_\_\_\_ Group # \_\_\_\_\_ Category \_\_\_\_\_

WEBSITE/WIKI (0 to 30 Points)						Points
<b>Project Identification Page</b> 0–5 points	<b>0</b>	Project Identification Page is missing, is not complete, or includes incorrect information		<b>5</b>	Project Identification page is present, contains participants' names, chapter name, school, city, state, FCCLA national region, and project title	
<b>FCCLA Planning Process Summary Page</b> 0–5 points	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
	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.
<b>Project Summary</b> 0–15 points	<b>0</b>	<b>1-2-3</b>	<b>4-5-6</b>	<b>7-8-9</b>	<b>10-11-12</b>	<b>13-14-15</b>
	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.
<b>Works Cited/Bibliography</b> 0–5 points	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
	Sources are cited but no permissions for using copyrighted work is included.	Copyright is questionable and source list is incomplete.	Copyright is questionable and sources are in inconsistent format.	Copyright statements and permissions are included for most sources but in inconsistent format.	Copyright statements and permissions are included for all sources. Complete list is in a consistent format.	Work is original, copyright statements with permissions granted are included for all sources. Complete alphabetical list of sources, in a consistent format.
VIRTUAL POSTER/GLOG (0 to 70 points)						
<b>Idea Organization</b> 0–5 points	<b>0</b>	<b>1-2</b>	<b>3</b>	<b>4</b>	<b>5</b>	
	Ideas not organized.	Ideas lack coherence and not well organized.	Ideas mostly coherent but not clearly organized.	Ideas mostly coherent and organized.	Ideas coherent and effectively organized	
<b>Subject Knowledge</b> 0–5 points	<b>0</b>	<b>1-2</b>	<b>3</b>	<b>4</b>	<b>5</b>	
	Subject knowledge is not reflected in work.	Subject knowledge is not evident, is confusing, incorrect, or insufficient.	Subject knowledge is evident, but information is not presented clearly.	Subject knowledge is evident, most information is clear, appropriate, and accurate.	Subject knowledge is clearly evident. All information is clear, appropriate, and accurate.	
<b>Creativity and Design</b> 0–5 points	<b>0</b>	<b>1-2</b>	<b>3</b>	<b>4</b>	<b>5</b>	
	Color, design and/or effects are overused or so minimal they distract from the purpose and focus.	Minimal use of color, design, effects and original ideas. Topic not well supported.	Color, design, and/or video is inconsistently used and is not clearly matched with the topic.	Good use of color, design, effects, and original ideas to support the topic presentation.	Excellent and appropriate use of color, design, effects, and originality to maximize the topic presentation.	
<b>Graphic/Image Communication</b> 0–5 points	<b>0</b>	<b>1-2</b>	<b>3</b>	<b>4</b>	<b>5</b>	
	No images or graphics were used.	Graphics, images, or video used do not match the topic or enrich the project.	Graphics, images, or video is inconsistently used and is not clearly matched with the topic.	Graphics, images, or video match most of the topic, and communicate symbolism or metaphors.	Graphics, images, or video creates emotion to match topic, and communicate symbolism or metaphors.	
<b>Text Communication</b> 0–5 points	<b>0</b>	<b>1-2</b>	<b>3</b>	<b>4</b>	<b>5</b>	
	No text was used.	Word or text does not enhance the project and contains errors.	Text choices are appropriate but contain errors.	Text choices are good and support the project idea.	Text choices are powerful, vivid, and descriptive to audience.	

## Virtual Poster (continued)

Points

<b>Quality Images/ Video/Music</b> 0–5 points	<b>0</b> No images or video were used. Music, if used, is not relevant or is inappropriate for topic.	<b>1-2</b> Images/video quality is poor (low resolution, size distortion). Music, if used, is not relevant and does not enhance the project.	<b>3</b> Images/video quality is inconsistent in the project. Music, if used, is relevant but neither enhances or distracts from the project.	<b>4</b> Images/video quality is good throughout the project, easy to read. Music, if used, is relevant and appropriate.	<b>5</b> Images/video quality is excellent—high resolution no distortion, easy to read. Music, if used, is appropriate and enhances the project.	
<b>Embedded Video: Introduction</b> 0–5 points	<b>0</b> No obvious introduction	<b>1</b> Introduction not relevant or appropriate for the presentation.	<b>2</b> Introduction not effective in capturing attention.	<b>3</b> Somewhat creative/attention getting.	<b>4</b> Creative introduction.	<b>5</b> Introduction captured attention immediately.
<b>Embedded Video: Technical Quality Sound</b> 0–5 points	<b>0</b> No sound or music was used in the project.	<b>1</b> Sound quality is poor (crackling, volume issues).	<b>2</b> Sound quality is inconsistent.	<b>3</b> Sound quality is consistent throughout the project, neither enhances nor detracts.	<b>4</b> Sound quality is good throughout.	<b>5</b> Sound quality is excellent throughout.
<b>Embedded Video: Technical Quality Editing</b> 0–5 points	<b>0</b> Not evident.	<b>1</b> Editing produces a product difficult to watch or follow.	<b>2</b> Inconsistent editing with under/over use of transitions and effects.	<b>3</b> Editing generally supports the presentation, neither enhances nor detracts from the presentation.	<b>4</b> Good editing and overall production to support the presentation.	<b>5</b> Excellent editing and production with smooth and effective transition. Use of effects supports the presentation.
<b>Embedded Video: Delivery</b> 0–15 points	<b>0</b> Not included.	<b>1-2-3-4</b> Presentation covers topic but with minimal information, minimal reference to the Glog.	<b>5-6-7-8</b> Presentation covers topic but delivery and integration of the Glog is inconsistent.	<b>9-10-11-12</b> Presentation covers information completely and explains project.	<b>13-14-15</b> Presentation covers all relevant information and explains topic with a logical delivery. Integrates Glog seamlessly.	
<b>Embedded Video: Conclusion</b> 0–5 points	<b>0</b> No obvious conclusion.	<b>1-2</b> Conclusion implied but not supportive of topic.	<b>3</b> Conclusion evident but provided weak support of topic.	<b>4</b> Strong conclusion.	<b>5</b> Excellent with strong concluding statement.	
<b>Licensing</b> 0–5 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 and/or on the Glog.			

VIRTUAL POSTER

**Evaluator's Comments:**

**LEVEL I TOTAL**  
(100 points possible)



# STAR Events Point Summary Form

## VIRTUAL POSTER

### Level II Only



VIRTUAL POSTER

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

**RATING ACHIEVED** (circle one)    **Gold:** 126-140    **Silver:** 98-125.99    **Bronze:** 1-97.99

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

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

# VIRTUAL POSTER—Level II

## Rubric

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

State \_\_\_\_\_ Team # \_\_\_\_\_ Group # \_\_\_\_\_ Category \_\_\_\_\_

WEBSITE/WIKI (0 to 30 Points)						Points	
<b>Project Identification Page</b> 0–5 points	<b>0</b>	Project Identification Page is missing, is not complete, or includes incorrect information			<b>5</b>	Project Identification page is present, contains participants' names, chapter name, school, city, state, FCCLA national region, and project title	
<b>FCCLA Planning Process Summary Page</b> 0–5 points	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	
	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.	
<b>Project Summary</b> 0–15 points	<b>0</b>	<b>1-2-3</b>	<b>4-5-6</b>	<b>7-8-9</b>	<b>10-11-12</b>	<b>13-14-15</b>	
	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.	
<b>Works Cited/Bibliography</b> 0–5 points	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	
	Sources are cited but no permissions for using copyrighted work is included.	Copyright is questionable and source list is incomplete.	Copyright is questionable and sources are in inconsistent format.	Copyright statements and permissions are included for most sources but in inconsistent format.	Copyright statements and permissions are included for all sources. Complete list is in a consistent format.	Work is original, copyright statements with permissions granted are included for all sources. Complete alphabetical list of sources, in a consistent format.	
VIRTUAL POSTER/GLOG (0 to 70 points)							
<b>Idea Organization</b> 0–5 points	<b>0</b>	<b>1-2</b>	<b>3</b>	<b>4</b>	<b>5</b>		
	Ideas not organized.	Ideas lack coherence and not well organized.	Ideas mostly coherent but not clearly organized.	Ideas mostly coherent and organized.	Ideas coherent and effectively organized		
<b>Subject Knowledge</b> 0–5 points	<b>0</b>	<b>1-2</b>	<b>3</b>	<b>4</b>	<b>5</b>		
	Subject knowledge is not reflected in work.	Subject knowledge is not evident, is confusing, incorrect, or insufficient.	Subject knowledge is evident, but information is not presented clearly.	Subject knowledge is evident, most information is clear, appropriate, and accurate.	Subject knowledge is clearly evident. All information is clear, appropriate, and accurate.		
<b>Creativity and Design</b> 0–5 points	<b>0</b>	<b>1-2</b>	<b>3</b>	<b>4</b>	<b>5</b>		
	Color, design and/or effects are overused or so minimal they distract from the purpose and focus.	Minimal use of color, design, effects and original ideas. Topic not well supported.	Color, design, and/or effects neither enhance nor detract from the topic presentation.	Good use of color, design, effects, and original ideas to support the topic presentation.	Excellent and appropriate use of color, design, effects, and originality to maximize the topic presentation.		
<b>Graphic/Image Communication</b> 0–5 points	<b>0</b>	<b>1-2</b>	<b>3</b>	<b>4</b>	<b>5</b>		
	No images or graphics were used.	Graphics, images, or video used do not match the topic or enrich the project.	Graphics, images, or video is inconsistently used and is not clearly matched with the topic.	Graphics, images, or video match most of the topic, and communicate symbolism or metaphors.	Graphics, images, or video creates emotion to match topic, and communicate symbolism or metaphors.		
<b>Text Communication</b> 0–5 points	<b>0</b>	<b>1-2</b>	<b>3</b>	<b>4</b>	<b>5</b>		
	No text was used.	Word or text does not enhance the project and contains errors.	Text choices are appropriate but contain errors.	Text choices are good and support the project idea.	Text choices are powerful, vivid, and descriptive to audience.		

## Virtual Poster (continued)

Points

<b>Quality Images/Video/Music</b> 0–5 points	<b>0</b> No images or video were used. Music, if used, is not relevant or is inappropriate for topic.	<b>1-2</b> Images/video quality is poor (low resolution, size distortion). Music, if used, is not relevant and does not enhance the project.	<b>3</b> Images/video quality is inconsistent in the project. Music, if used, is relevant but neither enhances or distracts from the project.	<b>4</b> Images/video quality is good throughout the project, easy to read. Music, if used, is relevant and appropriate.	<b>5</b> Images/video quality is excellent—high resolution no distortion, easy to read. Music, if used, is appropriate and enhances the project.	
<b>Embedded Video: Introduction</b> 0–5 points	<b>0</b> No obvious introduction	<b>1</b> Introduction not relevant or appropriate for the presentation.	<b>2</b> Introduction not effective in capturing attention.	<b>3</b> Somewhat creative/attention getting.	<b>4</b> Creative introduction.	<b>5</b> Introduction captured attention immediately.
<b>Embedded Video: Technical Quality Sound</b> 0–5 points	<b>0</b> No sound or music was used in the project.	<b>1</b> Sound quality is poor (crackling, volume issues).	<b>2</b> Sound quality is inconsistent.	<b>3</b> Sound quality is consistent throughout the project, neither enhances nor detracts.	<b>4</b> Sound quality is good throughout.	<b>5</b> Sound quality is excellent throughout.
<b>Embedded Video: Technical Quality Editing</b> 0–5 points	<b>0</b> Not evident.	<b>1</b> Editing produces a product difficult to watch or follow.	<b>2</b> Inconsistent editing with under/over use of transitions and effects.	<b>3</b> Editing generally supports the presentation, neither enhances nor detracts from the presentation.	<b>4</b> Good editing and overall production to support the presentation.	<b>5</b> Excellent editing and production with smooth and effective transition. Use of effects supports the presentation.
<b>Embedded Video: Delivery</b> 0–15 points	<b>0</b> Not included.	<b>1-2-3-4</b> Presentation covers topic but with minimal information, minimal reference to the Glog.	<b>5-6-7-8</b> Presentation covers topic but delivery and integration of the Glog is inconsistent.	<b>9-10-11-12</b> Presentation covers information completely and explains project.	<b>13-14-15</b> Presentation covers all relevant information and explains topic with a logical delivery. Integrates Glog seamlessly.	
<b>Embedded Video: Conclusion</b> 0–5 points	<b>0</b> No obvious conclusion.	<b>1-2</b> Conclusion implied but not supportive of topic.	<b>3</b> Conclusion evident but provided weak support of topic.	<b>4</b> Strong conclusion.	<b>5</b> Excellent with strong concluding statement.	
<b>Licensing</b> 0–5 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 and/or on the Glog.			

VIRTUAL POSTER

## ORAL PRESENTATION

<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>1-2</b> Presentation covers some topic elements	<b>3-4</b> Presentation covers all topic elements but with minimal information	<b>5-6</b> Presentation gives complete information but does not explain the project well	<b>7-8</b> Presentation covers information completely and explains project fully	<b>9-10</b> Presentation covers all relevant information completely and explains project 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 shared in the 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 to Family and Consumer Sciences coursework and/or Related Careers</b> 0–5 points	<b>0</b> Not included	<b>1</b> Vaguely referred to	<b>2</b> Explained, but done so poorly	<b>3</b> Explained fully	<b>4</b> Explained fully with evidence of some understanding of the content area	<b>5</b> Explained fully with evidence of mastery of the content area	
<b>Voice—Pitch, Tempo, Volume</b> 0–3 points	<b>0</b> No voice qualities are 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 to listen to		
<b>Body Language/Clothing Choice</b> 0–3 points	<b>0</b> Body language shows nervousness and unease/inappropriate clothing	<b>1</b> Body language shows minimal amount of nervousness/clothing is appropriate		<b>2</b> Body language is good and clothing is professional		<b>3</b> Body language and clothing choice both enhance the presentation	

## Virtual Poster (continued)

						Points
<b>Grammar/Word Usage/Pronunciation</b> 0–3 points	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>3</b>	
	Extensive (more than 5) grammatical and pronunciation errors	Some (3–5) grammatical and pronunciation errors	Few (1–2) grammatical and pronunciation errors		Presentation has no grammatical or pronunciation errors	
<b>Responses to Evaluators' Questions</b> 0–5 points	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
	Did not answer evaluators' questions	Unable to answer some questions	Responded to all questions, but without ease or accuracy	Responded adequately to all questions	Gave appropriate responses to evaluators' questions	Responses to questions were appropriate and given without hesitation

**Evaluator's Comments:**

**LEVEL II TOTAL**  
(134 points possible)

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

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

**VIRTUAL POSTER**