Agricultural Issues Forum

Purpose

The purpose of the Agricultural Issues Forum is to provide students an opportunity to explore local, state, national, and international agriculture issues and create an unbiased presentation to a public audience. The ability to understand and communicate clearly with the public about agriculture is important to the career success of students and to the agriculture industry.

Objectives

The objectives of the Agricultural Issues Forum are to:

I.   Expose a wide variety of students to the selection, research, planning, and presentation of an agricultural issue.

II.   Acquire knowledge and skills in community leadership for present and future use.

III.   Become knowledgeable of and familiar with a variety of local, state, national, and international issues facing agriculture.

IV.   Understand the principles and fundamentals of agricultural issue analysis.

V.   Further the awareness of agricultural issues in the local community.

VI.   Promote integration of agricultural issue analysis in local school academic subject matter areas.

VII.   Promote career choices by providing students an opportunity to become acquainted with professionals in the industry.

VIII.   Foster teamwork, leadership, and communication skills.

Crosswalk with Show-Me Standards

Objectives – Students participating in the Career Development Event should be able to:		Show-Me Standards	
		Knowledge Standards (Content Areas)	**Performance Standards (Goals)**
1.	Expose a wide variety of students to the selection, research, planning, and presentation of an agricultural issue.	CA.1,3,4,5,6	1.1, 1.2, 1.4, 1.5, 1.6, 1.7, 1.8, 1.10
2.	Acquire knowledge and skills in community leadership for present and future use.	FA.1,4	2.1, 2.2, 2.3, 2.4, 2.5, 2.7
3.	Become knowledgeable of and familiar with a variety of local, state, national, and international issues facing agriculture.	MA.3,4	3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8
4.	Understand the principles and fundamentals of agricultural issue analysis.	SC.4,7,8 SS.2,3,4,5,6,7	
5.	Further the awareness of agricultural issues in the local community.		4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8
6	Promote integration of agricultural issue analysis in local school academic subject matter areas.		
7.	Promote career choices by providing students an opportunity to become acquainted with professionals in the industry.		
8.	Foster teamwork, leadership, and communication skills.		

Corresponding Secondary Agriculture Curriculum	
Course and/or Curriculum:	**Unit(s):**
Agriculture Science 1	Unit G.7: Introduction to Beef Production Unit H.7: Introduction to Swine Production Unit J.6: Introduction to Dairy Production
Advanced Crop Science	Unit A: Overview
Advanced Livestock Production and Management	Unit A: Issues in Animal Agriculture
Biotechnology: Applications in Agriculture	Unit B: Issues in Biotechnology
Exploring Agriculture	Unit E.6: Natural Resources and Conservation

Event Format

The Agricultural Issues Forum shall consist of the following two (2) components:

1. Team Presentation –

A. A team may consist of three (3) to seven (7) members.

B. Each team will conduct a presentation on the issue developed and presented at the local level.

C. The issues will come from one of the following eight (8) agricultural issue topic areas as listed in the Focusing on Agricultural Issues instructional materials:

1. Environmental Issues
2. Agricultural Technology Issues
3. Animal Issues
4. Agricultural Career Issues
5. Economy and Trade Issues
6. Agricultural Policy Issues
7. Food Safety Issues
8. Biotechnology

D. Each team will have a total of 30 minutes to compete, broken down as follows:
1. Five (5) minutes allowed for set up.
2. Fifteen (15) minutes for presentation. Contestants will receive a signal at ten (10) minutes and fourteen (14) minutes.
3. Seven (7) minutes for judges questions and answers. Questions and answers will terminate at the end of the seven (7) minutes.
4. Three (3) minutes will be allowed for take down.

ALL time limits will be strictly enforced.

E. The judges may ask questions of all individuals of the team. Each individual is encouraged to and must make themselves available to respond to at least one question from the judges.

2. Team Portfolio –

A. The Portfolio shall serve as a record of the public forums presented by the team prior to competition. To be eligible to earn maximum points, <u>a team must have made a minimum of five (5) high-quality public forums prior to the state event.</u>

B. The Portfolio should include items described below and will be limited to ten (10) pages single sided or five (5) pages double sided maximum, not including the **Cover Page** or the **Statement of Original Work**. **Each team should submit ten (10) copies of their Portfolio that are stapled in the top, left-hand corner; no covers or binders will be accepted.** A maximum of 100 points will be deducted for exceeding the maximum number of pages and/or not including the cover page containing required information. <u>Ten (10) hard copies of the portfolio must be received by the state office, addressed to the State FFA Executive Secretary, by</u> **12:00 PM t**<u>he Monday the week prior to the State FFA Convention</u>**(April 14th, 2025).** <u>If the portfolio is not received by the designated time, portfolio points will be forfeited. Portfolios will be scored prior to the event and will be used to determine preliminary round allocation/seeding. Teams will be placed in pools by a snake order. *Note Sample Snake order in CDE Handbook. Portfolio scores will be posted.</u>

i. **Cover Page** – The cover page will include the title in the form of a question of the issue, the date of the state qualifying event, name, address, and phone number of the chapter, and list of team members.

ii.**Statement of Original Work** – The research, presentation, and portfolio must be derived from the original work of the contestants. Plagiarism is grounds for disqualification.

ii. **Issue Summary** - A maximum of two pages of the portfolio will include a summary of the issue, answering the questions that are most relevant to your topic:
  * List course(s) in which instruction occurred including the number of students involved in the instruction of the issue.
  * Why is the issue important now?
  * What is the nature of the issue?
  * Who is involved in the issue?
  * How can the issue be defined?
  * What is the historical background of the issue?
  * What caused the issue?
  * What are the risks?
  * What are the benefits?
  * Is there strong disagreement on the issue?

iii. **Bibliography** – A bibliography of all resources and references cited which may include personal interviews and any other supporting material.

iv. **Documentation of Local Forums** – Proof of local forums including when (date and time), where, and to whom the forums were presented must be provided and indicate how many community members were in attendance at each of the forums. This proof may be in the form of letters from organizations, news articles, and/or photos showing attendance at forums.
  * Multiple organizations attending the same forum will count as one forum. If more than one forum is held on the same day, the starting time of each must be independently documented.
  * Portfolio judges may take into consideration the quality and quantity of presentations made to audiences outside of the school. No points will be awarded for school presentations to teachers and students. In addition, no points shall be awarded for forums presented as any part of a local or state FFA competition.

Event Scoring

Event	Points Possible
Team Presentation	1250
Portfolio	250
TOTAL	**1500**

1. Each component/event of the Agricultural Issues Forum LDE will be scored using the appropriate Agricultural Issues Forum Score Sheet (see Forms).

2. There will be a 50-point deduction from the scorecard of any team that draws a conclusion "in favor" or "against" a viewpoint during the formal presentation.

3. A maximum of 100 points will be deducted for exceeding the maximum number of pages and/or not including the cover page containing the required information in the Portfolio.

4. Judges' rankings will be use to place teams.

5. Teams shall be ranked in numerical order on the basis of the final score determined by each judges without consultation. The judges' ranking of each team shall then be added, and the winner will be that team whose total ranking is the lowest. Other placings will be determined in the same manner (low rank method of selection).

6. Proper grammar, correct spelling, and proper editing of text are important. The most current edition of the American Psychological Association (APA) style guide should be used for all research citations. Adherence to these editorial guidelines is expected to receive maximum points for the Portfolio score.

7. Refer to General LDE guidelines for additional rules and policies

Event Rules and Regulations

1. **The following equipment will be provided by the LDE superintendent: a front projection screen. Other equipment is allowed, but the presenting team must provide it.**
   ONLY students are allowed during setup.

2. The same agricultural issue presentation and portfolio will not be used in subsequent years by the same chapter and/or FFA Advisor.

3. Research on the topic must be current and students must be involved in all the research of the topic and development of the portfolio.

4. Professional ethics and standards are to be considered. Ignoring truthful information, falsifying needed information, using unreliable sources, and plagiarism are violation examples which could result in disqualification.

5. Each student must take an active role in the presentation and must make themselves available for questions from the judges.

6. Presentations may include FFA Official dress, costumes, props, skits, multimedia, and other creative paraphernalia.

7. A minimum of three (3) competent and unbiased judges will be provided. They will be instructed to not take sides on the issue(s). Professors and industry professionals are recommended. The LDE superintendent will adequately prepare judges before the event.

References

This list of references is not intended to be inclusive. Other resources may be utilized and teachers are encouraged to make use of the very best instructional materials available.
Focusing on Agricultural Issues Instructional Materials, http://web.ics.purdue.edu/~peters/ .

"Helpful hints to give your students the best opportunity to do well in the Agricultural Issues Forum LDE at the State and National FFA Conventions",
www.ffa.org/documents/LDE_agissues_resources.pdf

"Power of Demonstration" DVD, www.ffa.org .

Forms

Agricultural Issues Forum Score Sheets A and B **AND** Ag Issues Appendix A: Portfolio Scorecard.

Team Presentation Scorecard

Chapter Name: _____   Chapter #: _____

	POINTS POSSIBLE	SCORE
Introduction: - Statement of the issue and its importance	**100**	
"In Favor" View Point	**200**	
"Against" View Point	**200**	
Summary of Pro and Con	**200**	
Overall Presentation	**200**	
Response to Questions	**350**	
Presentation Sub Total:	**1250**	
Portfolio Score	**250**	
Total Score:	**1500**	
Deduction for Presenting a Conclusion	**(-50)**	
Grand Total Score:	**1500**	

Scoring guide for Ag Issues Portfolio   School:_____ Total Score: _____

Section 1: Summary of the issue – Maximum 2 pages. STOP READING AT THE END OF PAGE #2 (50 points possible)				
Criteria	0 points (ABSENT)	2-3 points (MEETS)	4-5 points (IDEAL)	Score
List of courses in which instruction occurred, including the number of students.	No list of courses provided.	A **basic** description of which classes have relevant instruction EVIDENCE: ☐ A list of courses where relevant instruction occurred ☐ Number of students provided for each course. ☐ **One course has relevant instruction.** ☐ It is reasonable the course would contain content pertaining to the issue.	A **thorough** description of which classes have relevant instruction. EVIDENCE: (MEETS ALL CRITERIA) ☐ A list of courses where relevant instruction occurred ☐ Number of students provided for each course. ☐ **Multiple courses (>1 course)** has relevant instruction. ☐ It is reasonable the course would contain content pertaining to the issue.	
Why is the issue important now?	Summary fails to make case why issue is important to different (>2) groups of people.	Summary makes **adequate case** why issue is important to different (>2) groups of people. Evidence: ☐ Credible resource cited. ☐ All resources are published in the past **10 years.** ☐ Reader understands importance of issue at **local level only**	Summary makes **strong** case why issue is important to different (>2) groups of people. Evidence: (MEETS ALL CRITERIA) ☐ **Multiple (3)** credible resources cited. ☐ All resources are published in the past **5 years.** ☐ Reader **clearly** understands importance of issue in **local community and beyond.**	
What is the nature of the issue?	Nature of the issue is not clear.	The issue is explained in **some detail.** Evidence: ☐ **Multiple (>1),** varying perspectives and/or viewpoints given. ☐ Perspectives are from noteworthy people who have a stake in the issue. ☐ Description paints a **picture** of the entire issue **within the community**	The issue is explained in **great detail.** Evidence: (MEETS ALL CRITERIA) ☐ **Multiple (>2),** varying perspectives and/or viewpoints given. ☐ **Cited** perspectives are from noteworthy people who have a stake in the issue. ☐ Description paints a **Clear picture** of the entire issue **within the community and beyond.**	
Who is involved in the issue?	Not all parties described.	An **adequate** account of **some involved** parties is provided. Evidence: ☐ **At least 1** party involved in the issue are listed	A **Complete and detailed** account of **all involved** parties is provided. Evidence: (MEETS ALL CRITERIA) ☐ **Multiple (3)** parties involved in the issue are listed **and cited**	
How can the issue be defined?	No definition provided	**One issue adequately** defines the issue as a whole. Evidence: ☐ Short (less than **200** words) ☐ **Adequately** describes issue ☐ May favor one side of the issue	**One clear issue (worded as a problem statement) clearly** defines the issue as a whole, taking into account all perspectives. Evidence: (MEETS ALL CRITERIA) ☐ Short (less than **100** words) ☐ **Clearly** describes issue ☐ Does not favor any particular viewpoint	

Criteria	0 Points (ABSENT)	2-3 Points (ADEQUATE)	4-5 Points (IDEAL)	Score
What is the historical background of the issue?	Limited historical background provided.	**An adequate** historical account outlines the **history of the issue.** Evidence: ☐ Multiple (**>2**) credible sources cited in history ☐ Describes how the issue came to be ☐ Follows timeline from inception through today	**A thorough and complete** historical account outlines the **full history of the issue** from its inception through today. Evidence: (MEETS ALL CRITERIA) ☐ Multiple (**>5**) credible sources cited in history ☐ Describes how the issue came to be ☐ Follows timeline from inception through today ☐ Multiple (**>2**) viewpoints recognized	
What caused the issue?	Limited insight provided on what caused the issue	Historical account provided **some insight** to **forces (people, events, or conditions) which clearly led to the issue.** Evidence: ☐ Cause of the issue is **adequately** identified ☐ **Credible source** documents issue ☐ **Adequate** description of the people, event, **or** condition which led to the issue provided.	Historical account provided **clear and accurate insight** to **specific forces (people, events, and conditions)** which **clearly** led to the issue. Evidence: (MEETS ALL CRITERIA) ☐ Cause of the issue is **clearly** identified ☐ Multiple (**>1**) credible sources document issue ☐ Clear and thorough description of the people, event, **and** condition which led to the issue provided.	
What are the risks?	No risks identified	Summary **adequately identifies all** potential risks posed by the issue Evidence: ☐ One potential risk of action articulated ☐ One potential risk of inaction articulated	Summary **clearly identifies all** potential risks posed by the issue Evidence: (MEETS ALL CRITERIA) ☐ Multiple (>1) potential risks of action clearly articulated and cited ☐ Multiple (>1) potential risks of inaction clearly articulated and cited	
What are the benefits?	No benefits identified	Summary **adequately identifies all** potential benefits associated with the issue Evidence: ☐ One potential benefit of action articulated ☐ One potential benefit of inaction articulated	Summary **clearly identifies all** potential benefits associated with the issue Evidence: (MEETS ALL CRITERIA) ☐ Multiple (>1) potential benefits of action clearly articulated and cited ☐ Multiple (>1) potential benefits of inaction clearly articulated and cited	
Is there strong disagreement on the issue?	It is not clear if there is strong disagreement on the issue.	Summary **adequately articulates** the level of disagreement on the issue Evidence: ☐ One source documents stakeholder position on the issue ☐ Summary **describes how the community as a whole feels about the issue**.	Summary **clearly articulates** the level of disagreement on the issue Evidence: (MEETS ALL CRITERIA) ☐ **Multiple (>3)** cited sources document stakeholder position on the issue ☐ **Summary clearly states the level of disagreement** among community members on the issue.	
			Total	/50

Section 3 Documentation of Local Forums (150 points total; 24 points/forum) **FORUM 1**

	0-3 points (Absent)	4 points (Adequate)	6 points (GOOD)	8 points (IDEAL)	Score
Forum Description	Description of forum **does not** clearly identify all of the following: (-2 for each problem) ☐ Date ☐ Time ☐ Location ☐ Description of audience			Description of forum clearly identifies **ALL** of the following: ☐ Date ☐ Time ☐ Location ☐ Description of audience	
Forum Quality	Forum has **SOME** of the following characteristics: ☐ Adequate in scope (attendance >15) OR ☐ Small group of **SOMEWHAT** influential decision makers (e.g. politicians) ☐ Group has **POTENTIAL** interest in issue	Forum has **ALL** of the following characteristics: ☐ Adequate in scope (attendance >15) OR ☐ Small group of **SOMEWHAT** influential decision makers (e.g. politicians) ☐ Group has **POTENTIAL** interest in issue	Forum has **ALL** of the following characteristics: ☐ large in scope (attendance >30) OR ☐ Small group of **SOMEWHAT** influential decision makers (e.g. politicians) ☐ Group has **DIRECT** interest in issue	Forum has **ALL** of the following characteristics: ☐ **Very** large in scope (attendance >50) OR ☐ Small group of **VERY** influential decision makers (e.g. politicians) ☐ Group has **DIRECT** interest in issue	
Independent Verification	No acceptable independent verification provided OR Verification is from FFA chapter	**Single acceptable independent** verification source provided Potential sources ☐ Newspaper articles ☐ Letters **FROM** the group ☐ Quality pictures from forum **NOT including the crowd**	**SINGLE QUALITY independent** verification source provided Potential sources ☐ Newspaper articles ☐ Letters **FROM** the group ☐ Quality pictures from forum **including the crowd**	**Multiple (>1) QUALITY independent** verification sources provided Potential sources ☐ Newspaper articles ☐ Letters **FROM** the group ☐ Quality pictures from forum **including the crowd**	
				Total for Forum	**/24**
AUTOMATIC ZERO for entire forum					
- Forums as part of a local or state FFA Competition - Going to the home of one of the students		- Presentations for teachers /students - Dropping by a local business and presenting to the workers			

Section 3 Documentation of Local Forums (150 points total; 24 points/forum)   **FORUM 2**

	0-3 points (Absent)	4 points (Adequate)	6 points (GOOD)	8 points (IDEAL)	Score
Forum Description	Description of forum **does not** clearly identify all of the following: (-2 for each problem) ☐ Date ☐ Time ☐ Location ☐ Description of audience			Description of forum clearly identifies **ALL** of the following: ☐ Date ☐ Time ☐ Location ☐ Description of audience	
Forum Quality	Forum has **SOME** of the following characteristics: ☐ Adequate in scope (attendance >15) OR ☐ Small group of **SOMEWHAT** influential decision makers (e.g. politicians) ☐ Group has **POTENTIAL** interest in issue	Forum has **ALL** of the following characteristics: ☐ Adequate in scope (attendance >15) OR ☐ Small group of **SOMEWHAT** influential decision makers (e.g. politicians) ☐ Group has **POTENTIAL** interest in issue	Forum has **ALL** of the following characteristics: ☐ large in scope (attendance >30) OR ☐ Small group of **SOMEWHAT** influential decision makers (e.g. politicians) ☐ Group has **DIRECT** interest in issue	Forum has **ALL** of the following characteristics: ☐ **Very** large in scope (attendance >50) OR ☐ Small group of **VERY** influential decision makers (e.g. politicians) ☐ Group has **DIRECT** interest in issue	
Independent Verification	No acceptable independent verification provided OR Verification is from FFA chapter	**Single acceptable independent** verification source provided Potential sources ☐ Newspaper articles ☐ Letters **FROM** the group ☐ Quality pictures from forum **NOT including the crowd**	**SINGLE QUALITY independent** verification source provided Potential sources ☐ Newspaper articles ☐ Letters **FROM** the group ☐ Quality pictures from forum **including the crowd**	**Multiple (>1) QUALITY independent** verification sources provided Potential sources ☐ Newspaper articles ☐ Letters **FROM** the group ☐ Quality pictures from forum **including the crowd**	
				Total for Forum	**/24**

AUTOMATIC ZERO for entire forum

- Forums as part of a local or state FFA Competition
- Going to the home of one of the students

- Presentations for teachers /students
- Dropping by a local business and presenting to the workers

Section 3 Documentation of Local Forums (150 points total; 24 points/forum)   **FORUM 3**

	0-3 points (Absent)	4 points (Adequate)	6 points (GOOD)	8 points (IDEAL)	Score
Forum Description	Description of forum **does not** clearly identify all of the following: (-2 for each problem) ☐ Date ☐ Time ☐ Location ☐ Description of audience			Description of forum clearly identifies **ALL** of the following: ☐ Date ☐ Time ☐ Location ☐ Description of audience	
Forum Quality	Forum has **SOME** of the following characteristics: ☐ Adequate in scope (attendance >15) OR ☐ Small group of **SOMEWHAT** influential decision makers (e.g. politicians) ☐ Group has **POTENTIAL** interest in issue	Forum has **ALL** of the following characteristics: ☐ Adequate in scope (attendance >15) OR ☐ Small group of **SOMEWHAT** influential decision makers (e.g. politicians) ☐ Group has **POTENTIAL** interest in issue	Forum has **ALL** of the following characteristics: ☐ large in scope (attendance >30) OR ☐ Small group of **SOMEWHAT** influential decision makers (e.g. politicians) ☐ Group has **DIRECT** interest in issue	Forum has **ALL** of the following characteristics: ☐ **Very** large in scope (attendance >50) OR ☐ Small group of **VERY** influential decision makers (e.g. politicians) ☐ Group has **DIRECT** interest in issue	
Independent Verification	No acceptable independent verification provided OR Verification is from FFA chapter	**Single acceptable independent** verification source provided Potential sources ☐ Newspaper articles ☐ Letters **FROM** the group ☐ Quality pictures from forum **NOT including the crowd**	**SINGLE QUALITY independent** verification source provided Potential sources ☐ Newspaper articles ☐ Letters **FROM** the group ☐ Quality pictures from forum **including the crowd**	**Multiple (>1) QUALITY independent** verification sources provided Potential sources ☐ Newspaper articles ☐ Letters **FROM** the group ☐ Quality pictures from forum **including the crowd**	
				Total for Forum	**/24**
AUTOMATIC ZERO for entire forum					

- Forums as part of a local or state FFA Competition
- Going to the home of one of the students

- Presentations for teachers /students
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Section 3 Documentation of Local Forums (150 points total; 24 points/forum)   **FORUM 4**

	0-3 points (Absent)	4 points (Adequate)	6 points (GOOD)	8 points (IDEAL)	Score
Forum Description	Description of forum **does not** clearly identify all of the following: (-2 for each problem) ☐ Date ☐ Time ☐ Location ☐ Description of audience			Description of forum clearly identifies **ALL** of the following: ☐ Date ☐ Time ☐ Location ☐ Description of audience	
Forum Quality	Forum has **SOME** of the following characteristics: ☐ Adequate in scope (attendance >15) OR ☐ Small group of **SOMEWHAT** influential decision makers (e.g. politicians) ☐ Group has **POTENTIAL** interest in issue	Forum has **ALL** of the following characteristics: ☐ Adequate in scope (attendance >15) OR ☐ Small group of **SOMEWHAT** influential decision makers (e.g. politicians) ☐ Group has **POTENTIAL** interest in issue	Forum has **ALL** of the following characteristics: ☐ large in scope (attendance >30) OR ☐ Small group of **SOMEWHAT** influential decision makers (e.g. politicians) ☐ Group has **DIRECT** interest in issue	Forum has **ALL** of the following characteristics: ☐ **Very** large in scope (attendance >50) OR ☐ Small group of **VERY** influential decision makers (e.g. politicians) ☐ Group has **DIRECT** interest in issue	
Independent Verification	No acceptable independent verification provided OR Verification is from FFA chapter	**Single acceptable independent** verification source provided Potential sources ☐ Newspaper articles ☐ Letters **FROM** the group ☐ Quality pictures from forum **NOT including the crowd**	**SINGLE QUALITY independent** verification source provided Potential sources ☐ Newspaper articles ☐ Letters **FROM** the group ☐ Quality pictures from forum **including the crowd**	**Multiple (>1) QUALITY independent** verification sources provided Potential sources ☐ Newspaper articles ☐ Letters **FROM** the group ☐ Quality pictures from forum **including the crowd**	
				Total for Forum	**/24**
AUTOMATIC ZERO for entire forum					
- Forums as part of a local or state FFA Competition - Going to the home of one of the students		- Presentations for teachers /students - Dropping by a local business and presenting to the workers			

Section 3 Documentation of Local Forums (150 points total; 24 points/forum)   **FORUM 5**

Forum 1	0-3 points (Absent)	4 points (Adequate)	6 points (GOOD)	8 points (IDEAL)	Score
Forum Description	Description of forum **does not** clearly identify all of the following: (-2 for each problem) ☐ Date ☐ Time ☐ Location ☐ Description of audience			Description of forum clearly identifies **ALL** of the following: ☐ Date ☐ Time ☐ Location ☐ Description of audience	
Forum Quality	Forum has **SOME** of the following characteristics: ☐ Adequate in scope (attendance >15) OR ☐ Small group of **SOMEWHAT** influential decision makers (e.g. politicians) ☐ Group has **POTENTIAL** interest in issue	Forum has **ALL** of the following characteristics: ☐ Adequate in scope (attendance >15) OR ☐ Small group of **SOMEWHAT** influential decision makers (e.g. politicians) ☐ Group has **POTENTIAL** interest in issue	Forum has **ALL** of the following characteristics: ☐ large in scope (attendance >30) OR ☐ Small group of **SOMEWHAT** influential decision makers (e.g. politicians) ☐ Group has **DIRECT** interest in issue	Forum has **ALL** of the following characteristics: ☐ **Very** large in scope (attendance >50) OR ☐ Small group of **VERY** influential decision makers (e.g. politicians) ☐ Group has **DIRECT** interest in issue	
Independent Verification	No acceptable independent verification provided OR Verification is from FFA chapter	**Single acceptable independent** verification source provided Potential sources ☐ Newspaper articles ☐ Letters **FROM** the group ☐ Quality pictures from forum **NOT including the crowd**	**SINGLE QUALITY independent** verification source provided Potential sources ☐ Newspaper articles ☐ Letters **FROM** the group ☐ Quality pictures from forum **including the crowd**	**Multiple (>1) QUALITY independent** verification sources provided Potential sources ☐ Newspaper articles ☐ Letters **FROM** the group ☐ Quality pictures from forum **including the crowd**	
				Total for Forum	**/24**
AUTOMATIC ZERO for entire forum					
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Section 3 Summary of Local Forums (30 points total)

Fair (0-5 points)	Good (6-8 points)	Excellent (10-12 points)	Ideal (15 points)	Score
Meets 1 or more of following: ☐ <5 forums OR ☐ > 1 forums meet automatic 0 criteria	Scope: MEETS ALL ☐ >50 attended forums ☐ 5-6 forums ☐ No forums meet automatic 0 criteria	Scope: MEETS ALL ☐ >100 attended forums ☐ >6 forums ☐ No forums meet automatic 0 criteria	Scope: MEETS ALL ☐ >200 attended forums ☐ >8 forums ☐ No forums meet automatic 0 criteria	
Meets one or more of following: ☐ <25% of forums beyond school building ☐ 1 audience is not a legitimate community group ☐ Single group listed as multiple forums	Quality: MEETS ALL ☐ >25% of forums beyond school building ☐ Audiences are legitimate community groups ☐ Little variety of forum audiences	Quality: MEETS ALL ☐ >50% of forums beyond school building ☐ Audiences are legitimate community groups ☐ Some variety of forum audiences	Quality: MEETS ALL ☐ >75% of forums beyond school building ☐ Audiences are legitimate community groups ☐ Large variety of forum audiences	
			Score	

DEDUCTIONS

Section 2- Bibliography and Grammar (50 points possible)   The following mistakes will EACH result in a 5 point deduction (MAX 50 points)

Type of mistake	Number of occurrences	Points Deducted
Misspellings / Typos		
Grammar issues		
Incorrect APA citations in text		
Incorrect APA citations in bibliography		
Citations in text and bibliography do not match		
	Total points for section 2	/50

Deduction type	Criteria	Total Deduction
Exceeding length (10 points/page) (Maximum Deduction 33 pts.)	Maximum 10 pages (or 5 front and back) **NOT COUNTING COVER PAGE OR STATEMENT OF ORIGINAL WORK**	
Incomplete/Missing Cover page (Maximum Deduction 33 points)	Cover page includes ALL of the following information (5 points each) ☐ Title in the form of a question ☐ Date of state qualifying event ☐ Chapter name ☐ Address ☐ State ☐ Phone Number	
Statement of Original work (Maximum Deduction 33 points)	Includes a statement from advisor indicating the forum/portfolio is original work of students.	