

# Star State Farmer, Agribusiness & Placement

## Application Scoring

<b>RECORDBOOK - State Degree Application</b>		
50%	20	Scope - Only what applies (See Chart for Scores)
	10	Growth - Only what applies (See Chart for Scores)
	20	FFA Leadership (See Chart for Scores)
Scope + Growth = 60% FFA = 40%		
<b>Biography</b>		
4%	1	Introduction
	1	SAEP
	1	FFA & School Activities
	1	Future Plans
<b>Performance Review Questions</b>		
24%	6	Explain SAEP
	6	Roles & Responsibilities
	6	Challenges
	6	Goals
10%	10	<b>SKILLS</b> - AFNR - Contributions
12%	12	<b>PHOTOS</b> - 6 photos with captions
100%	<b>100</b>	<b>Star State Degree Application (Application &amp; Supplement)</b>

**NOTE for Judges:** Judges may deduct points for spelling and grammar issues.

**FINAL PLACINGS** will be based on **Rank Scoring** 75% Interview 25% Application.  
Ties will be broken using Application Ranking

# Star State Star Agriscience

## Application Scoring

<b>RECORDBOOK - State Degree Application</b>		
40%	20	Scope - Only what applies (See Chart for Scores)
	10	Growth - Only what applies (See Chart for Scores)
	20	FFA Leadership (See Chart for Scores)
Scope + Growth = 60% FFA = 40%		
<b>Biography</b>		
3%	1	Introduction
	1	SAEP
	1	FFA & School Activities
	1	Future Plans
<b>Performance Review Questions</b>		
19%	6	Explain SAEP
	6	Roles & Responsibilities
	6	Challenges
	6	Goals
20%	25	Abstract
8%	10	SKILLS - AFNR - Contributions
10%	12	Photos
100%	<b>125</b>	<b>Star State Degree Application (Application &amp; Supplement)</b>

**NOTE for Judges:** Judges may deduct points for spelling and grammar issues.

**FINAL PLACINGS** will be based on **Rank Scoring** 75% Interview 25% Application.  
Ties will be broken using Application Ranking

## Recordbook/State Degree Application Scoring

Scope Points		
Points Earned	Scope Range (only what applies)	
20	400 and up	
19	399	379
18	378	358
17	357	337
16	336	316
15	315	295
14	294	274
13	273	253
12	252	232
11	231	211
<b>10</b>	<b>210</b>	<b>190</b>
9	189	169
8	168	148
7	147	127
6	126	106
5	105	85
4	84	64
3	63	43
2	42	22
1	21	1
0	0	

Growth Points		
Points Earned	Growth Range (only what applies)	
10	251 and up	
9	250	201
8	200	176
7	175	151
6	150	126
5	125	101
<b>4</b>	<b>100</b>	<b>76</b>
3	75	51
2	50	26
1	25	1
0	0 or less	

**Max allowed on State Degree App**

FFA Points		
Points Earned	Growth Range (only what applies)	
20	626 and up	
19	625	601
18	600	576
17	575	551
16	550	526
15	525	501
14	500	476
13	475	451
12	450	426
11	425	401
<b>10</b>	<b>400</b>	<b>376</b>
9	375	351
8	350	326
7	325	301
6	300	276
5	275	251
4	250	226
3	225	201
2	200	176
1	175	150
150 Required for State Degree		

# Interview Rubric for State Star Finalist

Name: \_\_\_\_\_ Chapter: \_\_\_\_\_ Area: \_\_\_\_\_

Area	Section	High Points	Mid Points	Low Points	Points Earned
Introduction	Two minute Self Introduction	<b>10 to 7</b>	<b>6 to 4</b>	<b>3 to 0</b>	
		Confident and professional, suitable for a formal business setting.	Less confident and somewhat casual for a formal business setting.	Nervous or unsuitable for conducting business in a formal setting.	
		Provides a concise, clear and detailed description of their SAE project related to the award area, what they personally did to start the project and project's current status.	Provides a general view of the SAE project and/or includes information not related to the project, does not present a detailed picture of how they personally started the project and/or is unclear about the project's current status.	Provides a vague or disorganized overview of SAE project and/or includes information with little to no relevance to described project, what they personally did to start the project and/or provides little or no detail on current project status.	
		Answers clearly demonstrate personal ownership/responsibility for project.	Answers do not clearly demonstrate personal ownership/responsibility for project.	Answers leave doubt the implied level of personal ownership or responsibility for project.	
Personal Growth & Skill Development	Questions Developed by Judges	<b>20 to 14</b>	<b>13 to 7</b>	<b>6 to 0</b>	
		Provides clear and detailed answers about their personal project roles, responsibilities, management decisions and challenges encountered.	Provides somewhat clear answers with little detail to questions about their personal project roles, responsibilities, management decisions and challenges encountered.	Provides vague answers with little or no detail to questions about their personal project roles, responsibilities, management decisions and challenges encountered.	
		Answers clearly demonstrate major growth in personal responsibility, skills and abilities through project participation.	Answers demonstrate minor growth in personal responsibility, skills and abilities through project participation,	Answers demonstrate very little or no growth in personal responsibility, skills and abilities through project participation.	
		Answers clearly demonstrate ability to apply learning and experiences to future career and life opportunities.	Answers demonstrate some ability to apply learning and experiences to future career and life opportunities.	Answers demonstrate very little ability to apply learning and experiences to future career and life opportunities.	

## Interview Rubric for State Star Finalist

<b>Hours/Financial Records</b>	<b>Questions Developed by Judges</b>	<b>15 to 11</b>	<b>10 to 6</b>	<b>5 to 0</b>	
		Answers to questions about the hours and/or financial records included in the application clearly demonstrate a complete understanding of the project finances and personal financial management.	Answers to questions about the hours and/or financial records included in the application demonstrate a partial understanding of the project finances, real world costs and personal financial management.	Answers to questions about the hours and/or financial records included in the application demonstrate little understanding of the project finances, real world costs and personal financial management.	
		Answers about income & expenses are well explained and align with industry standards.	Answers about income & expenses are vaguely explained and/or less realistic based on industry standards.	Answers about income & expenses are poorly explained and/or are unrealistic based on industry standards.	
		Provides clear and detailed answers to questions about year to year changes or, lack there of, in SAE size and scope.	Provides somewhat clear and less detailed answers to questions about year to year changes or, lack there of, in SAE size and scope.	Provides vague answers lacking detail to questions about year to year changes or, lack there of, in SAE size and scope.	
<b>Professionalism</b>	<b>Interview Overall</b>	<b>5 to 4</b>	<b>3 to 2</b>	<b>1 to 0</b>	
		Confident and professional throughout the interview in behavior and dress. Used professional language. Sought to understand questions and was well prepared for Interview.	Exhibited some confidence and professionalism throughout interview in behavior and/or dress. Demonstrated some unprofessional language or behavior. Answers showed a partial grasp of questions asked and/or was not well prepared for Interview.	Exhibited a lack of confidence and professionalism throughout the interview in behavior and dress. Used unprofessional language. Did not understand or seek to understand questions and was unprepared for Interview.	

**STAR RUBRIC for Star Farmer - Star Placement - Star Agri-Business**

<b>Circle one</b>	<b>Star Farmer</b>	<b>Star Placement</b>	<b>Star Agri-Business</b>
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Name: \_\_\_\_\_ Chapter: \_\_\_\_\_ Area: \_\_\_\_\_

<b>RECORDBOOK - Scores from State Degree Application</b>	<b>Total Points Earned</b>
<p><b>SCOPE</b> - Only what applies to Star Area - (See Chart for Scores)                      Scope is defined as the kind, size type and amount of a SAEP</p>	20
<p><b>Growth</b> - Only what applies to the Star Area - (See Chart for scores)                      Growth is defined at the difference between the beginning and the final year of the SAEP</p>	10
<p><b>FFA Leadership</b> (See Chart for Scores)                      FFA Leadership is the level that a student has been involved in FFA</p>	20

Area	Section	High Points	Mid Points	Low Points	Points Earned
<b>Biography</b>	School & FFA Chapter	1 ----- Student introduces themselves, their parents and list the name of the school and FFA Chapter that they represent.	0 ----- [Greyed out]	0 ----- [Greyed out]	
	Supervised Agriculture Experience Program	1 ----- Student describes (kind and duties) their SAEP and gives a complete summary of the growth through the years	0.5 ----- Student mentions their SAEP and a summary of the growth through the years	0 ----- Student provides little information of the kind or size of their SAEP	
	FFA and School Activities	1 ----- Leadership, School and Community activities supports a broad range of student involvement in school, chapter and community at a variety of levels (local, state, national level).	0.5 ----- Leadership, School and Community activities show some range in student involvement in school, chapter and community with some activities at varied levels.	1 ----- Leadership, School and Community activities are incomplete and show only activities from limited levels.	
	Future Plans	1 ----- Responses clearly describe the future of their SAE, Education and Career plans.	0.5 ----- Responses vaguely describe the future of their SAE, education, and career plans.	1 ----- Responses do not describe the future of their SAE, education, and career plans.	

**STAR RUBRIC for Star Farmer - Star Placement - Star Agri-Business**

<b>Performance Review Questions.</b>	<b>#1 - SAEP Explanation and relationship to award area</b>	<b>6 to 5</b>	<b>4 to 3</b>	<b>2 to 0</b>	
		Response demonstrates a clear understanding of their SAE program.	Response demonstrates a limited understanding of their SAE program.	Response demonstrates little or no understanding of their SAE program.	
	<b>#2 - Roles, Responsibilities and/or management decisions made</b>	<b>3</b>	<b>2 to 1</b>	<b>0</b>	
		Response demonstrates a clear description of roles, responsibilities and/or management decisions made related to their SAE program.	Response demonstrates a limited description of roles, responsibilities and/or management decisions made related to their SAE program.	Response demonstrates little or no description of roles, responsibilities, and/or management decisions made related to their SAE program.	
		<b>3</b>	<b>2 to 1</b>	<b>0</b>	
		Demonstrates significant change or progression (growth) of roles, responsibilities and/or management decisions made over time period represented.	Response demonstrates limited change or progression (growth) of roles, responsibilities and/or management decisions made over time period represented.	Response demonstrates no change or progression (growth) of roles, responsibilities and/or management decisions made over time period represented.	
	<b>#3 - Challenges</b>	<b>3</b>	<b>2 to 1</b>	<b>0</b>	
		Response demonstrates a complete explanation of the challenge and steps utilized to address the challenge.	Response demonstrates a limited explanation of the challenge and steps utilized to address the challenge.	Response demonstrates little or no explanation of the challenge and steps utilized to address the challenge.	
		<b>3</b>	<b>2 to 1</b>	<b>0</b>	
		Response demonstrated candidate's complete involvement in addressing the challenge.	Response demonstrated candidate's limited involvement in addressing the challenge.	Response demonstrated no involvement in addressing the challenge.	
	<b>#4 - Three Goals</b>	<b>3</b>	<b>2 to 1</b>	<b>0</b>	
		Response clearly identifies three goals have been set for their SAE.	Response vaguely identifies three goals have been set for their SAE.	Response does not identify three goals having been set for their SAE.	
	<b>3</b>	<b>2 to 1</b>	<b>0</b>		
	Response illustrates significant progress toward achieving the goals for their SAE program.	Response illustrates limited progress toward achieving the goals for their SAE program.	Response illustrates no progress toward the goals for their SAE program.		

STAR RUBRIC for Star Farmer - Star Placement - Star Agri-Business

Skills, Competencies, and Knowledge	Skill Development and Contribution to Success	3	2	1	
		All <u>5 competencies</u> demonstrates skills that are appropriate for the size, scope and responsibilities of the program.	Some <u>(2-4) of competencies</u> are somewhat appropriate for the size, scope and delivery of responsibilities of the SAE.	Very few( <u>&lt;2</u> ) <u>competencies</u> are listed and are not appropriate for the size, scope and delivery of responsibilities of the SAE	
		7 to 6	5 to 3	2 to 0	
		All <u>5 Contributions</u> demonstrates application of skill attainment with significant measurable impact on the overall success of the SAE	Some <u>(2-4) of the competencies</u> contributions demonstrates application of skill attainment with incomplete measurable impact on the overall success of the SAE.	Very ( <u>&lt;2</u> ) <u>few contributions</u> demonstrates limited application of skill attainment with no measurable impact on the overall success of the SAE.	
Photos	Photo Pages 1 - 6	12 to 9	8 to 5	4 to 0	
		Candidate submitted <u>six high quality</u> photos with <u>clearly descriptive captions</u> that demonstrate the overall growth and success of the SAE.	Candidate submitted six quality photos with slightly vague captions that demonstrate the overall growth and success of the SAE.	Candidate submitted six poor quality photos with non descriptive captions that demonstrate the overall growth and success of the SAE <b>or submits fewer than six photos.</b>	



# STAR RUBRIC for Agri Science Research

Name: \_\_\_\_\_ Chapter: \_\_\_\_\_ Area: \_\_\_\_\_

RECORDBOOK - Scores from State Degree Application	Total Points Earned
<p><b>SCOPE</b> - Only what applies to Star Area - (See Chart for Scores) Scope is defined as the kind, size type and amount of a SAEP</p>	20
<p><b>Growth</b> - Only what applies to the Star Area - (See Chart for scores) Growth is defined at the difference between the beginning and the final year of the SAEP</p>	10
<p><b>FFA Leadership</b> (See Chart for Scores) FFA Leadership is the level that a student has been involved in FFA</p>	20

Area	Section	High Points	Mid Points	Low Points	Points Earned
<b>Biography</b>	School & FFA Chapter	1 Student introduces themselves, their parents and list the name of the school and FFA Chapter that they represent.	0	0	
	Supervised Agriculture Experience Program	1 Student describes (kind and duties) their SAEP and gives a complete summary of the growth through the years.	0.5 Student mentions their SAEP and a summary of the growth through the years	0 Student provides little information of the kind or size of their SAEP	
	FFA and School Activities	1 Leadership, School and Community activities supports a broad range of student involvement in school, chapter and community at a variety of levels (local, state, national level).	0.5 Leadership, School and Community activities show some range in student involvement in school, chapter and community with some activities at varied levels.	1 Leadership, School and Community activities are incomplete and show only activities from limited levels.	
	Future Plans	1 Responses clearly describe the future of their SAE, Education and Career plans.	0.5 Responses vaguely describe the future of their SAE, education, and career plans.	1 Responses do not describe the future of their SAE, education, and career plans.	

<b>Performance Review Questions</b>	<b>#1 - SAE Explanation and relation to award area.</b>	<b>6 to 5</b>	<b>4 to 3</b>	<b>2 to 0</b>	
		Response demonstrates a clear understanding of their SAE program.	Response demonstrates a limited understanding of their SAE program.	Response demonstrates little or no understanding of their SAE program.	
	<b>#2 - Roles, Responsibilities and/or management decisions made</b>	<b>3</b>	<b>2 to 1</b>	<b>0</b>	
		Response demonstrates a clear description of roles, responsibilities and/or management decisions made related to their SAE program.	Response demonstrates a limited description of roles, responsibilities and/or management decisions made related to their SAE program.	Response demonstrates little or no description of roles, responsibilities, and/or management decisions made related to their SAE program.	
		<b>3</b>	<b>2 to 1</b>	<b>0</b>	
		Demonstrates significant change or progression (growth) of roles, responsibilities and/or management decisions made over time period represented.	Response demonstrates limited change or progression (growth) of roles, responsibilities and/or management decisions made over time period represented.	Response demonstrates no change or progression (growth) of roles, responsibilities and/or management decisions made over time period represented.	
	<b>#3 - Challenges</b>	<b>3</b>	<b>2 to 1</b>	<b>0</b>	
		Response demonstrates a complete explanation of the challenge and steps utilized to address the challenge.	Response demonstrates a limited explanation of the challenge and steps utilized to address the challenge.	Response demonstrates little or no explanation of the challenge and steps utilized to address the challenge.	
		<b>3</b>	<b>2 to 1</b>	<b>0</b>	
		Response demonstrated candidate's complete involvement in addressing the challenge.	Response demonstrated candidate's limited involvement in addressing the challenge.	Response demonstrated no involvement in addressing the challenge.	
	<b>#4 - Three Goals</b>	<b>3</b>	<b>2 to 1</b>	<b>0</b>	
		Response clearly identifies three goals have been set for their SAE.	Response vaguely identifies three goals have been set for their SAE.	Response does not identify three goals having been set for their SAE.	
<b>3</b>		<b>2 to 1</b>	<b>0</b>		
	Response illustrates significant progress toward achieving the goals for their SAE program.	Response illustrates limited progress toward achieving the goals for their SAE program.	Response illustrates no progress toward the goals for their SAE program.		

Research Project Information	Research Projects Information	5 to 4 Candidate has <u>clearly described</u> hours and title for each of the research projects reported of the time period represented	3 to 2 Candidate has <u>vaguely described</u> hours and title for each of the research projects reported of the time period represented.	1 to 0 Candidate has <u>minimally or did not describe</u> hours and title for each of the research projects reported of the time period represented.
	Research Project Finances	5 to 4 Expenses records or justification for no expenses are reasonable for the agriculturally related research projects.	3 to 2 Expenses records or justification for no expenses are somewhat reasonable for the agriculturally related research projects.	1 to 0 Expense records are not reasonable or no expense justification was provided for the agriculturally related research projects.
	Research Projects Abstract (One per project reported)	5 to 4 Candidate has provided a well written abstract and the abstract clearly describes the purpose of each of the research projects reported over the time period represented.	3 to 2 Candidate has provided a vague abstract and the abstract partially describes the purpose of each of the research projects reported over the time period represented.	1 to 0 Candidate has provided an inadequate or lacks a abstract and the abstract (if provided) vaguely describes the purpose of each of the research projects reported over the time period represented.
	Research Project Procedure (One per project reported)	5 to 4 Candidate clearly identifies the procedure used to conduct each research project reported.	3 to 2 Candidate partially identifies the procedure used to conduct each research project reported.	1 to 0 Candidate vaguely identifies the procedure used to conduct each research project reported.
	Research Project Conclusion (One per project reported)	5 to 4 Candidate clearly reports outcomes in the conclusion for each research project reported.	3 to 2 Candidate partially reports outcomes in the conclusion for each research project reported.	1 to 0 Candidate vaguely reports outcomes in the conclusion for each research project reported.
Skills, Competencies and Knowledge	Skills, Competencies, and Knowledge	3 All 5 competencies demonstrates skills that are appropriate for the size, scope and responsibilities of the program.	2 Some (2-4) of competencies are somewhat appropriate for the size, scope and delivery of responsibilities of the SAE.	1 Very few (<2) competencies are listed and are not appropriate for the size, scope and delivery of responsibilities of the SAE
		7 to 6 All 5 Contributions demonstrates application of skill attainment with significant measurable impact on the overall success of the SAE	5 to 3 Some (2-4) of the competencies contributions demonstrates application of skill attainment with incomplete measurable impact on the overall success of the SAE.	2 to 0 Very (<2) few contributions demonstrates limited application of skill attainment with no measurable impact on the overall success of the SAE.
Photos	Photo Pages 1 - 6	12 to 9 Candidate submitted <u>six high quality</u> photos with <u>clearly descriptive captions</u> that demonstrate the overall growth and success of the SAE.	8 to 5 Candidate submitted six quality photos with slightly vague captions that demonstrate the overall growth and success of the SAE.	4 to 0 Candidate submitted six poor quality photos with non descriptive captions that demonstrate the overall growth and success of the SAE <b>or submits fewer than six photos.</b>