

S C O R I N G   G U I D E   f o r  
**2015 Global Folklorist Challenge**

	1 - Requires Development	2 - Approaches Standard	3 - Meets Standard	4 - Exceeds Standard
<b>Step One: Research</b>				
<b>Cultural Tradition and Background Information</b>	Does not identify a cultural tradition and/or lacks background information on this tradition.	Somewhat identifies a cultural tradition but provides limited or unrelated background information on this tradition.	Identifies a cultural tradition of focus and includes sufficient background information on this tradition.	Clearly identifies a cultural tradition and includes interesting background information that is related and relevant to the tradition.
<b>Tradition Bearer Selection and Presence</b>	Does not introduce a tradition bearer and/or tradition of practice. Lacks presence of the tradition bearer through audio and visual media presentation.	Identifies a tradition bearer and may define the tradition of practice. Limited presence of the tradition bearer through audio and visual media presentation.	Introduces a tradition bearer and defines his/her skills in the tradition of practice. Shows the tradition bearer through sufficient audio and visual media presentation.	Engagingly introduces a tradition bearer and clearly relates how he/she is uniquely suited to share the tradition. Creatively shows the tradition bearer through audio and visual media presentation.
<b>Interview Questions</b>	Little or no evidence of asking questions of the tradition bearer resulting in little or no meaningful information.	Shows some evidence of asking “yes/no” or simple response questions of the tradition bearer gaining limited information.	Shows sufficient evidence of asking purposeful interview questions resulting in sufficient information.	Shows clear evidence of asking thoughtful questions and continuing interaction between the student and tradition bearer leading to a deep understanding of the tradition.
<b>Step 2: Document</b>				
<b>Interview and Observation Documentation</b>	Little or no evidence of documenting the interview through note-taking, photos and videos. Lacks tradition bearer’s voice. No context explaining where tradition bearer lives and works.	Shows some evidence of documenting the tradition bearer’s interview. Limited tradition bearer’s voice in video recording. Limited context explaining where tradition bearer lives or works.	Provides sufficient evidence of documenting the tradition bearer’s interview through note-taking, photos and video recordings. Provides supporting evidence of tradition bearer’s voice and context of where tradition bearer lives or works.	Provides engaging evidence of documenting the tradition bearer’s interview through relevant note taking and supporting photos and video recordings. Provides strong voice of tradition bearer and vivid, detailed description of context.

### Step 3: Interpret

<b>Information Selection</b>	Little or no evidence of reviewing all information or choosing interview quotes, visuals or other materials. Fails to develop a story.	Shows some evidence of reviewing all information. Appears to include random interview quotes, visuals and other materials limiting the development of a story.	Shows evidence of reviewing all information and choosing sufficient number of interview quotes, visuals and other materials to develop a focused story.	Shows clear evidence of reviewing all information and purposefully choosing the right number and quality of clearly related interview quotes, visuals and other materials to develop an engaging story.
<b>Organization</b>	No beginning, middle and end. Audience is not able to follow the story.	Random structure without clear development making it difficult for the audience to follow.	Presentation has a clear beginning, middle and end; flows smoothly.	Presentation is logically and creatively organized to flow smoothly and engage the audience in the story.

### Step 4: Present

<b>Tradition Bearer's Story</b>	Does not tell the story of the tradition bearer in the presentation; visual and auditory elements are missing or unrelated to the tradition.	Presents random information that may be unrelated to the tradition bearer in an unfocused presentation; visual and auditory elements are limited.	Tells the story of the tradition bearer in an informative presentation; visual and auditory elements contribute to the understanding of the tradition's significance.	Tells a fresh story of the tradition bearer in an engaging, informative presentation; visual and auditory elements enhance the understanding of the tradition's significance.
<b>Personal Reflection</b>	Does not include key information about self and/or does not include a personal reflection on the value of the tradition bearer's practice.	Includes some details about self. The personal reflection may be limited or unrelated to the value of the tradition bearer's practice to the community, the culture and the tradition bearer him/herself.	Includes information about self and a personal reflection on the value of the tradition bearer's practice to the community, the culture and the tradition bearer him/herself.	Includes key information about self as well as persuasive evidence of thoughtful personal reflection on the value of the tradition bearer's practice to the community, with a clear connection to the culture and the tradition bearer him/herself.
<b>Presentation Requirements</b>	Does not tell the story in video or slide show format. The presentation either exceeds the 6 minute requirement or is too short to tell the story. Does not translate key elements into English.	Ineffective or uneven use of video or slide show format in telling the story. May exceed the 6 minute requirement or include random information that does not support the presentation. Some key presentation elements may not be in English.	Tells the story in video or slide show format in 6 minutes or fewer. Key presentation elements are in English.	Innovatively uses the best format (video or slide show) to tell a sharp, well-defined story making the best use of 6 or fewer minutes. Key presentation elements are in English.