

## AI FOR IMPACT (PILOT-2026 NLC)

### AI FOR IMPACT

An *individual or team* event that challenges participants to apply Family and Consumer Sciences and AI literacy to address real-world challenges through the ethical and responsible use of artificial intelligence (AI). Participants will identify a problem, explore and test human-led, AI-supported solutions, and present a portfolio and oral presentation that demonstrate how AI can enhance, but not replace, human creativity, decision-making, and leadership. Participants will use AI as a resource to brainstorm, outline, and refine ideas while demonstrating how human insight and originality drive the project. Participants must prepare a *portfolio* and an oral presentation.

### ELIGIBILITY & GENERAL INFORMATION

1. Review the Requirements and Policies as outlined in the STAR Events Front Pages prior to event planning and preparation.
2. Participants are encouraged to bring fully charged devices, such as laptops, tablets etc., to use for audiovisual *electronic portfolio* presentation at competition.
3. Chapters with multiple entries in this event must submit different projects for each entry. All projects must be developed and completed during a one-year span beginning July 1 and ending June 30 of the school year before the National Leadership Conference (NLC) and must be the work of the participant(s) only.
4. **Online Orientation** - National Leadership Conference (NLC) participants are **encouraged** to view the online orientation video and submit the STAR Events *Online Orientation Form* to ensure they are fully prepared for NLC. The video and form will be on the FCCLA Student Portal and can be found under Surveys Applications. The video and form cannot be completed through the FCCLA Adviser Portal. Only one form per entry is required. **Contact your State Adviser for orientation procedures for competitions held prior to the National Leadership Conference (NLC).**
5. **STAR Events Schedule Confirmation** – It is **strongly suggested** that Chapter Advisers confirm National Leadership Conference competitors' STAR Events Schedule in the FCCLA Portal by the date outlined on the FCCLA Website (Competitive Events Dates & Deadlines) Adviser can review students' schedules in the FCCLA Adviser Portal by visiting the Meetings & Events tab, selecting the National Leadership Conference, and choosing "Confirm STAR Competition." **Confirmation of students' schedules ahead of time will prevent issues with being qualified and registered for the conference and ensure students are competing in the correct STAR Event.**
6. **AI for Impact** challenges participants to demonstrate how ethical and responsible use of artificial intelligence can enhance, but not replace, human creativity, decision making, and leadership within Family and Consumer Sciences. Students are expected to use AI as a resource to support research, planning, and idea development while maintaining complete ownership of their final project.
7. Participants who do not follow the event guidelines or the definition of the event, or if they create an item that does not align with the current event topic, their project will not be considered for evaluation. However, the participant can still participate in the competition by giving an oral presentation and will only be evaluated based on that presentation.

**CLICK TO VIEW NATIONAL DEADLINES**

### CAREER CLUSTERS ALIGNMENT

Arts & Design	Education & Training	Financial Services
■	■	■
Hospitality & Tourism	Human Services	Public Service
■	■	■

### EVENT LEVELS

Level 1: Through Grade 8	Level 2: Grades 9–10	Level 3: Grades 11–12	Level 4: Postsecondary
	■	■	■

Review the "Event Description and Levels" section of the policies in the front of the guidelines for more information on event levels.

### GENERAL INFORMATION

Number of Participants per Entry	Prepare Ahead of Time	Equipment Provided for Competition	Competition Dress Code
1–3	Portfolio and Oral Presentation	Table—Yes Electrical Access—No Wall Space—No Supplies—No Wi-Fi – No	FCCLA Official Dress

### PRESENTATION ELEMENTS ALLOWED

Audio	Easel(s)	File Folder	Flip Chart(s)	Portfolio	Props/ Pointers	Skits	Presentation Equipment	Visuals
■	■		■	■	■		■	■

## COMPETITION PROCEDURES &amp; TIME REQUIREMENTS

Time	LEVEL 2	LEVELS 3 & 4
10 minutes	Room consultants and evaluators will have 10 minutes to preview the <i>portfolio</i> before the presentation begins.	
10 minutes	The oral presentation may be up to 10 minutes in length. A 1-minute warning will be given at 9 minutes. Participants will be stopped at 10 minutes.	
5 minutes	Following the presentation, evaluators will have 5 minutes to interview participants.	
5 minutes	Evaluators will have up to 5 minutes to use the rubric to score and write comments for participants.	
<b>Total Time: 30 Minutes</b>		

## PROJECT FORMAT

## PORTFOLIO FORMAT (CHOOSE ONE)

<b>Hardcopy Portfolio</b>	The <i>portfolio</i> is a collection of materials used to document and illustrate the work of the project. Materials must be contained in the official <a href="#">FCCLA STAR Events binder</a> obtained from the FCCLA national emblematic supplier. A decorative and/or informative cover may be included. All materials, including the <i>content divider pages</i> , must fit within the cover, be one-sided and may not exceed 24 pages, as described below. Divider page tabs may extend up to 1" outside the cover. Once a <i>hardcopy portfolio</i> has been turned in to evaluators, participants may not switch to an <i>electronic portfolio</i> .
<b>Electronic Portfolio</b>	An <i>electronic portfolio</i> may be either in PowerPoint, Prezi, or other electronic format that can be viewed by the evaluators and room consultants prior to the oral presentation. The <i>electronic portfolio</i> and the hardware (method) to view it (i.e., equipment, files, projectors, screens, laptops) will be turned in to the room consultant at the designated participation time. Participants assume the responsibility of providing the <i>technology</i> used to show the evaluators the project. Once an <i>electronic portfolio</i> is turned in to the evaluators, participants may not switch to a <i>hardcopy portfolio</i> . The <i>portfolio</i> may not exceed 29 slides, as described below.

## CONTENTS OF PORTFOLIO

SPECIFICATIONS		LEVEL 2	LEVELS 3 & 4
Up to 1-8 ½" x 11" page or 1 slide	<b>Project Identification Page</b>	Must include participant's name(s), chapter name, school, city, state, event name, level, and project title. Page can be up to 1 - 8 ½" x 11" page or 1 slide, but cannot be larger.	
1-8 ½" x 11" page or 1 slide	<b>Table of Contents</b>	List the parts of the <i>portfolio</i> in the order in which the parts appear.	
1-8 ½" x 11" page or 2 slides	<b>FCCLA Planning Process Summary Page</b>	Summarize how each step of the <i>Planning Process</i> was used to plan and implement the project; the use of the <i>Planning Process</i> may also be described in the oral presentation.	
1-8 ½" x 11" page or 1 slide	<b>Evidence of Online Project Summary Form Submission</b>	Complete the <i>Online Project Summary Form</i> located on the "Surveys Applications" tab of the FCCLA Student Portal and include signed proof of submission in the <i>portfolio</i> .	
Content Divider/section 7 pages or 7 slides	<b>Content Divider Pages or sections</b>	Up to 7 Divider/section pages or slides. Content Divider/section pages must be tabbed and may contain title, a section name, <i>graphic</i> elements, thematic decorations, and page numbers. They must not include any other content.	
1-8 ½" x 11" page or 1 slide	<b>Problem Statement</b>	Identify a real-world challenge relevant to a FCS pathway. Explain why this issue matters and how AI tools can be used as a resource to support exploration, organization, or understanding of potential solutions. The problem should be specific, research-based, and demonstrate how human creativity and decision-making guide AI use.	Identify a real-world challenge relevant to a FCS pathway. Explain why this issue matters and how AI can be used as a resource to explore, analyze, or enhance understanding of potential solutions. support a solution. The problem should be specific, research-based, and justify the need for an AI-supported solution. The statement must also communicate why this issue matters and how it impacts the intended audience and include data analysis or user research supporting need.

2-8 ½ x 11" pages or 3 slides	Project Concept & AI Integration	Describe the AI-assisted tool or solution, including its purpose, intended audience, key features, and intended outcomes. The description should clearly explain how the tool functions and the impact it is designed to achieve.	Describe the AI-assisted tool or solution, including its purpose, intended audience, key features, and intended outcomes. The description should clearly explain how the tool functions and the impact it is designed to achieve. Must include creative and practical ideas that show student voice and vision.
2-8 ½ x 11" pages or 3 slides	AI Use Log	Document how AI tools were used, including examples of prompts, outputs generated, evaluation of AI responses, and refinements made. This log should clearly show that AI was used as a resource, not the source.	
2-8 ½ x 11" pages or 3 slides	Development Process	Participants must provide a comprehensive explanation of how their tool or project evolved through planning, testing, iteration, and revision. This section should highlight problem-solving, adaptability, and the application of feedback.	Participants must provide a comprehensive explanation of how the project evolved through planning, testing, iteration, and revision by using AI as a supporting tool. This section should highlight problem-solving, adaptability, and the application of feedback. Must include evidence of user testing or pilot trials.
1-8 ½ x 11" page or 1 slide	Ethics and Responsibility Statement	Participants must reflect on how they applied ethical principles in their use of AI, including fairness, transparency, accountability, and originality. The statement must distinguish between what the AI generated and what was student-developed. It should clearly show how the student ensured responsible and appropriate use of AI technologies.	
4-8 ½ x 11" pages or 5 slides	Final Educational Resource	Include the completed instructional material (lesson, activity, role-play).	
1 8 ½ x 11" page or 1 slide	FCS/Career Cluster Connection	Participants must explain how their project connects to Family and Consumer Sciences coursework and supports preparation for a career within an FCS-related career cluster. This explanation should include specific standards or skills addressed	Participants must explain how their project connects to Family and Consumer Sciences coursework and supports preparation for a career within an FCS-related career cluster. This explanation should include specific standards or skills addressed and how the solution could be applied in real-world or professional contexts.
<b>Portfolio Appearance</b>		The <i>portfolio</i> must be creative, organized, neat, legible, <i>professional</i> , and use correct grammar and spelling.	
<b>Ethical Standards for AI Use</b>		Participants must attribute all AI-generated content used in development, clearly distinguish between AI outputs and student-created work, avoid using AI to fabricate or misrepresent information, and ensure transparency, fairness, and originality in all final materials.	

**PRESENTATION FORMAT**

Oral Presentation	The oral presentation may be up to 10 minutes in length and is delivered to evaluators. The presentation must explain the specifics of the project. Students should be able to demonstrate how they interacted with the AI tool by sharing a sample prompt, generated output, and how it was refined or human-reviewed. The presentation may not be prerecorded. If audio or <i>audiovisual equipment</i> is used, it is limited to 1-minute playing time during the presentation. <i>Presentation equipment</i> , with no audio, may be used throughout the oral presentation. Participants may use any combination of <i>props</i> , materials, supplies and/or equipment to demonstrate how to carry out the project.
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SPECIFICATIONS	LEVEL 2	LEVELS 3 & 4
<b>Organization/Delivery</b>	Deliver an organized, sequential oral presentation; concisely and thoroughly summarize research.	
<b>Relationship to Family and Consumer Sciences Coursework/ Standards/ National Programs/ Career Cluster</b>	Describe the relationship of Family and Consumer Sciences coursework to selected project. Explain which FCCLA <i>National Program(s)</i> could be used during project implementation.	Describe the relationship of Family and Consumer Sciences coursework and standards to selected project. Explain which FCCLA <i>National Program(s)</i> could be used during project implementation. Identify career cluster.
<b>Use of Portfolio and Visuals</b>	Use the <i>portfolio</i> and <i>visuals</i> to support, illustrate or complement presentation.	
<b>Voice</b>	Speak clearly with appropriate pitch, tempo and volume.	
<b>Body Language</b>	Use appropriate body language including gestures, posture, mannerisms, eye contact and appropriate handling of notes or note cards if used.	
<b>Grammar/Word Usage/ Pronunciation</b>	Use proper grammar, word usage and pronunciation.	
<b>Responses to Evaluators' Questions</b>	Provide clear and concise answers to evaluators' questions regarding project.	

## AI FOR IMPACT

### STAR EVENTS POINT SUMMARY FORM

Participant Name: \_\_\_\_\_  
 Chapter: \_\_\_\_\_ State: \_\_\_\_\_ Team #: \_\_\_\_\_ Station #: \_\_\_\_\_ Level: \_\_\_\_\_

1. Make sure all information at top is correct. If a student named is not participating, cross their name(s) off. If a *team* does not show, write "No Show" across the top and return with other forms. Do NOT change *team* or station numbers.
2. Before student presentation, the room consultants must check participants' *portfolio* using the criteria and standards listed below and fill in the boxes.
3. 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.
4. At the end of competition in the room, double check all scores, names and *team* numbers to ensure accuracy. Sort results by *team* order and turn in to the Lead Consultant.
5. Check with the Lead Consultant if there are any questions regarding the evaluation process.

ROOM CONSULTANT CHECK			POINTS
<b>Hardcopy Portfolio</b> 0 or 1 point <b>OR</b> <b>Electronic Portfolio</b> 0 or 1 point	<b>0</b> Binder is not the official FCCLA binder <b>0</b> Electronic Portfolio not in viewable format to the evaluators	<b>1</b> Binder is the official FCCLA binder <b>1</b> Electronic Portfolio in viewable format to the evaluators	
<b>Portfolio Pages</b> 0-3 points	<b>0</b> Portfolio exceeds the page limit	<b>1</b> <b>At least 2 errors</b> <b>2</b> <b>1 error</b> <b>3</b> <b>no errors</b> The portfolio is completed correctly and does not exceed 29 single-sided pages or 29 slides, including: <ul style="list-style-type: none"> <li>• 1 project ID page or slide</li> <li>• 1 table of contents page or slide</li> <li>• 1 Planning Process summary page or 2 slides</li> <li>• Project Summary Form submission proof</li> <li>• Up to 7 Content Divider Pages or slides</li> <li>• Up to 13 content pages or 17 content slides</li> </ul>	
<b>Punctuality</b> 0 or 1 point	<b>0</b> Participant was late for presentation	<b>1</b> Participant was on time for presentation	
<b>Dress Code</b> 0 or 1 point	<b>0</b> Event dress code was not followed	<b>1</b> Event dress code was followed	
<b>EVALUATORS' SCORES</b>			<b>ROOM CONSULTANT TOTAL</b> (6 Points Possible)
Evaluator 1: _____	Initials: _____	<b>AVERAGE EVALUATOR SCORE</b> (94 Points Possible)	
Evaluator 2: _____	Initials: _____	<b>FINAL SCORE</b> (Average Evaluator Score plus Room Consultant Score)	
Evaluator 3: _____	Initials: _____		
Total Score: _____	_____		
<i>Divided by # of Evaluators</i> <b>= AVERAGE EVALUATOR SCORE</b> <i>Rounded only to the nearest hundredth (i.e., 79.99 not 80.00)</i>			

**RATING ACHIEVED** (circle one)    **Gold:** 90-100    **Silver:** 70-89.99    **Bronze:** 50-69.99

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

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

## AI FOR IMPACT

## LEVEL 2 RUBRIC

Participant Name: \_\_\_\_\_  
 Chapter: \_\_\_\_\_ State: \_\_\_\_\_ Team #: \_\_\_\_\_ Station #: \_\_\_\_\_ Level: \_\_\_\_\_

PORTFOLIO						POINTS
<b>FCCLA Planning Process Summary Page 0-10 Points</b>	<b>0</b> Planning Process Summary not provided	<b>1 2 3</b> Planning Process steps are not clearly summarized or inadequate	<b>3 4 5</b> All Planning Process steps are summarized	<b>6 7 8</b> Evidence that the Planning Process was utilized to plan project	<b>9 10</b> The Planning Process is used to plan the project. Each step is fully explained. No more than 1 page or 2 slides	
<b>Problem Statement 0-5 Points</b>	<b>0</b> Missing or unclear	<b>1 2</b> Vague or lacks FCS/AI connection	<b>3 4</b> Clear issue tied to FCS and AI relevance	<b>5</b> Well-defined, data-supported, justifies need for AI-supported		
<b>Project Concept &amp; AI Integration 0-7 Points</b>	<b>0</b> Missing or unclear	<b>1 2 3</b> Basic idea; lacks clarity or creativity	<b>4 5</b> Well-developed project concept with clear purpose and audience; shows effective use of AI	<b>6 7</b> Innovative, human-centered project showing strong FCS connection and purposeful AI integration		
<b>AI Use Log 0-6 Points</b>	<b>0</b> Missing	<b>1 2</b> Minimal documentation or reliance on AI-generated work	<b>3 4</b> Clear use log but limited reflection or evaluation	<b>5</b> Demonstrates critical thinking, ethical refinement, and transparency		
<b>Development Process 0-5 Points</b>	<b>0</b> Not described	<b>1 2</b> Minimal explanation of process	<b>3 4</b> Shows human-led planning, revision, and application of feedback with thoughtful use for AI	<b>5</b> Through explanation showing problem-solving and adaptability		
<b>Ethics &amp; Responsibility Statement 0-4 Points</b>	<b>0</b> Not included	<b>1 2</b> Mentions ethics but lacks detail	<b>3</b> Reflects fairness, originality, and AI vs. human work	<b>4</b> Deep reflection showing fairness, transparency, and originality. Student identifies AI-assisted content		
<b>Final Educational Resource 0-4 Points</b>	<b>0</b> Missing	<b>1 2</b> Partially aligned with FCS standards	<b>3</b> Well-developed and relevant to FCS pathways	<b>4</b> Professional quality, engaging, and innovative, clearly reflecting student authorship.		
<b>FCS/Career Cluster Connection 0-4 Points</b>	<b>0</b> Not addressed	<b>1 2</b> Mentions FCS but lacks clear linkage	<b>3</b> Connects to FCS coursework or Career Clusters	<b>4</b> Strong integration of standards and real-world application		
<b>Reflection on Human-AI Collaboration 0-3 Points</b>	<b>0</b> Not addressed	<b>1</b> Mentions collaboration without depth	<b>2</b> Reflects how AI enhanced human creativity or problem-solving	<b>3</b> Clearly demonstrates the complementary relationship between human judgement and AI capabilities		
<b>Portfolio Appearance 0-2 Points</b>	<b>0</b> Disorganized or hard to follow	<b>1</b> Neat and legible	<b>2</b> Professional, creative, and visually appealing			

ORAL PRESENTATION						POINTS
<b>Introduction &amp; Purpose 0-4 Points</b>	<b>0</b> Missing or unclear	<b>1 2</b> Limited overview	<b>3</b> Clear purpose and engaging introduction	<b>4</b> Strong opening capturing attention and establishing relevance		
<b>Organization &amp; Delivery 0-10 Points</b>	<b>0</b> Unorganized or difficult to follow	<b>1 2 3</b> Basic structure but lacks flow	<b>4 5 6</b> Logical and well-paced delivery	<b>7 8</b> Clear transitions, confident delivery	<b>9 10</b> Seamless, professional, and compelling presentation	
<b>Relationship of Family and Consumer Sciences Coursework 0-4 points</b>	<b>0</b> Not addressed	<b>1 2</b> Minimal connection	<b>3</b> Clear application to coursework	<b>4</b> Strong connection including FCS standards and classroom relevance		

<b>AI Literacy Demonstration</b> 0-7 points	<b>0</b> No evidence of AI understanding	<b>1 2 3</b> Limited understanding of AI tools	<b>4 5</b> Demonstrates AI function and ethical use	<b>6 7</b> Mastery of AI literacy, addressing bias, prompting, and tool refinement		
<b>Evidence of Research &amp; Testing</b> 0-4 Points	<b>0</b> Not discussed	<b>1 2</b> Minimal feedback integration	<b>3</b> Clear review/testing and iteration	<b>4</b> Through evidence of data-informed improvement		
<b>Innovation &amp; Creativity</b> 0-4 Points	<b>0</b> Lacks originality	<b>1 2</b> Some creative thought	<b>3</b> Demonstrates unique ideas and practical innovation	<b>4</b> Highly original, forward-thinking, and impactful		
<b>Use of Visuals &amp; Portfolio</b> 0-4 Points	<b>0</b> Not used	<b>1 2</b> Minimal integration	<b>3</b> Supports presentation	<b>4</b> Seamlessly integrated and enhances delivery		
<b>Ethics &amp; Responsibility</b> 0-3 Points	<b>0</b> Missing	<b>1</b> Surface-level mentioned	<b>2</b> Clearly explains responsible AI use	<b>3</b> Understanding of ethical standards applied to project		
<b>Communication Skills (Voice/Body Language)</b> 0-4 Points	<b>0</b> Poor quality or body language	<b>1 2</b> Uneven delivery	<b>3 4</b> Clear and professional	<b>4</b> Confident, polished, and engaging throughout		

**Evaluator's Comments—Include two things done well and two opportunities for improvement:**

**TOTAL  
(94 Points Possible)**

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

**Evaluator Initials:** \_\_\_\_\_

**RC Initials:** \_\_\_\_\_

# AI FOR IMPACT

## LEVELS 3 & 4 RUBRIC

Participant Name: \_\_\_\_\_  
 Chapter: \_\_\_\_\_ State: \_\_\_\_\_ Team #: \_\_\_\_\_ Station #: \_\_\_\_\_ Level: \_\_\_\_\_

PORTFOLIO						POINTS
<b>FCCLA Planning Process Summary Page</b> 0-10 Points	0 Planning Process Summary not provided	1 2 3 Planning Process steps are not clearly summarized or inadequate	4 5 6 All Planning Process steps are summarized	7 8 Evidence that the Planning Process was utilized to plan project	9 10 The Planning Process is used to plan the project. Each step is fully explained. No more than 1 page or 2 slides	
<b>Problem Statement</b> 0-5 Points	0 Missing or unclear	1 2 Vague or lacks FCS/AI connection	3 4 Clear issue tied to FCS and AI relevance	5 Well-defined, data-supported, justifies need for AI-supported		
<b>Project Concept &amp; AI Integration</b> 0-8 Points	0 Missing or unclear	1 2 3 Basic idea; lacks clarity or creativity	4 5 6 Well-developed tool concept with audience and purpose defined.	7 8 Innovative, human-centered project showing strong FCS connection and purposeful AI integration. Includes data analysis or user research.		
<b>AI Use Log</b> 0-6 Points	0 Missing	1 2 3 Limited documentation of prompts/outputs	4 5 Clear record showing iterative use and evaluation	6 Demonstrates critical thinking, ethical refinement, and transparency		
<b>Development Process</b> 0-5 Points	0 Not described	1 2 Minimal explanation of process	3 4 Shows testing, revisions, and feedback use	5 Through explanation showing problem-solving and adaptability		
<b>Ethics &amp; Responsibility Statement</b> 0-5 Points	0 Not included	1 2 Mentions ethics but lacks detail	3 4 Reflects fairness, originality, and AI vs. human work	5 Deep reflection showing fairness, transparency, and originality. Student identifies AI-assisted content		
<b>Final Educational Resource</b> 0-5 Points	0 Missing	1 2 Partially aligned with FCS standards	3 4 Well-developed and relevant to FCS pathways	5 Professional quality, engaging, and innovative, clearly reflecting student authorship		
<b>FCS/Career Cluster Connection</b> 0-5 Points	0 Not addressed	1 2 Mentions FCS but lacks clear linkage	3 4 Connects to FCS coursework or Career Clusters	5 Strong integration of standards and real-world application		
<b>Reflection on Human-AI Collaboration</b> 0-4 Points	0 Not addressed	1 2 Mentions collaboration without depth	3 Reflects how AI enhanced human creativity or problem-solving	4 Clearly demonstrates the complementary relationship between human judgement and AI capabilities		
<b>Portfolio Appearance</b> 0-2 Points	0 Disorganized or hard to follow	1 Neat and legible	2 Professional, creative, and visually appealing			

ORAL PRESENTATION						POINTS
<b>Introduction &amp; Purpose</b> 0-5 Points	0 Missing or unclear	1 2 Limited overview	3 4 Clear purpose and engaging introduction	5 Strong opening capturing attention and establishing relevance		
<b>Introduction &amp; Purpose</b> 0-4 Points	0 Missing or unclear	1 2 Limited overview	3 Clear purpose and engaging introduction	4 Strong opening capturing attention and establishing relevance		
<b>Organization &amp; Delivery</b> 0-10 Points	0 Unorganized or difficult to follow	1 2 3 Basic structure but lacks flow	4 5 6 Logical and well-paced delivery	7 8 Clear transitions, confident delivery	9 10 Seamless, professional, and compelling presentation	

<b>Relationship of Family and Consumer Sciences Coursework</b> 0-4 points	<b>0</b> Not addressed	<b>1 2</b> Minimal connection	<b>3</b> Clear application to coursework	<b>4</b> Strong connection including FCS standards and classroom relevance		
<b>AI Literacy Demonstration</b> 0-7 points	<b>0</b> No evidence of AI understanding	<b>1 2 3</b> Limited understanding of AI tools	<b>4 5</b> Demonstrates AI function and ethical use	<b>6 7</b> Mastery of AI literacy, addressing bias, prompting, and tool refinement		
<b>Evidence of Research &amp; Testing</b> 0-4 Points	<b>0</b> Not discussed	<b>1 2</b> Minimal feedback integration	<b>3</b> Clear review/testing and iteration	<b>4</b> Through evidence of data-informed improvement		
<b>Innovation &amp; Creativity</b> 0-4 Points	<b>0</b> Lacks originality	<b>1 2</b> Some creative thought	<b>3</b> Demonstrates unique ideas and practical innovation	<b>4</b> Highly original, forward-thinking, and impactful		
<b>Use of Visuals &amp; Portfolio</b> 0-4 Points	<b>0</b> Not used	<b>1 2</b> Minimal integration	<b>3</b> Supports presentation	<b>4</b> Seamlessly integrated and enhances delivery		
<b>Ethics &amp; Responsibility</b> 0-3 Points	<b>0</b> Missing	<b>1</b> Surface-level mentioned	<b>2</b> Clearly explains responsible AI use	<b>3</b> Understanding of ethical standards applied to project		
<b>Communication Skills (Voice/Body Language)</b> 0-4 Points	<b>0</b> Poor quality or body language	<b>1 2</b> Uneven delivery	<b>3 4</b> Clear and professional	<b>4</b> Confident, polished, and engaging throughout		

<b>Evaluator's Comments—Include two things done well and two opportunities for improvement:</b>	<b>TOTAL (94 Points Possible)</b>
	<b>Evaluator #:</b> _____
	<b>Evaluator Initials:</b> _____
	<b>RC Initials:</b> _____