

Washington FFA Association

Award Application Training Resources

January 2023

Washington FFA Association Award Application Training Resources

Table of Contents

Agriscience Research Proficiency Rubric.....	3
Combined Proficiency Rubric.....	5
Entrepreneurship Proficiency Rubric.....	8
Placement Proficiency Rubric.....	11
National Chapter Award Rubric.....	31
National Chapter Award Scoresheet.....	35
Washington State Degree Reviewer Checklist.....	58
State Degree Updates Effective January 2022 (email).....	59
State Degree – Add Leadership Roles (email).....	61
Community Service for FFA Degrees.....	78
American Degree Manual Review Sheet.....	80
American Degree Example.....	82
Washington Star in Agribusiness Rubric.....	102
Washington Star in Agribusiness Scoresheet.....	104
Washington Star in Agriscience Rubric.....	105
Washington Star in Agriscience Scoresheet.....	108
Washington Star Farmer Rubric.....	109
Washington Star Farmer Scoresheet.....	112
Washington Star in Placement Rubric.....	113
Washington Star in Placement Scoresheet.....	115
Washington Star Finalist Interview Rubric.....	116

Agriscience Research Proficiency Award Scoring Rubric

Proficiency Area:			Applicant Name:		Chapter/State:	
Area	Section	Points Possible	High Points 4-3	Mid Points 3-2	Low Points 1-0	Points Earned
SAE Explanation and Relation to Award Area	Performance Review A, Question 1	4	Response demonstrates a <u>clear understanding</u> of their SAE program. (4-3)	Response demonstrates a <u>limited understanding</u> of their SAE program. (3-2)	Response demonstrates <u>little or no understanding</u> of their SAE program. (1-0)	—
Roles and Responsibilities and/or Management Decisions Made	Performance Review A, Question 2	4	Response demonstrates a <u>clear description</u> of roles, responsibilities and/or management decisions made related to their SAE program. (2)	Response demonstrates a <u>limited description</u> of roles, responsibilities and/or management decisions made related to their SAE program. (1.5-1)	Response demonstrates <u>little or no description</u> of roles, responsibilities, and/or management decisions made related to their SAE program. (.5-0)	—
			Response demonstrates <u>significant change or progression</u> (growth) of roles, responsibilities and/or management decisions made over time period represented. (2)	Response demonstrates <u>limited change or progression</u> (growth) of roles, responsibilities and/or management decisions made over time period represented. (1.5-1)	Response demonstrates <u>no change or progression</u> (growth) of roles, responsibilities and/or management decisions made over time period represented. (.5-0)	
Challenges	Performance Review A, Question 3	4	Response demonstrates a <u>complete explanation</u> of the challenge and steps utilized to address the challenge. (2)	Response demonstrates a <u>limited explanation</u> of the challenge and steps utilized to address the challenge. (1.5-1)	Response demonstrates <u>little or no explanation</u> of the challenge and steps utilized to address the challenge. (.5-0)	—
			Response demonstrates candidate's <u>complete involvement</u> in addressing the challenge. (2)	Response demonstrates candidate's <u>limited involvement</u> in addressing the challenge. (1.5-1)	Response demonstrates <u>no involvement</u> in addressing the challenge. (.5-0)	
Area	Section	Points Possible	High Points 3	Mid Points 2	Low Points 1-0	Points Earned
Progress - Accomplishments /Findings	Performance Review B	3	Responses <u>clearly</u> identify three accomplishments related to the award area. (1.5)	Responses <u>vaguely</u> identify three accomplishments related to the award area. (1)	Responses <u>do not identify</u> three accomplishments related to the award area. (.5-0)	—
			Accomplishments illustrate <u>significant</u> impact that impact the growth and success of their SAE program. (1.5)	Responses illustrate <u>limited</u> changes that impact the growth and success of their SAE program. (1)	Responses illustrate <u>no impact</u> that influenced the growth and success of their SAE program (.5-0)	
Impact	Performance Review C	3	Responses <u>clearly describe</u> three experiences from their SAE program or activities that will impact the candidate's future. (3)	Responses <u>vaguely describe</u> three experiences from their SAE program or activities that will impact the candidate's future. (2)	Responses <u>do not describe</u> three experiences from their SAE program or activities that will impact the candidate's future.(1-0)	—
Area	Section	Points Possible	High Points 5-4	Mid Points 3-2	Low Points 1-0	Points Earned
Research Projects: Information, Financials and Summary	One per project reported.	5	Candidate <u>clearly describes</u> hours and expense records for each of the research projects reported over the time period represented. (2.5-2)	Candidate <u>vaguely describes</u> hours and expense records for each of the research projects reported over the time period represented. (1.5-1)	Candidate <u>minimally or does not describe</u> hours and expense records for the research projects reported. (.5-0)	—
			Expense records or justification for no expenses are <u>reasonable</u> for the agriculturally related research projects. (2.5-2)	Expense records or justification for no expenses are <u>somewhat reasonable</u> for the agriculturally related research projects. (1.5-1)	Expense records are <u>not reasonable</u> or no expense justification is provided for the agriculturally related research projects. (.5-0)	
Area	Section	Points Possible	High Points 9-7	Mid Points 6-4	Low Points 3-0	Points Earned
Research Projects: Abstract	One per project reported.	9	Candidate provided a <u>well written abstract</u> for each of the research projects reported over the time period represented. (4.5-3.5)	Candidate provided a <u>vague abstract</u> for research projects reported over the time period represented. (3-2)	Candidate provided an <u>inadequate or lacks</u> an abstract for the research projects reported over the time period represented. (1.5-0)	—
			Abstracts clearly describe the purpose of each research project. (4.5-3.5)	Abstracts partially describe the purpose of each research project. (3-2)	Abstracts vaguely describe the purpose of each research project. (1.5-0)	

Area	Section	Points Possible	High Points 9-7	Mid Points 6-4	Low Points 3-0	Points Earned
Research Projects: Procedure	One per project reported.	9	Candidate <u>clearly</u> identifies the procedure used to conduct each research project reported. (9-7)	Candidate <u>partially</u> identifies the procedure used to conduct each research project reported. (6-4)	Candidate <u>vaguely</u> identifies the procedure used to conduct each research project reported. (3-0)	—
Area	Section	Max Points	High Points 9-7	Mid Points 6-4	Low Points 3-0	Points Earned
Research Projects: Conclusion	One per project reported.	9	Candidate <u>clearly</u> reports outcomes in the conclusion for each research project reported. (9-7)	Candidate <u>partially</u> reports outcomes in the conclusion section for each research project reported. (6-4)	Candidate <u>vaguely</u> reports outcomes in the conclusion for each research project reported. (3-0)	—
Area	Section	Points Possible	High Points 12-8	Mid Points 7-5	Low Points 4-0	Points Earned
Learning Outcomes & Efficiency Factors	Learning Outcomes & Efficiency Factors	12	<u>4 or more responses</u> reflective of SAE, each clearly demonstrates (measurable) improvement of efficiencies over time period reported, or clearly identifies how poor efficiencies led to decision improving overall SAE enterprises or activities. (12-8)	<u>2-3 responses</u> , or each listed, partially demonstrates improvements of efficiencies over time period reported, or partially identifies how poor efficiencies led to decision improving overall SAE enterprises or activities. (7-5)	<u>1-0 responses</u> and does not demonstrate or relate improvements of efficiencies to the SAE over time period reported, or does not identify how poor efficiencies lead to decision improving overall SAE enterprises or activities. (<u>4-0</u>)	—
Area	Section	Points Possible	High Points 26-19	Mid Points 18-8	Low Points 7-0	Points Earned
Skill Development and Contribution to Success	Skills, Competencies, and Knowledge	26	<u>All 10 competencies</u> demonstrates skills that are <u>appropriate</u> for the size, scope and responsibilities of the program. (13-9.5) <u>All 10 Contributions</u> demonstrates application of skill attainment with <u>significant measurable impact</u> on the overall success of the SAE. (13-9.5)	<u>Some (5-9) of competencies</u> are <u>somewhat appropriate</u> for the size, scope and delivery of responsibilities of the SAE. (9-4) <u>Some (5-9) of the competencies</u> contributions demonstrates application of skill attainment with <u>incomplete measurable impact</u> on the overall success of the SAE. (9-4)	<u>Very few (<5) competencies</u> are listed and are <u>not appropriate</u> for the size, scope and delivery of responsibilities of the SAE. (3.5-0) <u>Very (<5) few contributions</u> demonstrates limited application of skill attainment with <u>no measurable impact</u> on the overall success of the SAE. (3.5-0)	—
Area	Section	Points Possible	High Points 6-5	Mid Points 4-3	Low Points 2-0	Points Earned
Photos	Photo Pages 1-6	6	Candidate submitted six high quality photos with <u>clearly descriptive captions</u> that demonstrate the overall growth and success of the SAE (6-5)	Candidate submitted six quality photos with <u>slightly vague captions</u> that demonstrate the overall growth and success of the SAE. (4-3)	Candidate submitted six <u>poor quality</u> photos with <u>non descriptive captions</u> that demonstrate the overall growth and success of the SAE. (2-0)	—
Area	Section	Points Possible	High Points 3	Mid Points 2	Low Points 1-0	Points Earned
Supplemental Information	Supplemental Information	3	Candidate submitted at least one additional page of SAE related information that <u>added value</u> to the application. (3)	Candidate submitted an additional page(s) of SAE related information that <u>added limited value</u> to the application. (2)	Candidate submitted no additional page(s) of SAE related information or the page(s) <u>added little or no value</u> to the application. (1-0)	—
Area	Section	Points Possible	High Points 3	Mid Points 2-1	Low Points .5 - 0	Points Earned
Spelling and Grammar		3	Candidate makes <u>no errors</u> in grammar or spelling that distracts the reader from the content. (3)	Candidate makes <u>limited errors</u> in grammar or spelling that distracts the reader from the content. (2-1)	Candidate makes <u>excessive errors</u> in grammar or spelling that distracts the reader from the content. (.5-0)	—
Total Points = 100						—

Judge's Signature _____ Date _____

Combined Proficiency Award Scoring Rubric

Proficiency Area:			Applicant Name:		Chapter/State:	
Area	Section	Points Possible	High Points 4-3	Mid Points 3-2	Low Points 1-0	Points Earned
SAE Explanation and Relation to Award Area	Performance Review A, Question 1	4	Response demonstrates a <u>clear understanding</u> of their SAE program. (4-3)	Response demonstrates a <u>limited understanding</u> of their SAE program. (3-2)	Response demonstrates <u>little or no understanding</u> of their SAE program. (1-0)	_____
Roles, Responsibilities and/or Management Decisions Made	Performance Review A, Question 2	4	Response demonstrates a <u>clear description</u> of roles, responsibilities and/or management decisions made related to their SAE program. (2)	Response demonstrates a <u>limited description</u> of roles, responsibilities and/or management decisions made related to their SAE program. (1.5-1)	Response demonstrates <u>little or no description</u> of roles, responsibilities, and/or management decisions made related to their SAE program. (.5-0)	_____
			Response demonstrates <u>significant change or progression</u> (growth) of roles, responsibilities and/or management decisions made over time period represented. (2)	Response demonstrates <u>limited change or progression</u> (growth) of roles, responsibilities and/or management decisions made over time period represented. (1.5-1)	Response demonstrates <u>no change or progression</u> (growth) of roles, responsibilities and/or management decisions made over time period represented. (.5-0)	
Challenges	Performance Review A, Question 3	4	Response demonstrates a <u>complete explanation</u> of the challenge and steps utilized to address the challenge. (2)	Response demonstrates a <u>limited explanation</u> of the challenge and steps utilized to address the challenge. (1.5-1)	Response demonstrates <u>little or no explanation</u> of the challenge and steps utilized to address the challenge. (.5-0)	_____
			Response demonstrated candidate's <u>complete involvement</u> in addressing the challenge. (2)	Response demonstrated candidate's <u>limited involvement</u> in addressing the challenge. (1.5-1)	Response demonstrated <u>no involvement</u> in addressing the challenge. (.5-0)	
Area	Section	Points Possible	High Points 3	Mid Points 2	Low Points 1-0	Points Earned
Progress - Accomplishments	Performance Review B	3	Responses <u>clearly</u> identify three accomplishments related to the award area. (1.5)	Responses <u>vaguely</u> identify three accomplishments related to the award area. (1)	Responses <u>do not identify</u> three accomplishments related to the award area. (.5-0)	_____
			Accomplishment illustrate <u>significant</u> impact that influenced the growth and success of their SAE program (1.5)	Accomplishment illustrate limited changes that influenced the growth and success of their SAE program. (1)	Accomplishment illustrate <u>no impact</u> that influenced the growth and success of their SAE program. (.5-0)	
Area	Section	Points Possible	High Points 3	Mid Points 2	Low Points 1-0	Points Earned
Impact	Performance Review C	3	Responses <u>clearly describe</u> three experiences from their SAE program or activities that will impact the candidate's future. (3)	Responses <u>vaguely describe</u> three experiences that will impact the candidate's future. (2)	Responses <u>do not describe</u> three experiences from their SAE program or activities that will impact the candidate's future. (1-0)	_____
Area	Section	Points Possible	High Points 17-12	Mid Points 11-7	Low Points 6-0	Points Earned
SAE Size, Scope, Responsibilities (Details)	SAE Placement & Exploratory and Entrepreneurship (Both areas are judged together)	5	<u>Includes</u> a complete SAE description, size, scope, responsibilities or hours/and or income. (5-4)	<u>Limited inclusion</u> SAE description, size, scope, responsibilities or hours and/or income. (3-2.5)	<u>Little to no</u> SAE description, size, scope and responsibilities or hours and/or income (2-0)	_____
		12	Shows <u>significant growth</u> in diversification, responsibilities or hours and/or income and engagement over time period and opportunities represented. (12-8)	Shows <u>limited growth</u> in diversification, responsibilities or hours and/or income and engagement over time period and opportunities represented. (7-4.5)	Shows little or <u>no growth</u> in diversification, responsibilities or hours and/or income and engagement over time period and opportunities represented. (4-0)	_____

Area	Section	Points Possible	High Points 6-5	Mid Points 4-3	Low Points 2-0	Points Earned
Income and Expenses, Current and Non-Current Ending Inventories (Entrepreneurship Only)	Income and Expense Statement (Entr. Only)	6	<u>Financial records</u> (revenue and expenses) and net income from operations <u>are very reasonable</u> for the size and type of agriculturally related program reported (also review SAE details). Also, the net non-current transactions and Annual Review of Non-Current Inventory and Operating Profit (#6) are reasonable for the size and type of operations listed. (6-5)	<u>Financial records</u> (revenue and expenses) and net income from operations <u>are reasonable</u> for the size and type of agriculturally related program reported (also review SAE details). Also, the net non-current transactions and Annual Review of Non-Current Inventory and Operating Profit (#6) are somewhat reasonable for the size and type of operations listed. (4-3)	<u>Financial records</u> (revenue and expenses) and net income from operations <u>are not reasonable</u> for the size and type of agriculturally related program reported (also review SAE details). Also, the net non-current transactions and Annual Review of Non-Current Inventory and Operating Profit (#6) are not reasonable for the size and type of operations listed. (2-0)	_____
			High Points 3	Mid Points 2	Low Points 1-0	Points Earned
	Ending Current Inventory (Entr. Only)	3	The listing of Ending Current <u>Inventory are reasonable</u> for the size and type of SAE program and correspond to information listed in SAE explanation. (Note: Lack of current inventory <u>may be appropriate for the SAE(s) and if explained in Performance A 1 & 2</u> , full credit maybe given in this area). (3)	The listing of Ending Current <u>Inventory are somewhat reasonable</u> for the size and type of SAE program and correspond to information listed in SAE explanation. (Note: Lack of current inventory <u>may be appropriate for the SAE(s), but not well explained in Performance A 1 & 2</u>). (2)	The listing of Ending Current <u>Inventory are not reasonable</u> for the size and type of SAE program and correspond to information listed in SAE explanation. (Note: Lack of current inventory <u>is not appropriate for the SAE(s), and not explained in Performance A 1 & 2</u>) (1-0)	_____
			High Points 6-5	Mid Points 4-3	Low Points 2-0	Points Earned
	Ending Non-Current Inventory (Entr. Only)	6	The listing of item(s) in Ending Non-Current Inventory, their total <u>value, depreciation claimed (if applicable) and cost are reasonable</u> for the size and type of SAE program and correspond to information listed in SAE explanation. (Note: Lack of <u>inventory may be appropriate for the SAE(s) and if explained in Performance A 1 & 2</u> , full credit maybe given in this area). (6-5)	The listing of item(s) in Ending Non-Current Inventory, their total <u>value, depreciation claimed (if applicable) and cost are somewhat reasonable</u> for the size and type of SAE program and correspond to information listed in SAE explanation. (Note: Lack of <u>inventory may be appropriate for the SAE(s), but not well explained in Performance A 1 & 2</u>). (4-3)	The listing of item(s) in Ending Non-Current Inventory, their total <u>value, depreciation claimed (if applicable) and cost are not reasonable</u> for the size and type of SAE program and correspond to information listed in SAE explanation. (Note: Lack of <u>inventory is not appropriate for the SAE(s), and not explained in Performance A 1 & 2</u>) (2-0)	_____
Area	Section	Points Possible	High Points 12-8	Mid Points 7-5	Low Points 4-0	Points Earned
Learning Outcomes & Efficiency Factors	Learning Outcomes & Efficiency Factors	12	<u>4 or more responses reflective of SAE</u> , each clearly demonstrates (measurable) improvement of efficiencies over time period reported, or clearly identifies how poor efficiencies led to decision improving overall SAE enterprises or activities. (12-8)	<u>2-3 responses</u> , or each listed, partially demonstrates improvements of efficiencies over time period reported, or partially identifies how poor efficiencies led to decision improving overall SAE enterprises or activities. (7-5)	<u>2-0 responses</u> and does not demonstrate or relate improvements of efficiencies to the SAE over time period reported, or does not identify how poor efficiencies lead to decision improving overall SAE enterprises or activities. (4-0)	_____

Area	Section	Points Possible	High Points 26-19	Mid Points 18-8	Low Points 7-0	Points Earned
Skill Development and Contribution to Success	Skills, Competencies, and Knowledge	26	All <u>10 competencies</u> demonstrates skills that are <u>appropriate</u> for the size, scope and responsibilities of the program. (13-9.5)	<u>Some (5-9) of competencies</u> are somewhat <u>appropriate</u> for the size, scope and delivery of responsibilities of the SAE. (9-4)	<u>Very few(<5) competencies</u> are listed and <u>are not appropriate</u> for the size, scope and delivery of responsibilities of the SAE. (3.5-0)	_____
			All <u>10 Contributions</u> demonstrates application of skill attainment with <u>significant measurable impact</u> on the overall success of the SAE. (13-9.5)	<u>Some (5-9) of the competencies</u> contributions demonstrates <u>application</u> of skill attainment with <u>incomplete measurable impact</u> on the overall success of the SAE. (9-4)	<u>Very (<5) few contributions</u> demonstrates limited application of skill attainment with <u>no measurable impact</u> on the overall success of the SAE. (3.5-0)	
Area	Section	Points Possible	High Points 6-5	Mid Points 4-3	Low Points 2-0	Points Earned
Photos	Photo Pages 1-6	6	Candidate submitted six high quality photos with <u>clearly descriptive captions</u> that demonstrate the overall growth and success of the SAE. (6-5)	Candidate submitted six quality photos with <u>slightly vague captions</u> that demonstrate the overall growth and success of the SAE. (4-3)	Candidate submitted six <u>poor quality</u> photos with <u>non-descriptive captions</u> that demonstrate the overall growth and success of the SAE or submits fewer than six photos. (2-0)	_____
Area	Section	Points Possible	High Points 3	Mid Points 2	Low Points 1-0	Points Earned
Supplemental Information	Supplemental Information	3	Candidate submitted at least one additional page of SAE related information that <u>added value</u> to the application. (3)	Candidate submitted an additional page(s) of SAE related information that <u>added limited value</u> to the application. (2)	Candidate submitted no additional page(s) of SAE related information or the page(s) <u>added little or no value</u> to the application. (1-0)	_____
Area	Section	Points Possible	High Points 3	Mid Points 2-1	Low Points .5 - 0	Points Earned
Spelling and Grammar		3	Candidate makes <u>no errors</u> in grammar or spelling that distracts the reader from the content. (3)	Candidate makes <u>limited errors</u> in grammar or spelling that distracts the reader from the content. (2-1)	Candidate makes <u>excessive errors</u> in grammar or spelling that distracts the reader from the content. (.5-0)	_____
.						

Judge's Signature _____ Date _____

Entrepreneurship Proficiency Award Scoring Rubric

Proficiency Area:			Applicant Name:		Chapter/State:	
Area	Section	Points Possible	High Points 4-3	Mid Points 3-2	Low Points 1-0	Points Earned
SAE Explanation and Relation to Award Area	Performance Review A, Question 1	4	Response demonstrates a <u>clear understanding</u> of their SAE program. (4-3)	Response demonstrates a <u>limited understanding</u> of their SAE program. (3-2)	Response demonstrates <u>little or no understanding</u> of their SAE program. (1-0)	_____
Roles, Responsibilities and/or Management Decisions Made	Performance Review A, Question 2	4	Response demonstrates a <u>clear description</u> of roles, responsibilities and/or management decisions made related to their SAE program. (2)	Response demonstrates a <u>limited description</u> of roles, responsibilities and/or management decisions made related to their SAE program. (1.5-1)	Response demonstrates <u>little or no description</u> of roles, responsibilities, and/or management decisions made related to their SAE program. (.5-0)	_____
			Response demonstrates <u>significant change or progression</u> (growth) of roles, responsibilities and/or management decisions made over time period represented. (2)	Response demonstrates <u>limited change or progression</u> (growth) of roles, responsibilities and/or management decisions made over time period represented. (1.5-1)	Response demonstrates <u>no change or progression</u> (growth) of roles, responsibilities and/or management decisions made over time period represented. (.5-0)	
Challenges	Performance Review A, Question 3	4	Response demonstrates a <u>complete explanation</u> of the challenge and steps utilized to address the challenge. (2)	Response demonstrates a <u>limited explanation</u> of the challenge and steps utilized to address the challenge. (1.5-1)	Response demonstrates <u>little or no explanation</u> of the challenge and steps utilized to address the challenge. (.5-0)	_____
			Response demonstrated candidate's <u>complete involvement</u> in addressing the challenge. (2)	Response demonstrated candidate's <u>limited involvement</u> in addressing the challenge. (1.5-1)	Response demonstrated <u>no involvement</u> in addressing the challenge. (.5-0)	
Area	Section	Points Possible	High Points 3	Mid Points 2	Low Points 1-0	Points Earned
Progress - Accomplishments	Performance Review B	3	Responses <u>clearly</u> identify three accomplishments related to the award area. (1.5)	Responses <u>vaguely</u> identify three accomplishments related to the award area. (1)	Responses <u>do not identify</u> three accomplishments related to the award area. (.5-0)	_____
			Accomplishment illustrate <u>significant</u> impact that influenced the growth and success of their SAE program (1.5)	Accomplishment illustrate limited changes that influenced the growth and success of their SAE program. (1)	Accomplishment illustrate <u>no impact</u> that influenced the growth and success of their SAE program. (.5-0)	
Area	Section	Points Possible	High Points 3	Mid Points 2	Low Points 1-0	Points Earned
Impact	Performance Review C	3	Responses <u>clearly describe</u> three experiences from their SAE program or activities that will impact the candidate's future. (3)	Responses <u>vaguely describe</u> three experiences that will impact the candidate's future. (2)	Responses <u>do not describe</u> three experiences from their SAE program or activities that will impact the candidate's future. (1-0)	_____
Area	Section	Points Possible	High Points 6-5	Mid Points 4-3	Low Points 2-0	Points Earned
SAE Size, Scope, Responsibilities (Details)	SAE Entrepreneurship	6	<u>Includes</u> a complete SAE description, size, scope, responsibilities or hours/and or income. (2)	<u>Limited inclusion</u> SAE description, size, scope, responsibilities or hours and/or income. (1)	<u>Little to no</u> SAE description, size, scope and responsibilities or hours and/or income. (.5-0)	_____
			Shows <u>significant growth</u> , in diversification, responsibilities or hours and/or income and engagement over time period and opportunities represented. (4)	Shows <u>limited growth</u> , in diversification, responsibilities or hours and/or income and engagement over time period and opportunities represented. (3-2)	Shows little or <u>no growth</u> , in diversification, responsibilities or hours and/or income and engagement over time period and opportunities represented. (1.5-0)	

Area	Section	Points Possible	High Points 14-11	Mid Points 10-6	Low Points 5-0	Points Earned
Income and Expenses, Current and Non-Current Ending Inventories	Income and Expense Statement	14	<u>Financial records</u> (revenue and expenses) and net income from operations <u>are very reasonable</u> for the size and type of agriculturally related program reported (also review SAE details). Also, the net non-current transactions and Annual Review of Non-Current Inventory and Operating Profit (#6) are reasonable for the size and type of operations listed. (14-11)	<u>Financial records</u> (revenue and expenses) and net income from operations <u>are reasonable</u> for the size and type of agriculturally related program reported (also review SAE details). Also, the net non-current transactions and Annual Review of Non-Current Inventory and Operating Profit (#6) are somewhat reasonable for the size and type of operations listed. (10-6)	<u>Financial records</u> (revenue and expenses) and net income from operations <u>are not reasonable</u> for the size and type of agriculturally related program reported (also review SAE details). Also, the net non-current transactions and Annual Review of Non-Current Inventory and Operating Profit (#6) are not reasonable for the size and type of operations listed. (5-0)	_____
			High Points Entrepreneurship 3	Mid Points Entrepreneurship 2	Low Points Entrepreneurship 1-0	Points Earned
	Ending Current Inventory	3	The listing of Ending Current <u>Inventory are reasonable</u> for the size and type of SAE program and correspond to information listed in SAE explanation. (Note: Lack of current inventory <u>may be appropriate for the SAE(s) and if explained in Performance A 1 & 2</u> , full credit maybe given in this area). (3)	The listing of Ending Current <u>Inventory are somewhat reasonable</u> for the size and type of SAE program and correspond to information listed in SAE explanation. (Note: Lack of current inventory <u>may be appropriate for the SAE(s), but not well explained in Performance A 1 & 2</u>). (2)	The listing of Ending Current <u>Inventory are not reasonable</u> for the size and type of SAE program and correspond to information listed in SAE explanation. (Note: Lack of current inventory <u>is not appropriate for the SAE(s), and not explained in Performance A 1 & 2</u>). (1-0)	_____
			High Points Entrepreneurship 9-7	Mid Points Entrepreneurship 6-3	Low Points Entrepreneurship 2-0	Points Earned
	Ending Non-Current Inventory	9	The listing of item(s) in Ending Non-Current Inventory, their total <u>value, depreciation claimed (if applicable) and cost are reasonable</u> for the size and type of SAE program and correspond to information listed in SAE explanation. (Note: Lack of <u>inventory may be appropriate for the SAE(s) and if explained in Performance A 1 & 2</u> , full credit maybe given in this area). (9-7)	The listing of item(s) in Ending Non-Current Inventory, their total <u>value, depreciation claimed (if applicable) and cost are somewhat reasonable</u> for the size and type of SAE program and correspond to information listed in SAE explanation. (Note: Lack of <u>inventory may be appropriate for the SAE(s), but not well explained in Performance A 1 & 2</u>). (6-3)	The listing of item(s) in Ending Non-Current Inventory, their total <u>value, depreciation claimed (if applicable) and cost are not reasonable</u> for the size and type of SAE program and correspond to information listed in SAE explanation. (Note: Lack of <u>inventory is not appropriate for the SAE(s), and not explained in Performance A 1 & 2</u>). (2-0)	_____
Area	Section	Points Possible	High Points 12-8	Mid Points 7-5	Low Points 4-0	Points Earned
Learning Outcomes & Efficiency Factors	Learning Outcomes & Efficiency Factors	12	<u>4 or more responses reflective of SAE</u> , each clearly demonstrates (measurable) improvement of efficiencies over time period reported, or clearly identifies how poor efficiencies led to decision improving overall SAE enterprises or activities. (12-8)	<u>2-3 responses</u> , or each listed, partially demonstrates improvements of efficiencies over time period reported, or partially identifies how poor efficiencies led to decision improving overall SAE enterprises or activities. (7-5)	<u>2-0 responses</u> and does not demonstrate or relate improvements of efficiencies to the SAE over time period reported, or does not identify how poor efficiencies lead to decision improving overall SAE enterprises or activities. (4-0)	_____

Area	Section	Points Possible	High Points 26-19	Mid Points 18-8	Low Points 7-0	Points Earned
Skill Development and Contribution to Success	Skills, Competencies, and Knowledge	26	All 10 <u>competencies</u> demonstrates skills that are <u>appropriate</u> for the size, scope and responsibilities of the program. (13-9.5)	Some (5-9) <u>competencies</u> are <u>somewhat appropriate</u> for the size, scope and delivery of responsibilities of the SAE. (9-4)	Less than 5 <u>competencies</u> are listed and are <u>not appropriate</u> for the size, scope and delivery of responsibilities of the SAE. (3.5-0)	_____
			All 10 <u>contributions</u> demonstrates application of skill attainment with <u>significant measurable impact</u> on the overall success of the SAE. (13-9.5)	Some (5-9) of the <u>contributions</u> demonstrates <u>application</u> of skill attainment with <u>incomplete measurable impact</u> on the overall success of the SAE. (9-4)	Less than 5 <u>contributions</u> demonstrates limited application of skill attainment with <u>no measurable impact</u> on the overall success of the SAE. (3.5-0)	
Area	Section	Points Possible	High Points 6-5	Mid Points 4-3	Low Points 2-0	Points Earned
Photos	Photo Pages 1-6	6	Candidate submitted six high quality photos with <u>clearly descriptive captions</u> that demonstrate the overall growth and success of the SAE. (6-5)	Candidate submitted six quality photos with <u>slightly vague captions</u> that demonstrate the overall growth and success of the SAE. (4-3)	Candidate submitted six <u>poor quality</u> photos with <u>non-descriptive captions</u> that demonstrate the overall growth and success of the SAE or submits fewer than six photos. (2-0)	_____
Area	Section	Points Possible	High Points 3	Mid Points 2	Low Points 1- 0	Points Earned
Supplemental Information	Supplemental Information	3	Candidate submitted at least one additional page of SAE related information that <u>added value</u> to the application. (3)	Candidate submitted an additional page(s) of SAE related information that <u>added limited value</u> to the application. (2)	Candidate submitted no additional page(s) of SAE related information or the page(s) <u>added little or no value</u> to the application. (1-0)	_____
Area	Section	Points Possible	High Points 3	Mid Points 2-1	Low Points .5- 0	Points Earned
Spelling and Grammar		3	Candidate makes <u>no errors</u> in grammar or spelling that distracts the reader from the content. (3)	Candidate makes <u>limited errors</u> in grammar or spelling that distracts the reader from the content. (2-1)	Candidate makes <u>excessive errors</u> in grammar or spelling that distracts the reader from the content. (.5-0)	_____
Total Points = 100						

Judge's Signature _____ Date _____

Placement Proficiency Award Scoring Rubric

Proficiency Area:			Applicant Name:		Chapter/State:	
Area	Section	Points Possible	High Points 4-3	Mid Points 3-2	Low Points 1-0	Points Earned
SAE Explanation and Relation to Award Area	Performance Review A, Question 1	4	Response demonstrates a <u>clear understanding</u> of their SAE program. (4-3)	Response demonstrates a <u>limited understanding</u> of their SAE program. (3-2)	Response demonstrates <u>little or no understanding</u> of their SAE program. (1-0)	_____
Roles, Responsibilities and/or Management Decisions Made	Performance Review A, Question 2	4	Response demonstrates a <u>clear description</u> of roles, responsibilities and/or management decisions made related to their SAE program. (2)	Response demonstrates a <u>limited description</u> of roles, responsibilities and/or management decisions made related to their SAE program. (1.5-1)	Response demonstrates <u>little or no description</u> of roles, responsibilities, and/or management decisions made related to their SAE program. (.5-0)	_____
			Response demonstrates <u>significant change or progression</u> (growth) of roles, responsibilities and/or management decisions made over time period represented. (2)	Response demonstrates <u>limited change or progression</u> (growth) of roles, responsibilities and/or management decisions made over time period represented. (1.5-1)	Response demonstrates <u>no change or progression</u> (growth) of roles, responsibilities and/or management decisions made over time period represented. (.5-0)	_____
Challenges	Performance Review A, Question 3	4	Response demonstrates a <u>complete explanation</u> of the challenge and steps utilized to address the challenge. (2)	Response demonstrates a <u>limited explanation</u> of the challenge and steps utilized to address the challenge. (1.5-1)	Response demonstrates <u>little or no explanation</u> of the challenge and steps utilized to address the challenge. (.5-0)	_____
			Response demonstrated candidate's <u>complete involvement</u> in addressing the challenge. (2)	Response demonstrated candidate's <u>limited involvement</u> in addressing the challenge. (1.5-1)	Response demonstrated <u>no involvement</u> in addressing the challenge. (.5-0)	_____
Area	Section	Points Possible	High Points 3	Mid Points 2	Low Points 1-0	Points Earned
Progress - Accomplishments	Performance Review B	3	Responses <u>clearly</u> identify three accomplishments related to the award area. (1.5)	Responses <u>vaguely</u> identify three accomplishments related to the award area. (1)	Responses <u>do not identify</u> three accomplishments related to the award area. (.5-0)	_____
			Accomplishment illustrate <u>significant</u> impact that influenced the growth and success of their SAE program (1.5)	Accomplishment illustrate limited changes that influenced the growth and success of their SAE program. (1)	Accomplishment illustrate <u>no impact</u> that influenced the growth and success of their SAE program. (.5-0)	_____
Area	Section	Points Possible	High Points 3	Mid Points 2	Low Points 1-0	Points Earned
Impact	Performance Review C	3	Responses <u>clearly describe</u> three experiences from their SAE program or activities that will impact the candidate's future. (3)	Responses <u>vaguely describe</u> three experiences that will impact the candidate's future. (2)	Responses <u>do not describe</u> three experiences from their SAE program or activities that will impact the candidate's future. (1-0)	_____
Area	Section	Points Possible	High Points Placement: 32-22	Mid Point Placement: 21-11	Low Points Placement: 10-0	Points Earned
SAE Size, Scope, Responsibilities (Details)	SAE Placement & Exploratory	32 Points Placement	<u>Includes</u> a complete SAE description, size, scope, responsibilities or hours and/or income. (10-8)	<u>Limited inclusion</u> SAE description, size, scope, responsibilities or hours and/or income. (7-5)	<u>Little to no</u> SAE description, size, scope and responsibilities or hours and/or income. (4-0)	_____
			Shows <u>significant growth</u> , in diversification, responsibilities or hours and/or income and engagement over time period and opportunities represented. (22-15)	Shows <u>limited growth</u> , in diversification, responsibilities or hours and/or income and engagement over time period and opportunities represented. (14-7)	Shows little or <u>no growth</u> , in diversification, responsibilities or hours and/or income and engagement over time period and opportunities represented. (6-0)	_____

Area	Section	Points Possible	High Points 12-8	Mid Points 7-5	Low Points 4-0	Points Earned
Learning Outcomes & Efficiency Factors	Learning Outcomes & Efficiency Factors	12	<u>4 or more responses</u> reflective of SAE, each clearly demonstrates (measurable) improvement of efficiencies over time period reported, or clearly identifies how poor efficiencies led to decision improving overall SAE enterprises or activities. (12-8)	<u>2-3 responses</u> , or each listed, partially demonstrates improvements of efficiencies over time period reported, or partially identifies how poor efficiencies led to decision improving overall SAE enterprises or activities. (7-5)	<u>2-0 responses</u> and does not demonstrate or relate improvements of efficiencies to the SAE over time period reported, or does not identify how poor efficiencies led to decision improving overall SAE enterprises or activities. (<u>4-0</u>)	_____
Area	Section	Points Possible	High Points 26-19	Mid Points 18-8	Low Points 7-0	Points Earned
Skill Development and Contribution to Success	Skills, Competencies, and Knowledge	26	<u>All 10 competencies</u> demonstrate skills that are <u>appropriate</u> for the size, scope and responsibilities of the program. (13-9.5)	<u>Some (5-9) of competencies</u> are <u>somewhat appropriate</u> for the size, scope and delivery of responsibilities of the SAE. (9-4)	<u>Less than 5 competencies</u> are listed and/or are <u>not appropriate</u> for the size, scope and delivery of responsibilities of the SAE. (3.5-0)	_____
			<u>All 10 contributions</u> demonstrate application of skill attainment with <u>significant measurable impact</u> on the overall success of the SAE. (13-9.5)	<u>Some (5-9) of the contributions</u> demonstrate <u>application</u> of skill attainment with <u>incomplete measurable impact</u> on the overall success of the SAE. (9-4)	<u>Less than 5 contributions</u> are listed and/or demonstrate limited application of skill attainment with <u>no measurable impact</u> on the overall success of the SAE. (3.5-0)	
Area	Section	Points Possible	High Points 6-5	Mid Points 4-3	Low Points 2-0	Points Earned
Photos	Photo Pages 1-6	6	Candidate submitted six high quality photos with <u>clearly descriptive captions</u> that demonstrate the overall growth and success of the SAE. (6-5)	Candidate submitted six quality photos with <u>slightly vague captions</u> that demonstrate the overall growth and success of the SAE. (4-3)	Candidate submitted six <u>poor quality</u> photos with <u>non-descriptive captions</u> that demonstrate the overall growth and success of the SAE or submits fewer than six photos. (2-0)	_____
Area	Section	Points Possible	High Points 3	Mid Points 2	Low Points 1-0	Points Earned
Supplemental Information	Supplemental Information	3	Candidate submitted at least one additional page of SAE related information that <u>added value</u> to the application. (3)	Candidate submitted an additional page(s) of SAE related information that <u>added limited value</u> to the application. (2)	Candidate submitted no additional page(s) of SAE related information or the page(s) <u>added little or no value</u> to the application. (1-0)	_____
Area	Section	Points Possible	High Points 3	Mid Points 2-1	Low Points .5 - 0	Points Earned
Spelling and Grammar		3	Candidate makes <u>no errors</u> in grammar or spelling that distracts the reader from the content. (3)	Candidate makes <u>limited errors</u> in grammar or spelling that distracts the reader from the content. (2-1)	Candidate makes <u>excessive errors</u> in grammar or spelling that distracts the reader from the content. (.5-0)	_____

Total Points = 100

Judge's Signature _____ Date _____



NATIONAL CHAPTER AWARD APPLICATION RUBRIC

National judges use the following scale for determining a chapter's star rating over all activities in Form II. Chapters will complete nine activities, three activities in each division.

Star Level	Point Range
Three Star	450 to 360 points
Two Star	359 to 269 points
One Star	268 to 0 points

Rubric

	High Points 2 points	Middle Points 1 point	No Points 0 points	Points Possible	Points Earned
Activity Description	<p>Description clearly explains the purpose and reason the chapter is implementing the activity. Description clearly answers the following questions:</p> <ul style="list-style-type: none"> • What is the purpose of this activity? • Why is the activity taking place? 	<p>Description is vague in purpose and reason the chapter is implementing the activity.</p>	<p>No clear purpose and reason the chapter is implementing the activity is stated.</p>	5	<p>_____</p> <p>x 2.5</p> <p>= _____</p>

	High Points 3 points	Middle Points 2 points	Low Points 1-0 points	Points Possible	Points Earned
Goal	<p>Goal is well written and utilizes all five components of a SMART (Specific, Measurable, Attainable, Realistic and Time) goal. The goal answers the following questions:</p> <ul style="list-style-type: none"> • Who will perform the duties to meet the goal? • When will the goal will be completed? 	<p>Goal is vague and does not utilize the components of a SMART goal.</p>	<p>Goal is poorly written and does not utilize the components of a SMART goal.</p>	3	

	High Points 3 points	Middle Points 2 points	Low Points 1-0 points	Points Possible	Points Earned
Plan of Action	<p>Plan of action clearly identifies the following:</p> <ul style="list-style-type: none"> • What needs to be accomplished to meet the goal? • Where will the activity take place? • How will the chapter implement the goal to accomplish this activity? • How will the goal be accomplished? (This should include necessary steps for completion.) • Who will perform the duties to meet the goal? 	<p>Plan of action is vaguely written and only addresses parts of the following:</p> <ul style="list-style-type: none"> • What needs to be accomplished to meet the goal? • Where will the activity take place? • How will the chapter implement the goal to accomplish this activity? • How will the goal be accomplished? (This should include necessary steps for completion.) • Who will perform the duties to meet the goal? 	<p>Plan of action does not identify the following:</p> <ul style="list-style-type: none"> • What needs to be accomplished to meet the goal? • Where will the activity take place? • How will the chapter implement the goal to accomplish this activity? • How will the goal be accomplished? (This should include necessary steps for completion.) • Who will perform the duties to meet the goal? 	3	
	High Points 1 point	Middle Points 0.5 points	No Points 0 points	Points Possible	Points Earned
Outcome evaluated and reported (goal met or unmet)	<p>Response clearly states whether the goal was unmet, met or exceeded. If all aspects of the SMART goal were met, clearly states by how much it exceeded. If goal was unmet, circumstances or reasoning as to why is explained in detail and what would be done differently next time to meet the goal.</p>	<p>Response vaguely states whether the goal was unmet, met or exceeded. If all aspects of the SMART goal were met, it states by how much it exceeded. If goal was unmet, circumstances or reasoning as to why is explained and what would be done differently next time is identified.</p>	<p>Response does not or poorly states whether all aspects of the SMART goal were unmet, met or exceeded. It does not identify how much the goal was met by or does not include the circumstances as to why the goal was unmet.</p>	1	

	High Points 3 points	Middle Points 2 points	Low Points 1-0 points	Points Possible	Points Earned
Advancing leaders, communities or agriculture	Response clearly states the purpose of the activity and the benefit of this activity at or above the local level. Uses qualitative data to help explain how the activity advanced students, community, or agriculture.	Response vaguely states the purpose of the activity and the benefit of this activity at or above the local level. Uses some data to help explain how the activity advanced students, community, or agriculture.	Response does not or poorly states the purpose of the activity and the benefit of this activity at or about the local level. Does not use qualitative data to explain how the activity advanced students, community, or agriculture.	6	_____ x 2 = _____

	High Points 3 points	Middle Points 2 points	Low Points 1-0 points	Points Possible	Points Earned
Impact	Response clearly explains the impact on the chapter, its members, and the intended audience. Uses quantitative data to help explain how the activity impacted the intended audience.	Response vaguely explains the impact on the chapter, its members, and the intended audience. Uses some data to help explain how the activity impacted the intended audience.	Response does not explain the impact on the chapter, its member, or the intended audience. No data is used to explain the impact of the activity.	6	_____ x 2 = _____

	High Points 2 points	Middle Points 1 point	No Points 0 points	Points Possible	Points Earned
Related to quality standard	Activity and benefits relate directly to the chosen quality standard.	Activity and benefits relate partially to the chosen quality standard.	Activity and benefits do not relate in any way to the chosen quality standard.	4	_____ x 2 = _____

	High Points 3 points	Middle Points 2 points	Low Points 1-0 points	Points Possible	Points Earned

Photo	A clear, high-quality photo illustrating the chapter's activity in action is displayed.	A photo that partly illustrates the chapter's activity is displayed.	A photo collage or a poor-quality photo that does not illustrate the activity well is displayed.	3	
	High Points 3 points	Middle Points 2 points	Low Points 1–0 points	Points Possible	Points Earned
Photo Caption	A caption that clearly describes the activity is used.	A caption that vaguely describes the activity is used.	A caption that does not describe the activity is used.	3	
	High Points 2 points	Middle Points 1 point	No Points 0 points	Points Possible	Points Earned
Spelling & Grammar	No errors or slight errors in grammar or spelling are made that distract the reader from the content.	Major errors in spelling and grammar are made that distract the reader from the content.	Excessive errors in spelling and/or grammar are made that distract the reader from the content.	2	



NATIONAL CHAPTER AWARD APPLICATION SCORESHEET

	DIVISIONS								
	Growing Leaders			Building Communities			Strengthening Agriculture		
	1	2	3	1	2	3	1	2	3
Activity Information, Goals and Plans of Action:									
Activity description (5 points)									
Goal one (3 points)									
Plan of action for goal one (3 points)									
Outcome evaluated and reported (1 point)									
Goal two (3 points)									
Plan of action for goal two (3 points)									
Outcome evaluated and reported (1 point)									
Goal three (3 points)									
Plan of action for goal three (3 points)									
Outcome evaluated and reported (1 point)									
<i>Subtotal (possible 26 points)</i>									
Results and Evaluation:									
Advancing leaders, communities or ag (6 points)									
Impact (6 points)									
Related to quality standard (4 points)									
Photo (3 points)									
Caption (3 points)									
Spelling and grammar (2 points)									
<i>Subtotal (possible 24 points)</i>									
Activity Total (possible 50 points)									
Division Total (possible 150 points)									
Replication of activity within application (-25 points)									
Activity date out of range (-25 points)									
Multiple activities in one (-25 points)									
Collaborative activity replication (-25 points)									
Activity does not match quality standard (-25 points)									
Total Less Deductions									
OVERALL TOTAL (possible 450 points)									

Washington FFA State Degree Reviewer Checklist – 2022-2023

FFA Member Name: _____

FFA Chapter Name: _____

Reviewer's Name: _____

**Do Not Review your own
Chapter's Applications**

- Y N The application is signed by all required individuals. **(Not including the State Advisor Yet)**
- Y N The applicant has a cumulative GPA of “C” or better.
(should be signed off by Counselor or Administrator) (HINT: circle one to indicate which)
- Y N **24 months** of FFA membership is reflected by the information in the application.
- Y N Entrepreneurship or Placement projects have listed dollars and/or hours, size and scope of project, a short description of the overall project. **(Hours need to be a realistic amount)**
- Y N Does the application reflect an SAE project in the Agriculture industry?
- Y N Are inventory changes reflected in the SAE project narrative and records?
- Y N Do the beginning and ending inventories match?
- Y N Are vehicles, ATV's, motorcycles, etc. purchased as part of the SAE project? **(Answer could be NO)**
If Yes...are operating expenses for vehicles, etc. reflected in application? Yes or No
..... are values for vehicles, etc. purchased reflected in application? Yes or No
- Y N The applicant has **earned and productively invested \$1000**
or worked **at least 300 hours** in excess of scheduled class time
or a combination thereof in a SAE program
Reminder: 300 hours of non-paid work qualifies member for State FFA Degree)
- Y N Gain or Loss of Owner's Equity is equal to or less than Maximum Possible Increase in Owner's Equity.
- Y N Are the records in the application a realistic reflection of the SAE Project.
- Y N The applicant participated in **5 activities in 3 different categories** above the Chapter level.
- Y N Did the applicant participate in **at least 2** community service activities for a total of **at least 20 hours**?
 (Community service activities must meet eligible requirements and include a description of activity)
- Y N Are there any error messages in the application? **(Please review individually to catch NEW updates)**
- Y N The applicant has served as a chapter officer or committee member. **(Included in Application)**
- Y N The transcript shows required hours in agriculture education courses. **(360 hours)**
(Highlight Agriculture Education Classes)

Reviewer Comments in regard to eligibility for the State FFA Degree: _____

All Approved State Degree Applicant Names **MUST** Be Submitted to Tamara Whitcomb after Review and **by March 1st**.

_____ **Approved** _____ **Not Approved** _____
Signature of District Reviewer Date

From: Tamara Whitcomb
Sent: Tuesday, January 11, 2022 2:56 PM
To: WAAE
Subject: [Waae] 2022 WA State FFA Degree - Important Updates!!

Good Morning Washington State Ag. Teachers,

Over the last year the FFA Board of Directors has approved several changes to the State FFA Degree process and requirements to assist your FFA members earn a State FFA Degree. Changes #1 and #2 will be a permanent part of the process, and Changes #3 and #4 will apply as part of our COVID solutions for the 2022-2023 State Degree review years. It is important to remember that FFA members that wish to qualify for an American Degree will still be subject to the requirements for an American Degree application.

There are also 2 attachments to this email to assist with the District Review process including: Modified State Degree Checklist (2022-2023 only) and a List of Acceptable/Unacceptable Community Service Activities (provided by the National FFA). One of the requirements on the checklist still includes a recent copy of the students Transcript, so be sure to attach one and highlight the agricultural education courses to make it easier to review. Another requirement is for FFA members to have 24 months of FFA membership. This does **NOT HAVE TO BE** during the immediate past 24 months. If this creates an issue with the Met/Not Met section in the application, please know that Denny Wallace has confirmed that FFA members just need to have 24 months of FFA membership.

Below is a list of changes/adjustments that will take effect starting this year:

#1 - State Degree Resume - Students will no longer have to include a Resume as part of the State FFA Degree application process. It was **Approved by the FFA Board on 3/17/21** to do away with the resume since it was not to industry standard. Students will need to include their leadership service as a chapter officer or committee chair in their State Degree Application. For this year if they are an AET user then simply journaling their "Time in Leadership Roles" is a great way to add this to their application. For Non-AET users I would find a way to describe it in the activities they are involved in to make sure it is included in their State FFA Degree application.

#2 - State Degree Family Contributions - State Degree Applications that have family contributions will not subtract from their productively invested income amount. This was **Approved by the FFA Board on 7/7/21**. At this time an additional column has not been added to the State FFA Degree to help designate these contributions, but it is a work in progress and will be updated as soon as possible. Please take this into account when evaluating applications this year at the district level.

#3 - 5 Different Activities above the Chapter Level - FFA members must have 5 activities total above the chapter level, within 3 different categories (ex: 2 livestock judging events, 2 meats events, 1 public speaking). **Approved by the FFA Board on 12/15/21.**

-This would allow students to double dip on some activities, which is different from the normal requirements of 5 different activities (each activity cannot count more than once) above the chapter level.

-All activities that students participated in virtually above the chapter level would count if they registered and participated in the event.

-While having a minimum requirement is acceptable for a state degree, students would still need to have a full list of 5 different activities above the chapter level to be eligible for a State Star.

-This adjustment will be in effect for the 2022 and 2023 State Degree Years only. This guideline will be reevaluated in the Fall of 2023.

#4 - State Degree Community Service Hours Required - Community Service Hours will be lowered to **20 total hours** in at least 2 different areas instead of the normal 25 hours. **This was Approved by the FFA Board on 12/15/21.**

-Please check the list of acceptable and unacceptable community service attached to this email. This comes directly from National FFA.

-Remember it is often the wording your students use to describe the activity. I would encourage them to list the name of the activity and give a description vs. just a name for the group and no description to help someone decide if it is an acceptable community service activity.

-While having a minimum requirement is acceptable for a State Degree, students would still need to meet the 25 hour requirement to be eligible for a State Star.

-This adjustment will be in effect for the 2022 and 2023 State Degree Years only. This guideline will be reevaluated in the Fall of 2023.

If you have questions or need assistance please contact Denny Wallace, Dany Cavadini, Lisa Baser or myself. We look forward to helping your students earn their State FFA Degree this year.

Thanks,
Tamara Whitcomb
Mt. Baker Agriculture Instructor / FFA Advisor
twhitcomb@mtbaker.wednet.edu
(360) 556-1505

From: Tamara Whitcomb
Sent: Wednesday, January 12, 2022 2:47 PM
To: WAAE
Subject: [Waae] A NEW WAY to List Leadership for State Degree App

Good Afternoon Everyone,

I got a couple of emails this morning about Chapter Leadership Roles NOT showing up in the State Degree Application after a student entered them. After a bit of triage (using a student of mine as a guinea pig) I figured out a way to make it show up.

The State Degree Application is geared to pull only activities that students participate in at the District/Area/State/National level. It does not pull items that are listed at the chapter level into the application. With that in mind this is what I suggest you have your students do to make sure it shows up.

1. Go to Journal "Time in Leadership Roles"
2. Click Here to Add a New
3. Add a New Office
4. Under Select Office: President, V.P., Executive Committee Member, etc...
5. Under Select Level: Choose "Area" for Chapter officers and/or "District" for District officers
6. Make sure to select dates that fit the application (Nothing past Dec. 31st, 2021)
7. Then Add New Office

If you go to the State Degree Application it will NOW show up in the Activities Tab as a Leadership Role.

I hope this helps you and your students out. Please feel free to keep the questions coming to make sure our FFA members earn their State FFA Degree under our new system this year.

Thanks,
Tamara Whitcomb
Mt. Baker Agriculture Instructor / FFA Advisor
twhitcomb@mtbaker.wednet.edu
(360) 556-1505



2020 Washington FFA State Degree Application

State Degree Reviewer Checklist

	Reviewers	
	YES	NO
The application is signed by all required individuals. (Not including the State Advisor Yet)		
The applicant has a cumulative GPA of "C" or better. (Should be signed off by Counselor or Administrator) (HINT: circle one to indicate which)		
24 months of FFA membership is reflected by the information in the application.		
Entrepreneurship or Placement projects have listed dollars and/or hours, size and scope of project, a short description of the overall project. (Hours need to be a realistic amount)		
Does the application reflect an SAE project in the Agriculture industry?		
Are inventory changes reflected in the SAE project narrative and records?		
Are vehicles, ATV's, motorcycles, etc. purchased as part of the SAE project? (Answer could be NO)		
If Yes...are operating expenses for vehicles, etc. reflected in application?		
If Yes...are values for vehicles, etc. purchased reflected in application?		
Are the records in the application a realistic reflection of the SAE Project?		
The applicant participated in 5 different activities above the Chapter level.		
Did the applicant participate in at least 2 community service activities for a total of at least 25 hours ? (Community service activities must meet eligible requirements)		
Are there any error messages in the application? (Answer should be NO)		
The applicant has served as a chapter officer or committee member. (Listed on Resume)		
The transcript shows required hours in agriculture education courses. (360 hours) (Highlight Agriculture Education Classes)		

Reviewer Comments in regards to eligibility for the State FFA Degree:

All Approved State Degree Applications **MUST** Be Mailed After the Review and **Received by March 1st**

_____ **Approved** _____ **Not Approved**

Signature of District Reviewer

Date



FFA Degree Community Service Guidelines

Updated: 08/2019

Community service is the engagement of individuals or groups in an organized activity that contributes to the local, national or world community. Community service activities are those opportunities that are available to all residents of a community. They consist of activities that make the community a better place to live and work. It is also known as volunteering which is defined as the practice of people working on behalf of others or a particular cause, without payment, for their time and services.

FOR ACTIVITIES TO BE ACCEPTABLE AS FFA DEGREE COMMUNITY SERVICE HOURS ALL OF THE FOLLOWING MUST BE MET:

1. The activity includes tangible community involvement by the applicant.
2. The applicant has an opportunity to gain skills and competencies or apply skills and competencies learned in the classroom setting.
3. The activity has a demonstrated positive impact and is focused on helping others, improving community resources or improving community infrastructure.
 - a. Community members impacted may not primarily be members of the applicants own family.
4. The applicant must voluntarily donate his/her time, energy and knowledge outside of any class time, including non-agricultural education class time.
 - a. If the applicant is allowed to perform service in place of other required activities (*classwork for example*) it is not donated time and should not be counted.
 - b. Service required for reparations or punishment is not voluntary and cannot be counted.
5. Community Service activities can be organized by a group the applicant is a part of (*FFA Chapter, church congregation, sports team, etc.*), but the activity cannot be for the benefit of the group itself.

Exception: *If the applicant is a member of a group whose SOLE purpose for existing is to provide service (March of Dimes, United Way, American Cancer Society, etc.) an event put on by the group may benefit its own service mission.*
6. Activities listed/hours counted as Community Service cannot be duplicated in the FFA activities section of the application or as unpaid SAE hours. Activities/hours may only be used in one section of an application.

FFA Degree Acceptable and Unacceptable Community Service EXAMPLES:

<p>Unacceptable <i>These examples are participation/engagement rather than service or directly benefit the participant.</i></p>	<p>Acceptable <i>These examples are voluntary, provide tangible benefit to the community and do not directly benefit the participant.</i></p>
<p>Participating in a fundraiser in which the profits benefit the FFA Chapter and/or chapter members.</p>	<p>Participating in a fundraiser organized by the FFA Chapter for which all profits are donated to another community group or cause.</p>
<p>Organizing and/or participating in a fall leaf clean up at your own club headquarters or a relative's home.</p>	<p>Organizing and/or participating in a fall leaf clean up for a civic building, community park, or for a group of community members in need.</p>
<p>Volunteering as the scorekeeper, manager, concessions stand attendant, etc. for your own or your school's sports team, band, play, assembly, choir performance, etc.</p>	<p>Volunteering as the unpaid coach, scorekeeper, manager or referee for a non-profit community sports team, band, choir, dance troupe, etc.</p>
<p>Playing on a sports team or participating in a club, band, scout troop, church choir, etc.</p>	<p>Participating in community service activities with or organized by a sports team, club, band, scout troop, church choir, etc.</p>
<p>Participating in or conducting religious worship services/practices such as performing in choir, band, play, re-enactment, providing clerical services (<i>alter server, priest, missionary, usher, etc.</i>); proselytizing, teaching religion classes, etc.</p>	<p>Participating with or as part of a non-profit religious organization/group/congregation to provide meals, build homes, provide child care, teach non-religion classes (<i>English language, employment skills, homemaking skills, etc.</i>)</p>
<p>Cleaned school windows as required service to make up for truancy, unacceptable behavior or other prohibited acts.</p>	<p>Volunteer to clean windows at local library, courthouse, community center or other not for profit public building/space.</p>
<p>Showing your own or assisting relatives to show animals at a livestock show for an award or to sell.</p>	<p>Serve as a volunteer to organize/conduct a community education event/display at a livestock show or fair.</p>
<p>Help with set up or tear down of fair/livestock show if such participation is a requirement for participation in the event/show.</p>	<p>Work with FFA, 4H or other group to voluntarily, and with no compensation to the group, setup/clean up a community event such as a fair, livestock show, community event, etc.</p>
<p>As a member of FFA or any other group (<i>4H, scouts, Key Club, etc.</i>) provide training for competitions, events, offices, etc. to your own chapter/group/club.</p>	<p>As an unpaid volunteer provide training for competitions, events, offices, etc. to members of a group of which you are not a member.</p>
<p>Serving as an officer in FFA, 4-H, scouts, Glee Club, etc.</p>	<p>Time spent planning, organizing and conducting a community service project as an officer or member of an organization/club/group. (<i>Cannot be double counted as an FFA or SAE activity for other degree requirements.</i>)</p>
<p>Provided paid training, judging or consulting services to groups or organizations. Example: Serving as a paid livestock judge for junior show.</p>	<p>As an unpaid volunteer, provide training for non-profit, DIRECT AND TANGIBLE community benefit to any group, including one of which you are a member, such as disaster preparation, first aid, suicide prevention, abuse prevention, hunter safety, pollution prevention, invasive species education and control, etc.</p>



American FFA Degree Manual Review Sheet

Updated: 01/2022

Yes No

Graduation Year

- _____ _____ 1. Is at least one year prior to but no more than 4 years prior to the year application is submitted.
Example: May 2020 graduates are eligible to receive degree at 2021 - 2023 conventions.
- a. **Exception:** Active duty military service qualifies for a limited extension of eligibility, see [National FFA Organization Constitution Article V. Membership Section B Active Membership](#).

GENERAL SAE CHECKS

- _____ _____ 2. Records to substantiate each SAE type marked, on Page 4, Section II. SAE Types, are present in the application. (*i.e. Research was selected there must be a research information page.*)
- _____ _____ 3. SAE projects are all listed as the correct type (*Entrepreneurship, Placement or Research*) with the correct type of supporting records included in application. *Example: Animals owned by the applicant may not be listed as Placement projects. Research projects conducted by applicant must be listed as Research projects not Placement projects.*
- _____ _____ 4. SAE projects are not duplicated as multiple SAE types or as both paid and unpaid hours. *Examples: Same project listed as both Research and Placement. Same project listed as Entrepreneurship and Placement. Same Placement project hours listed as both Paid and Unpaid.*
- _____ _____ 5. Application includes at least three years of SAE records, including the most recent year ended Dec 31, which have been verified by state processes.
- _____ _____ 6. Each project included in the application provides enough detail for an outside reviewer to understand what it is and how it is agriculturally related. (*i.e. Description should include name of employer/project, duties and responsibilities of applicant, description of employment/project.*)
- _____ _____ 7. Each project included meets state guidelines to be considered a Supervised **AGRICULTURAL** Experience.
- a. National reviewers use the National Council for Agricultural Education [AFNR standards](#) to determine if the project is agricultural. National reviewers will consult with state staff if a projects eligibility is questioned.

RESEARCH SAE

- _____ _____ 8. Are only individually titled research projects listed in the SAE – Research section? (*i.e. Each project is listed with a descriptive "Research Title" that provides enough description for a reviewer to determine what research was about so agricultural nature can be established. An entry such as "Research, 20 hrs." is not acceptable.*)
- _____ _____ 9. Are unusually high numbers of hours or income/expense explained in the box provided on the Checklist page of the application?

PLACEMENT SAE

- _____ 10. If application claims over 2,080 hours per year, is an explanation included in the box provided at the bottom of the Checklist page.
- _____ 11. Is the hourly pay rate reasonable for the described employment duties and responsibilities?
- _____ 12. SAE project descriptions describe only Placement projects. *Example: Project descriptions such as "Feed and groom **my** horse" or "Harvested **my** garden" lead reviewers to believe the project is an owned Entrepreneurship project.*

ENTREPRENEURSHIP SAE

- _____ 13. The "Income and Expense Summary of SAE Program" includes an appropriate amount of operating expense for each Entrepreneurship project described for each year an Entrepreneurship project is listed. *(Example: An application which includes owned livestock must show expenses to feed and maintain animals.)*
- _____ 14. All items included in both current and non-current inventory are **directly** related to the Entrepreneurship SAE projects included in the application.

COMMUNITY SERVICE

- _____ 15. Application lists at least three distinctly **DIFFERENT** community service activities, not only the same activity repeated three times, even if in different years.
- _____ 16. Listed activities meet Community Service Guidelines for FFA Degrees. ([Click Here for Guidelines](#) or download from American FFA Degree webpage of FFA.org.)

Community Service HINTS: Applications need to list "Individual/Group/Organization to whom service was Provided" in the first column, not who service was performed with. Applications which list FFA, 4-H or applicant's own school in the **first column** are wrong and will be questioned by national reviewers.

Example of Bad Entry:

Individual/Group/Organization to whom service was PROVIDED	Service performed and whom you performed the service with if applicable	Hours
FFA Chapter	Helped with fundraiser.	3

*In this example the applicant lists their FFA Chapter as the organization that they **served**. If true, this is not acceptable within the guidelines. A common error is for applicants to list who they served **WITH** in column 1. If what they actually did was participate in a fund raiser for something acceptable **with** their chapter, it meets the guidelines but is entered incorrectly leading reviewers to believe the service was provided **to** the chapter.*

Example of Acceptable Entry:

Individual/Group/Organization to whom service was PROVIDED	Service performed and whom you performed the service with if applicable	Hours
XYZ Local Children's Hospital	Raised money for play area.	3

In this example reviewers can reasonably assume the service was provided to a community group which meets the guidelines.

Example of Good Entry:

Individual/Group/Organization to whom service was PROVIDED	Service performed and whom you performed the service with if applicable	Hours
XYZ Local Children's Hospital	Volunteered with my FFA Chapter to hold a BBQ fundraising dinner. All money earned was used to clean and repair the children's play area in the pediatric wing of the hospital.	3

In this example reviewers can clearly determine the service meets the guidelines.



2015 American FFA Degree Application

ZZ
ZZ0002
601078329

Sponsored as a special project of the National FFA Foundation by:



Applicant Information

Applicant Name
Tyler Bill Smith
Chapter Name
Anywhere FFA

Statement of Candidate and Parent/Guardian

We have prepared this application and certify that the records are true, complete and accurate and we hereby permit for publicity purposes the use of any information included in the application with the exception of the following:

_____	_____
Date	Parent/Guardian Signature
_____	_____
Date	Candidate's Signature

Certification

We have verified the application and find that the statements contained herein are such that we are able to recommend him/her for the Degree/Award. Furthermore, we verify that he/she has conducted themselves in a manner to be a credit to the organization, chapter, school and community.

_____	_____
Date	Chapter President Signature
_____	_____
Date	Chapter Advisor Signature
_____	_____
Date	Superintendent or Principal Signature
_____	_____
Date	State Advisor or State Executive Committee Signature

Candidate's Scholastic Record

I hereby certify this applicant has achieved a high school record of "C" or better and has a satisfactory record of scholarship and participation in school activities.

_____	_____
Date	Administrator or Counselor (indicate which)



2015 American FFA Degree Application

ZZ
ZZ0002
601078329

Sponsored as a special project of the National FFA Foundation by:



Applicant Contact Information

Name as you want it to appear on the certificate

Tyler Bill Smith

Gender

Male

DOB

1/1/1994

Address

111 Anywhere Rd.

City

Anywhere

State

IL

Zip Code

44444

Email Address

rhunsinger@yaheo.com

Father/Guardian Name

John

Parent/Guardian Occupation

Minister

Name on the FFA Chapter Roster (if different)

Anywhere FFA

Name Pronunciation

Tie_ler Smith

Home Phone

111-111-1111

Mother/Guardian Name

Dianna

Parent/Guardian Occupation

Ag Teacher

Chapter Information

FFA Chapter Name

Anywhere FFA

School Address

111 Any Lane

School Phone

111-111-1112

School Name

Anywhere High School

School City

Anywhere

Chapter Advisor(s)

Mrs. Diana Loschen

School State

IL

School Zip Code

44444





2015 American FFA Degree Application

FFA ID
601078329

Sponsored as a special project of the National FFA Foundation by:



FFA History

Year FFA Membership Began
2009

Had continuous active FFA membership for the past 36 months?
Yes

Year Received State FFA Degree
2013

Have your Dues been paid?
Yes

Education Information

High School Graduation Year
2014

If not, give date left school

Years of Ag Education Offered (grades 7-12) in high school last attended
4

Ag Education completed in High School
Years: **3** Hours: **540**

Postsecondary/Vo-Tech Education Completed
Semesters: **0** Quarters:

Four-year College Completed
Semesters: **1** Quarters:

Received an average grade of C or better
Yes

Major
Farm Business Management

School Attended
University of Illinois

Military Duty - Dates of Full-Time Active Military Duty
N/A

World Experiences in Agriculture - Date of International Placement
N/A





2015 American FFA Degree Application

Basic Award Setup Information

I. Application Dates

Began Agricultural Education
10/1/2009

Application Ending Date
12/31/2014

II. SAE Types

- Exploratory, Supplemental, or Improvement
- Research
- Placement
- Entrepreneurship

III. Assets

1. Current/Operating Assets	Value at Beginning Date	Value at Ending Date
a. Cash on hand, checking and savings	\$7,587	\$37,125
b. Cash value - bonds, stocks, life insurance	\$0	\$0
c. Notes & Accounts Receivable	\$0	\$0
d. Current Inventory (Entrepreneurship Experiences)		Itemized ending inventory values are reported on "Ending Current Inventory" page.
1. Investment in harvesting and growing crops	\$0	
2. Investment in feed, seed, fertilizer, chemical, supplies, prepaid expenses, and other current assets	\$3,209	
3. Investment in merchandise, crops and animals purchased for resale	\$0	
4. Investment in raised market livestock & poultry	\$5,895	

2. Non-Current Inventory	Value at Beginning Date	Value at Ending Date
a. Investment in non-depreciable draft, pleasure, and breeding animals	\$5,300	Itemized ending inventory values are reported on "Ending Non-Current Inventory" page.
b. Investment in depreciable draft, pleasure, and breeding animals	\$8,126	
c. Investment in depreciable machinery, equipment, and fixtures	\$3,714	
d. Investment in depreciable land improvements, buildings, and fixtures	\$0	
e. Investment in land	\$0	

IV. Liabilities	Value at Beginning Date	Value at Ending Date
a. Accounts and notes payable	\$0	\$0
b. Current portion of non-current debt (the portion of non-current debt during this calendar year)	\$0	\$13,208
c. Real Estate Mortgages (total real estate mortgages minus current portions)	\$0	\$313,708
d. Other non-current liabilities (total other non-current liabilities minus current portions)	\$0	\$0

V. Personal Cash Income & Expense	Total Value
a. Sources of cash gifts	\$18,232
b. Sources of cash from Ag related (non-SAE) and personal earnings	\$0
c. (Deduct) Total Personal Expense/Draw	\$69,226
d. (Deduct) Education Expenses Taken Out	\$13,176





2015 American FFA Degree Application

Supervised Agricultural Experience - Placement and Exploratory

2014

Pathway	Employer or Project Name Job Title, Responsibilities, or Project Description	Unpaid Hours	Paid Hours	Total Hours	Gross Earnings	Current Expenses
Plant Systems	Beck's Superior Hybrids Crop Health Internship Fungicide Test with Partner Growers.	0	82	82	\$1,421	\$0
Plant Systems	Beck's Super Hybrids Nitrogen Test with Partner Growers	0	95	95	\$1,645	\$0
Plant Systems	Beck's Superior Hybrids Potassium Test with Partner Growers	0	30	30	\$520	\$0
Plant Systems	Beck's Superior Hybrids Y-Drop Nutrient Placer Tests	0	25	25	\$434	\$0
Plant Systems	Beck's Superior Hybrids Data Entry for Grower Trials	0	45	45	\$779	\$0
Plant Systems	Beck's Superior Hybrids Review Images with Partner Growers	0	55	55	\$953	\$0
Plant Systems	Beck's Superior Hybrids Diagnosed and Scouted Fields	0	92	92	\$1,593	\$0
TOTAL		0	424	424	\$7,345	\$0

Total

Unpaid Hours	Paid Hours	Total Hours	Gross Earnings	Current Expenses
0	424	424	\$7,345	\$0





2015 American FFA Degree Application

Supervised Agricultural Experience - Entrepreneurship

2009

Pathway	Name & Description	Size/Scope of Enterprise
Plant Systems	Corn Corn Production Entrepreneurship	10 acres - 2,144 bushels
Plant Systems	Soybeans Soybean Production Entrepreneurship	10 acres - 608 bushels
Animal Systems	Swine Swine Production Entrepreneurship	332 head - 24 litters
Animal Systems	Beef Beef Production Entrepreneurship	20 head - 7 calves

2010

Pathway	Name & Description	Size/Scope of Enterprise
Plant Systems	Corn Corn production	85.67 acres - 16,775.55 bushels
Plant Systems	Soybeans Soybeans Entrepreneurship	83.88 acres - 4,389.59 bushels
Plant Systems	Alfalfa Hay Alfalfa Hay Production Entrepreneurship	3 acres - 20.15 tons
Plant Systems	Grass Hay Grass Hay Entrepreneurship	13.02 tons
Animal Systems	Swine Swine Production	168 head - 21 litters
Animal Systems	Beef Beef Production Entrepreneurship	13 head, 5 calves

2011

Pathway	Name & Description	Size/Scope of Enterprise
Plant Systems	Corn Corn Production Entrepreneurship	113.33 acres - 23,524.12 bushels
Plant Systems	Soybeans Soybean Production Entrepreneurship	115.67 acres - 6,463.55 bushels
Plant Systems	Alfalfa Hay Alfalfa Hay Production Entrepreneurship	3 acres - 10.72 tons
Plant Systems	Grass Hay Grass Hay Production Entrepreneurship	24.18 Tons
Animal Systems	Swine Swine Production Entrepreneurship	221 Head - 22 litters
Animal Systems	Beef Beef Production Entrepreneurship	17 head - 8 calves

2012



Pathway	Name & Description	Size/Scope of Enterprise
Plant Systems	Corn Corn Production Entrepreneurship	116.67 acres - 20,970.09 bushels
Plant Systems	Soybeans Soybean Production Entrepreneurship	114 acres - 7,286.9 bushels
Plant Systems	Alfalfa Hay Alfalfa Hay Production Entrepreneurship	3 acres - 26.25 Tons
Plant Systems	Grass Hay Grass Hay Production Entrepreneurship	18.6 Tons
Animal Systems	Swine Swine Production Entrepreneurship	332 head - 37 litters
Animal Systems	Beef Beef Production Entrepreneurship	15 head - 6 calves
Animal Systems	Swine Swine Production Entrepreneurship	190 head - 19 litters

2013

Pathway	Name & Description	Size/Scope of Enterprise
Plant Systems	Corn Corn Production Entrepreneurship	114 acres - 17,615.79 bushels
Plant Systems	Soybeans Soybean Production Entrepreneurship	116.76 acres - 5,235 bushels
Plant Systems	Alfalfa Hay Alfalfa Hay Production Entrepreneurship	3 acres - 15 tons
Plant Systems	Grass Hay Grass Hay Production Entrepreneurship	12.13 tons
Animal Systems	Beef Beef Production Entrepreneurship	10 head - 5 calves

2014

Pathway	Name & Description	Size/Scope of Enterprise
Plant Systems	Corn Corn Production Entrepreneurship	258.74 acres - 36,990 bushels
Plant Systems	Soybeans Soybean Production Entrepreneurship	113.93 acres - 6,236.7 bushels
Plant Systems	Alfalfa Grass Hay Alfalfa and Grass Hay Entrepreneurship	Alfalfa: 3 acres - 15.75 tons; Grass: 26.13 Tons
Animal Systems	Swine Swine Production Entrepreneurship	245 head - 23 litters
Animal Systems	Beef Beef Production Entrepreneurship	11 Head - 5 Calves





2015 American FFA Degree Application

Candidate Inventory Statement - Current Inventory

A. Harvested and Growing Crops/Plants on 12/31/2014

Description	Quantity	Value
Stored Corn	11345	\$82,251
Stored Soybeans	2304	\$31,680
	TOTAL	\$113,931

B. Feed, Seed, Fertilizer, Chemicals, Supplies, Prepaid Expenses, and other Current Assets on 12/31/2014

Description	Quantity	Value
32% Nitrogen 32-9-9 (Prepaid)	6 Tons	\$2,268
DAP 18-46-0 (Prepaid)	18.5 Tons	\$10,453
Potash 0-0-60 (Prepaid)	18.5 Tons	\$10,453
NH 3 82-0-0 (prepaid)	15 Tons	\$11,970
Gestating Sow Feed (my 50%)	1000	\$90
Market Hog Feed (my 50%)	3000	\$225
Circo Virus Vaccine	85	\$234
Round Bales of Straw	14	\$350
Small Square Bales of Straw	140	\$355
Shavings	12	\$63
Vet and Med Supplies	1	\$290
Summary of Remaining Assets for Table B	1175	\$5,426
	TOTAL	\$42,177

C. Merchandise, Crops, and Animals Purchased for Resale on 12/31/2014

Description	Quantity	Value
	TOTAL	

D. Raised Market Animals on 12/31/2014

Description	Quantity	Value
Non-Breeding Swine (value is my 50% of the 53 market hogs)	53	\$3,445
	TOTAL	\$3,445





2015 American FFA Degree Application

Candidate Inventory Statement - Non-Current Inventory

E. Non-Depreciable Draft, Pleasure, or Breeding Animals on 12/31/2014

Description	Quantity	Ending Total Value
Swine Elite Bred Females (value is my 50%)	2	\$750
Swine Bred Females (value is my 50%)	7	\$1,400
Swine Open Breeding Female (value is my 50%)	1	\$75
Raised Yorkshire Boar (value is my 50%)	1	\$100
Bred Simmental Cow (Lilly)	1	\$3,000
Bred Simmental Cow (Marcy)	1	\$1,500
Simmental Replacement Heifer	1	\$1,250
	TOTAL	\$8,075

F. Depreciable Draft, Pleasure, or Breeding Animals on 12/31/2014

Description	Quantity	Acquisition Cost	Depreciation Claimed	Value
Simmental Cow (Zelda)	1	\$1,500	\$1,200	\$300
Simmental Cow (Lucy)	1	\$1,250	\$1,125	\$125
Hampshire Gilt (Scout) (value is my 50%)	1	\$225	\$168	\$57
Hampshire Gilt (Alice) (value is my 50%)	1	\$300	\$150	\$150
	TOTAL	\$3,275	\$2,643	\$632

G. Depreciable Machinery, Equipment, and Fixtures on 12/31/2014

Description	Acquisition Cost	Depreciation Claimed	Value
New Holland TR 87 Combine	\$31,000	\$4,428	\$26,572
New Holland TS 135A Tractor	\$52,500	\$7,000	\$45,500
Kinze 3600 12-24 Planter	\$60,000	\$0	\$60,000
New Holland 996 6 row Corn Head	\$15,300	\$2,185	\$13,115
DMI 470 Wagon	\$6,800	\$680	\$6,120
Brent 440 Wagon	\$5,000	\$2,500	\$2,500
DMI 470 Wagon	\$5,000	\$2,500	\$2,500
Hession 1120 9 foot Haybine	\$3,350	\$1,507	\$1,843
Farrowing Crates with Flush Pans	\$625	\$356	\$269
Summary of Remaining Assets for Table G	\$16,751	\$12,966	\$3,785
SC 20 Liquid Nitrogen Semen Tank	\$500	\$100	\$400
	TOTAL	\$196,826	\$34,222

H. Depreciable Land Improvements, Buildings, and Fences on 12/31/2014

Description	Acquisition Cost	Depreciation Claimed	Value
	TOTAL		

I. Land on 12/31/2014



Description	Quantity	Acquisition Cost
40 Acres - E. Ashkum Farm Ground	40	\$340,000
	TOTAL	\$340,000





2015 American FFA Degree Application

Income and Expense Summary of SAE Program

	2009	2010	2011	2012	2013	2014
1. Revenues from Operations						
a. Closing Current Inventory	\$7,491	\$76,367	\$122,110	\$104,360	\$119,190	\$159,553
b. Beginning Current Inventory	\$9,104	\$7,491	\$76,367	\$122,110	\$104,360	\$119,190
c. Change in Current Inventory	-\$1,613	\$68,876	\$45,743	-\$17,750	\$14,830	\$40,363
d. Cash Sales	\$49,212	\$87,246	\$152,034	\$214,960	\$172,350	\$390,571
e. Value Used at Home (Non-cash)	\$3,808	\$0	\$0	\$0	\$0	\$0
f. Value of Production Transferred to other enterprise, Transferred to Non-Current, Bartered or Labor Exchanged (Non-cash)	\$3,175	\$7,418	\$5,797	\$0	\$0	\$0
h. Gross Revenues (Change in Current Inventory and Total Sales)	\$54,582	\$163,540	\$203,574	\$197,210	\$187,180	\$430,934
2. Expenses from Operations						
a. Inventory Purchased for Resale (Cash)	\$17,062	\$81,101	\$127,230	\$102,709	\$101,873	\$250,486
b. Inventory Purchased for Resale (Non-Cash Transfers)	\$0	\$0	\$0	\$0	\$0	\$0
c. Cash Expenses (all other types)	\$22,345	\$19,175	\$25,499	\$19,160	\$12,211	\$14,371
d. Non-Cash Expenses (Transferred, Bartered, or SAE Labor Exchange)	\$3,175	\$7,418	\$5,797	\$0	\$0	\$0
e. Contributed Non-Cash Expenses (Gift or non-SAE Labor Exchange)	\$0	\$0	\$0	\$0	\$0	\$0
f. Total Operating Expenses	\$42,582	\$107,694	\$158,526	\$121,869	\$114,084	\$264,857
3. Net Income from Operations	\$12,000	\$55,846	\$45,048	\$75,341	\$73,096	\$166,077
4. Non-Current Inventory						
a. Closing Inventory	\$17,723	\$43,396	\$54,220	\$91,158	\$108,039	\$511,311
b. Transfer in from Operations (Non-Cash Transfers of non-current assets)	\$0	\$0	\$0	\$0	\$0	\$0
c. Contributed Inventory (Outside contribution of non-current assets - gift)	\$0	\$0	\$0	\$0	\$0	\$1,379
d. Purchases	\$4,030	\$26,200	\$11,745	\$52,819	\$31,000	\$422,100
e. Beginning Inventory	\$17,140	\$17,723	\$43,396	\$54,220	\$91,158	\$108,039
f. Sales	\$1,504	\$214	\$361	\$2,038	\$17,024	\$13,049
g. Non-Cash Sales	\$0	\$0	\$0	\$0	\$0	\$0
h. Net Non-Current Transactions	-\$1,943	-\$313	-\$560	-\$13,843	\$2,905	-\$7,158
5. Net Income From Operations & Net Non-Current Transactions	\$10,057	\$55,533	\$44,488	\$61,498	\$76,001	\$158,919
6. Annual Profitability Measures						
a. Operating Profit Margin (OPM) Net Operating Income/Totals Sales = % of sales related to profit	22%	34%	22%	38%	39%	39%
b. % of Total Returns from Net Non-Current Gains (Net Non-Current Gains/Total Gains)					4%	
c. Review Non-Current Ending Inv. Value						
7. Non-Cash Transfer/Exchange Review						
a. Check if Non-Cash Transactions are Balanced	YES	YES	YES	YES	YES	YES
b. Difference that non-cash income categories Non-Cash minus Non-Current Expenses are off	\$0	\$0	\$0	\$0	\$0	\$0



	Total
1. Revenues from Operations	
a. Closing Current Inventory	\$159,553
b. Beginning Current Inventory	\$9,104
c. Change in Current Inventory	\$150,449
d. Cash Sales	\$1,066,373
e. Value Used at Home (Non-cash)	\$3,808
f. Value of Production Transferred to other enterprise, Transferred to Non-Current, Bartered or Labor Exchanged (Non-cash)	\$16,390
h. Gross Revenues (Change in Current Inventory and Total Sales)	\$1,237,020
2. Expenses from Operations	
a. Inventory Purchased for Resale (Cash)	\$680,461
b. Inventory Purchased for Resale (Non-Cash Transfers)	\$0
c. Cash Expenses (all other types)	\$112,761
d. Non-Cash Expenses (Transferred, Bartered, or SAE Labor Exchange)	\$16,390
e. Contributed Non-Cash Expenses (Gift or non-SAE Labor Exchange)	\$0
f. Total Operating Expenses	\$809,612
3. Net Income from Operations	\$427,408
4. Non-Current Inventory	
a. Closing Inventory	\$511,311
b. Transfer in from Operations (Non-Cash Transfers of non-current assets)	\$0
c. Contributed Inventory (Outside contribution of non-current assets - gift)	\$1,379
d. Purchases	\$547,894
e. Beginning Inventory	\$17,140
f. Sales	\$34,190
g. Non-Cash Sales	\$0
h. Net Non-Current Transactions	-\$20,912
5. Net Income From Operations & Net Non-Current Transactions	\$406,496
6. Annual Profitability Measures	
a. Operating Profit Margin (OPM) Net Operating Income/Totals Sales = % of sales related to profit	35%
b. % of Total Returns from Net Non-Current Gains (Net Non-Current Gains/Total Gains)	
c. Review Non-Current Ending Inv. Value	
7. Non-Cash Transfer/Exchange Review	
a. Check if Non-Cash Transactions are Balanced	YES
b. Difference that non-cash income categories Non-Cash minus Non-Current Expenses are off	\$0





2015 American FFA Degree Application

Financial Balance Sheet Statement - Assets & Liabilities

A. Assets	Beginning Value	Ending Value
1. Current Assets		
a. Cash on hand, checking and savings	\$7,587	\$37,125
b. Cash Value - Bonds, stocks, life insurance	\$0	\$0
c. Notes & Accounts Receivable	\$0	\$0
d. Current Inventory (Entrepreneurship Experiences)		
1. Investment in harvesting and growing crops/plants	\$0	\$113,931
2. Investment in feed, seed, fertilizer, chemical, supplies, prepaid expenses, and other current assets	\$3,209	\$42,177
3. Investment in merchandise, crops, and animals purchased for resale	\$0	\$0
4. Investment in raised market animals	\$5,895	\$3,445
e. Total Current Inventory	\$9,104	\$159,553
f. Total Current Assets	\$16,691	\$196,678
2. Non-Current Assets		
a. Non-Current Inventory		
1. Investment in non-depreciable draft, pleasure, and breeding animals	\$5,300	\$8,075
2. Investment in depreciable draft, pleasure, and breeding animals	\$8,126	\$632
3. Investment in depreciable machinery, equipment, and fixtures	\$3,714	\$162,604
4. Investment in depreciable land improvements, buildings, and fences	\$0	\$0
5. Investment in land	\$0	\$340,000
b. Total Non-Current Assets	\$17,140	\$511,311
3. Total Assets	\$33,831	\$707,989
B. Liabilities		
1. Current Liabilities		
a. Accounts and Notes Payable	\$0	\$0
b. Current Portion of Non-Current Debt (the portion of non-current debt during this calendar year)	\$0	\$13,208
c. Total Current Liabilities	\$0	\$13,208
2. Non-Current Liabilities		
a. Real Estate Mortgages	\$0	\$313,708
b. Other Non-Current Liabilities	\$0	\$0
c. Total Non-Current Liabilities	\$0	\$313,708
3. Total Liabilities	\$0	\$326,916





2015 American FFA Degree Application

Financial Balance Sheet Information - Personal Contribution & Net Worth

C. Summary of Contributed Capital (Personal Finances in Balance Sheet)	
1. Beginning Value	\$33,831
2. Sources of Cash Gifts	\$18,232
3. Sources of Cash from Ag Related (non-SAE) and personal earnings	\$0
4. Sources of Non-Cash Contributions (Current and Non-Current)	\$1,379
5. (Deduct) Non-Cash Sales for "Used at Home"	\$3,808
6. (Deduct) Total Personal Draw	\$69,226
7. (Deduct) Education Expenses Taken Out	\$13,176
8. Net Personal Contribution	-\$32,768

D. Net Worth	Beginning Value	Ending Value
1. Contributed Capital (Represents the value of personal contribution)	\$33,831	-\$32,768
2. Retained Earnings (Represents the value of SAE net income, entrepreneurship & placement)		\$413,841
3. Total Net Worth	\$33,831	\$381,073
4. Total Liabilities & Net Worth	\$33,831	\$707,989

E. Accuracy Check for the Balance Sheet (Assets = Liabilities + Equity) & Growth		
1. Beginning Value	MET	
2. Ending Value		MET
3. Difference (met = \$0)	\$0	\$0
4. Total Growth in Equity		\$347,242

F. Financial Management Ratios		
1. Current Ratio (Measure of Liquidity) (Current Assets/Current Liabilities)		14.89
2. Working Capital (Measure of Liquidity) (Total Current Assets minus Total Current Liabilities)	\$16,691	\$183,470





2015 American FFA Degree Application

Financial Balance Sheet Statement - Earnings & Productively Invested

G. SAE Earnings	
1. Placement SAE Earnings (Cash)	\$7,345
2. Total Net Income from Operations & Net Non-Current	\$406,496
3. Total SAE Earnings (Retained Earnings)	\$413,841

H. Productively Invested	
1. Change in Net Worth (Productively Invested from Operations)	\$347,242
2. (Add) Total Educational Expenses (Personal Use)	\$13,176
3. (Deduct) Total Sources of Assets from Gifts or Non-SAE	\$0
4. Total Growth in Productively Invested	\$360,418

I. Unpaid Hours	
1. Total Unpaid Hours	0
2. Factor Per Hour	3.56
3. Total Unpaid Hours Factor (hours x rate)	0

J. Qualification Check	Your Value	Condition
Qualified under at least one option (Details of each option are listed below)		Met
Option 1 Conditions		
a. Productively Invested at least \$7,500 (Line H4)	\$360,418	Met
b. SAE Earnings at least \$10,000 (Line G3)	\$413,841	Met
Option 2 Conditions		
a. Productively Invested at least \$2,000 (Line H4)	\$360,418	Met
b. SAE Earnings at least \$2,000 (Line G3)	\$413,841	Met
c. Unpaid Hours at least 2,250 (Line I1)	0	
Option 3 Conditions		
a. Productively Invested at least \$2,000 (Line H4)	\$360,418	Met
b. SAE Earnings at least \$2,000 (Line G3)	\$413,841	Met
c. Unpaid hours factor + Productively Invested at least 10,000 (Line I3 + H4)	\$360,418	Met
d. Unpaid hours factor + SAE Earnings at least 10,000 (Line I3 + G3)	\$413,841	Met





2015 American FFA Degree Application

Community Service

2009

Group/Organization	Activity Name	Hours
Student Government	Freshman Class President	4.00
County 4-H	Livestock Judging Coaching Assistant (set-up classes, oral reasons, etc.)	17.00
TOTAL		21.00

2010

Group/Organization	Activity Name	Hours
County 4-H	Beef Weigh-In Assistant	9.00
High School	Prom Committee	5.00
Food Pantry	Donor and volunteer	4.00
Student Government	Sophomore Class Vice President	4.00
TOTAL		22.00

2011

Group/Organization	Activity Name	Hours
State Community College	Recruitment and livestock judging invitational contest	33.00
American Red Cross	Blood Drive Volunteer	5.00
American Cancer Society	Cancer Walk	4.00
TOTAL		42.00

2012

Group/Organization	Activity Name	Hours
State Community College	Assisted coaching Freshman team	27.00
Jr. Fair Volunteer	Secure judges, set-up, mail fair book, exhibitor checks)	15.00
TOTAL		42.00

2013

Group/Organization	Activity Name	Hours
State University Hoof and Horn	Swine Show Committee, Club Treasurer, Beef Preview Show	26.00
State Community College	Ag Club	5.00
Lutheran Church	Member/Usher	4.00
TOTAL		35.00

2014



Group/Organization	Activity Name	Hours
County 4-H	Leader - Swine Barn, clean-up assistant, cooling system, ring help)	13.00
County 4-H	Master Showmanship Competition Judge/Set-up help	4.00
	TOTAL	17.00





2015 American FFA Degree Application

Checklist of Minimum Qualifications

- All items must be "MET" to qualify.
- Only computer-generated checks are shown here.

Item	Value
Candidate has been an active FFA member for at least the immediate past 36 months.	MET
Candidate has the State FFA Degree.	MET
Ending Date for this application must be the year prior to National Convention for Degree.	MET
Applicant must have completed at least 3 full years (540 hours) of agriculture, or all of the agriculture offered at the school last attended.	MET
You must have graduated from high school at least 12 months prior to the National Convention for Degree.	MET
Non-cash income and expense is balanced each year on the Income/Expense Report.	MET
Accuracy Check for the Balance Sheet (Assets = Liabilities + Equity) & Growth	MET
Candidate has a record of at least 50 hours community service in at least 3 different activities.	MET
Student qualifies for the Degree with earnings, productively invested, and hours.	MET





2015 American FFA Degree Application

Degree Review Sheet

To ensure that only quality candidates with quality applications are nominated for the American FFA Degree, the FFA Advisor, preliminary review committee (at the state level) and State FFA advisor should review the following.

This sheet is designed to provide additional review areas that all must be marked "Yes" prior to declaration.

Yes	No	Review Area
		1. The candidate, parent/guardian, chapter president, chapter advisor, administrator and state advisor have signed the signature page. (Cover/Signature Page)
		2. Candidate has achieved a high school course record of "C" or better and has a satisfactory record of scholarship and participation in school activities certified by the school administrator or counselor Signature Page. (Scholastic Record, Signature Page)
		3. Candidate has graduated from high school at least twelve months prior to the National FFA Convention at which the degree is to be granted. (Cover Page 3, Education Information)
		4. Candidate has satisfactorily completed the equivalent of at least three years (540 hours) of systematic secondary school instruction in an agricultural education program, or has completed the program of agricultural education offered at the school last attended, or completed two years of secondary agriculture education and at least one year of post-secondary agriculture program at a technical school or university and a listed major. (Cover Page 3, Education Information)
		5. Candidate has maintained records to substantiate an outstanding supervised agricultural experience (SAE) program. Pages 5 to the end of the application (see below specific reviews)
		a. Candidate has developed SAE program skills, agriculturally related activities and state acceptable activities and details for each project. Begins Page 5 Supervised Agricultural Experience Pages (All types selected)
		b. Appropriate ending current inventory items listed that are relevant to the students total SAE program. Ending Current Inventory (All types)
		c. Appropriate ending non-current inventory items listed are relevant to the students total SAE program. A particular area to review is that a maximum 50% value of one vehicle can be claimed for a placement only SAE program. Ending Non-Current Inventory (All types)
		d. Appropriate annual current inventory values, non-current inventory values and annual review of non-current (No "Review" issues) are listed. Income and Expense Statement
		e. All application Version #'s on application pages are the same for each page – Application footnote on page 2 to the final page.
		6. Candidate has a record of Community Service participation in activities Community Service Page - (50 community service hours in 3 different activities are required)

If this is a "Star" Application - use Star checklist for further checks.

Special notes to consider for the application:

Any inventory obtained during the application years (purchased or received as gift/inheritance) will need to have an offsetting cash or non-cash entry reported accordingly in the application. Current inventory that was raised or born during an application year and transferred into non-current inventory to be retained for long-term use should have a (1) non-cash transfer (income-1f) and a corresponding (2) transfer in (non-cash purchase into non-current – 4b) for the year of the decision. The value of items received as gifts or inheritances should be listed in the setup page to represent cash provided or the income and expense page for actual gifts of items used in an SAE. The overall goal of this application is for students to use appropriate accounting processes and maintaining accurate financial and experiential records for both educational value and to create an accurate award application.

Area	Section	Max Points	High Points	Mid Points	Low Points	Points Earned
SAE Explanation and relation to award area	WA State Star Battery Question 1	3	Response demonstrates a clear understanding of their SAE program (3)	Response demonstrates a limited understanding of their SAE program. (2)	Response demonstrates little or no understanding of their SAE program (1)	
Roles, Responsibilities and/or management decision made	WA State Star Battery Question 2	3	Response demonstrates a clear description of roles, responsibilities and/or management decision made related to their SAE program (1.5) Response demonstrates significant change or progression (growth) of roles, responsibilities and/or management decision made over time-period represented (1.5)	Response demonstrates a limited description of roles, responsibilities and/or management decision made related to their SAE program (1) Response demonstrates limited change or progression (growth) of roles, responsibilities and/or management decision made over time-period represented (1)	Response demonstrates little or no description of roles, responsibilities and/or management decision made related to their SAE program (.5) Response demonstrates no change or progression (growth) of roles, responsibilities and/or management decision made over time-period represented (.5)	
Accomplishments	WA State Star Battery Question 3	3	Response clearly identifies one accomplishment related to the award area (1.5) Accomplishment illustrates significant impact that influenced the growth and success of their SAE (1.5)	Response Vaguely identifies one accomplishment related to the award area (1) Accomplishment illustrates limited impact that influenced the growth and success of their SAE (1)	Response does not identify one accomplishment related to the award area (.5) Accomplishment illustrates no impact that influenced the growth and success of their SAE (.5)	
Impact on Future	WA State Star Battery Question 4	3	Response clearly describe one experience from their SAE program or activities that will impact the candidate's future (3)	Response vaguely describe one experience from their SAE program or activities that will impact the candidate's future (2)	Response does not describe one experience from their SAE program or activities that will impact the candidate's future (1)	
SAE Size, Scope, Responsibilities	WA State Degree Application: (1) SAE Entrepreneurship Details Or (2) SAE Hrs./Wages	32	(Aspect 1) Includes a complete SAE description, size, scope, responsibilities or hours/and or income (10-8)	(Aspect 1) Limited inclusion SAE description, size, scope, responsibilities or hors/and or income (7-5)	(Aspect 1) Little or no SAE description, size, scope, responsibilities or hors/and or income (4-0)	
			(Aspect 2) Show significant growth in diversification, responsibilities or hours and/or income and engagement over time-period and opportunities represented (22-15)	(Aspect 2) Show limited growth in diversification, responsibilities or hours and/or income and engagement over time-period and opportunities represented (14-7)	(Aspect 2) Show limited or no growth in diversification, responsibilities or hours and/or income and engagement over time-period and opportunities represented (6-0)	

Income & Expense Statement	WA State Degree Application: Income and Expense Summary of SAE Program	14	Financial records (revenue and expenses) and net income from operations are very reasonable for the size and type of agriculturally related program reported (also review SAE details). Also, the net non-current transactions and Annual Review of Non-Current Inventory and Operating Profit (#6) are reasonable for the size and type of operations listed. (14-11)	Financial records (revenue and expenses) and net income from operations are reasonable for the size and type of agriculturally related program reported (also review SAE details). Also, the net non-current transactions and Annual Review of Non-Current Inventory and Operating Profit (#6) are reasonable for the size and type of operations listed. (10-6)	Financial records (revenue and expenses) and net income from operations are not reasonable for the size and type of agriculturally related program reported (also review SAE details). Also, the net non-current transactions and Annual Review of Non-Current Inventory and Operating Profit (#6) are reasonable for the size and type of operations listed. (5-0)	
Ending Current Inventory	WA State Degree Application: Candidate Inventory Statement-Current Inventory	3	The listing of Ending Current Inventory is reasonable for the size and type of SAE program and correspond to information listed in SAE explanation. (Note: lack of current inventory may be appropriate for the SAE(s) and if explained in questions 1 and 2 full credit may be given in this area). (3)	The listing of Ending Current Inventory is somewhat reasonable for the size and type of SAE program and correspond to information listed in SAE explanation. (Note: lack of current inventory may be appropriate for the SAE(s) and if explained in questions 1 and 2 full credit may be given in this area). (2)	The listing of Ending Current Inventory are not reasonable for the size and type of SAE program and correspond to information listed in SAE explanation. (Note: lack of current inventory may be appropriate for the SAE(s) and if explained in questions 1 and 2 full credit may be given in this area). (1)	
Ending Non-Current Inventory	WA State Degree Application: Candidate Inventory Statement-Non-Current Inventory	9	The listing of item(s) in Ending Non-Current Inventory, their total value, depreciation claimed (if applicable) and cost are reasonable for the size and type of SAE program and corresponding to information listed in SAE explanation. (note: Lack of inventory may be appropriate for the SAE(s) and if explained in questions 1 and 2, full credit may be given in this area) (9-7)	The listing of item(s) in Ending Non-Current Inventory, their total value, depreciation claimed (if applicable) and cost are somewhat reasonable for the size and type of SAE program and corresponding to information listed in SAE explanation. (note: Lack of inventory may be appropriate for the SAE(s) and if explained in questions 1 and 2, full credit may be given in this area) (6-3)	The listing of item(s) in Ending Non-Current Inventory, their total value, depreciation claimed (if applicable) and cost are not reasonable for the size and type of SAE program and corresponding to information listed in SAE explanation. (note: Lack of inventory may be appropriate for the SAE(s) and if explained in questions 1 and 2, full credit may be given in this area) (2-0)	
Efficiencies or Learning Outcomes	Efficiency Factors or Learning Outcomes	10	5 responses reflective of SAE, each clearly demonstrates (measurable) improvement of efficiencies over time period reported, or clearly identifies how poor efficiencies led to decision improve overall SAE enterprises or activities. (10-7)	1-2 responses, or each listed, partially demonstrates improvements of efficiencies over time period reported, or partially identifies how poor efficiencies led to decision improving overall SAE enterprises or activities. (6-4)	1-0 responses and does not demonstrate or relate improvements of efficiencies to the SAE over time period reported, or does not identify how poor efficiencies lead to decision improving overall SAE enterprises or activities. (3-0)	

Skill Development & Contribution to Success	AFNR Performance Indicators	26 (2.6 points per skill)	(Aspect 1) All 10 competencies demonstrate skills that are appropriate for the size, scope and responsibilities of the program. (13-10)	(Aspect 1) Some (5-9) of competencies are somewhat appropriate for the size, scope and delivery of responsibilities of the SAE. (9-4)	(Aspect 1) Very few (<5) competencies are listed and are not appropriate for the size, scope and delivery of responsibilities of the SAE. (3.5-0)	
			(Aspect 2) All 10 Contributions demonstrate application of skill attainment with significant measurable impact on the overall success of the SAE. (13-10)	(Aspect 2) Some (5-9) of the competencies contributions demonstrate application of skill attainment with incomplete measurable impact on the overall success of the SAE. (9-4)	(Aspect 2) Very (<5) few contributions demonstrate limited application of skill attainment with no measurable impact on the overall success of the SAE. (3.5-0)	
Résumé	Résumé	3	Résumé provides relevant information to support the growth and overall achievement of the candidate (3)	Résumé provides somewhat relevant information to support the growth and overall achievement of the candidate. (2)	Résumé provides irrelevant information to support the growth and overall achievement of the candidate. (1)	
Photographs and captions	WA State Star Battery	6	Candidate submitted six high quality photos with clearly descriptive captions that demonstrate the overall growth and success of the SAE(6-5)	Candidate submitted six quality photos with slightly vague captions that demonstrate the overall growth and success of the SAE (4-3)	Candidate submitted six poor quality photos with non-descriptive captions that demonstrate the overall growth and success of the SAE (2-0)	
Spelling & Grammar		2	Candidate makes no errors in grammar or spelling that distract from the reader from the content (2)	Candidate makes limited errors in grammar or spelling that distract from the reader from the content (1)	Candidate makes excessive errors in grammar or spelling that distract from the reader from the content (0)	
Total	Max:	117				

Washington State Star Agribusiness Score Card (revised 12/2022)

Reviewer Name:		Contestant #1	Contestant #2	Contestant #3	Contestant #4	Contestant #5
Student Name:						
Question 1: SAE Explanation and relation to award area	3 points					
Question 2: Roles, Responsibilities and/or management decision made	3 points					
Question 3: Accomplishments	3 points					
Question 4: Impact on Future	3 points					
Candidate's SAE Program; Size, Scope and Responsibilities	32 points					
Income & Expense Statement	14 points					
Ending Current Inventory	3 points					
Ending Non-Current Inventory	9 points					
Efficiencies or Learning Outcomes	10 points					
Skill Development & Contribution to Success	26 points					
Résumé	3 points					
Photos & Captions	6 points					
Spelling & Grammar	2 points					
Total	117 points					
COMMENTS:						

Area	Section	Max Points	High Points	Mid Points	Low Points	Points Earned
SAE Explanation and relation to award area	WA State Star Battery Question 1	8	Response demonstrates a clear understanding of their SAE projects and why they began their projects (6-8)	Response demonstrates a limited understanding of their SAE projects and why they began their projects (3-5)	Response demonstrates little to no understanding of their SAE projects and why they began their projects (0-2)	
Roles, Responsibilities, and complexity of research project impacts future of agriculture	WA State Star Battery Question 2	8	Response demonstrates a clear description of roles, responsibilities, and complexity of agriscience research and how they have contributed to an outcome that impacts the future of agriculture (6-8)	Response demonstrates a limited description of roles, responsibilities, and complexity of agriscience research and how they have contributed to an outcome that impacts the future of agriculture (3-5)	Response demonstrates little to no description of roles, responsibilities, and complexity of agriscience research and how they have contributed to an outcome that impacts the future of agriculture (0-2)	
Challenge	WA State Star Battery Question 3	8	Response clearly identifies a challenge in their agriscience project and explains how they overcame it. (6-8)	Response vaguely identifies a challenge in their agriscience project and explains how they overcame it. (3-5)	Response has a limited explanation of a challenge in their agriscience project and explains how they overcame it. (0-2)	
Accomplishment	WA State Star Battery Question 4	8	Response clearly identifies an accomplishment in their agriscience research and explains how it will impact their future (6-8)	Response vaguely identifies an accomplishment in their agriscience research and explains how it will impact their future (3.5)	Response has a limited explanation of an accomplishment in their agriscience research and explains how it will impact their future (0-2)	

Abstracts	Attached Abstracts	20	Multiple abstracts are included that completely describe the purpose, methods, results, and main conclusion of the research in no longer than a single page each (14-20)	A single abstract is included that completely describes the purpose, methods, results, and main conclusion of the research in no longer than a single page. <i>OR</i> Multiple abstracts are included that partially describe the purpose, methods, results, and main conclusion of the research (7-13)	A single abstract is included that partially describes the purpose, methods, results, and main conclusion of the research. (0-6)	
Efficiencies or Learning Outcomes	Efficiency Factors or Learning Outcomes	10	5 responses reflective of SAE, each clearly demonstrates (measurable) improvement of efficiencies over time-period reported, or clearly identifies how poor efficiencies led to decision improve overall SAE enterprises or activities. (10-7)	1-2 responses, or each listed, partially demonstrate improvements of efficiencies over time-period reported, or partially identifies how poor efficiencies led to decision improving overall SAE enterprises or activities. (6-4)	1-0 responses and does not demonstrate or relate improvements of efficiencies to the SAE over time-period reported or does not identify how poor efficiencies lead to decision improving overall SAE enterprises or activities. (3-0)	
Skill Development & Contribution to Success	AFNR Performance Indicators	26 (2.6 points per skill)	(Aspect 1) All 10 competencies demonstrate skills that are appropriate for the size, scope and responsibilities of the program. (13-10)	(Aspect 1) Some (5-9) of competencies are somewhat appropriate for the size, scope and delivery of responsibilities of the SAE. (9-4)	(Aspect 1) Very few (<5) competencies are listed and are not appropriate for the size, scope and delivery of responsibilities of the SAE. (3.5-0)	
			(Aspect 2) All 10 Contributions demonstrate application of skill attainment with significant measurable impact on the overall success of the SAE. (13-10)	(Aspect 2) Some (5-9) of the competencies contributions demonstrate application of skill attainment with incomplete measurable impact on the overall success of the SAE. (9-4)	(Aspect 2) Very (<5) few contributions demonstrate limited application of skill attainment with no measurable impact on the overall success of the SAE. (3.5-0)	
SAE Research Hours Invested	WA State Degree Application Supervised Agricultural Experience - Research	6	Includes complete documentation of significant hours in multiple agriscience research projects. (5-6)	Significant hours in one research project or limited hours invested in several agriscience research projects. (2-4)	Limited to no hours in one agriscience research project. (0-1)	

Leadership & Agriscience Fair Participation	WA State Degree Application Leadership/FFA Activities	12	Participation in local, state, and national agriscience fairs over multiple years. (9-12)	Participation in local, state, and national agriscience fairs over a single year. OR Participation in lower level (local and state) agriscience fairs over multiple years. (4-8)	Limited or no participation in local, state, and national agriscience fairs. (0-3)	
Résumé	Résumé	3	Résumé provides relevant information to support the growth and overall achievement of the candidate (3)	Résumé provides somewhat relevant information to support the growth and overall achievement of the candidate. (2)	Résumé provides irrelevant information to support the growth and overall achievement of the candidate. (1)	
Photographs and captions	WA State Star Battery	6	Candidate submitted six high quality photos with clearly descriptive captions that demonstrate the overall growth and success of the SAE (6-5)	Candidate submitted six quality photos with slightly vague captions that demonstrate the overall growth and success of the SAE (4-3)	Candidate submitted six poor quality photos with non-descriptive captions that demonstrate the overall growth and success of the SAE (2-0)	
Spelling & Grammar		2	Candidate makes no errors in grammar or spelling that distract from the reader from the content (2)	Candidate makes limited errors in grammar or spelling that distract from the reader from the content (1)	Candidate makes excessive errors in grammar or spelling that distract from the reader from the content (0)	
Total	Max:	117				

Washington State Star Agriscience Score Card (revised 12/2022)

Reviewer Name:		Contestant #1	Contestant #2	Contestant #3	Contestant #4	Contestant #5
Student Name:						
Question 1: SAE Explanation and relation to award area	8 points					
Question 2: Roles and responsibilities	8 points					
Question 3: Challenges	8 points					
Question 4: Accomplishments	8 points					
Abstracts	20 points					
SAE Research Hours Invested	6 points					
Leadership & Agriscience Fair Participation	12 Points					
Efficiency Factors or Learning Outcomes	10 Points					
Skill Development & Contribution to Success (AFNR Performance Indicators)	26 points					
Résumé	3 points					
Photos & Captions	6 points					
Spelling & Grammar	2 Points					
Total	117 points					
COMMENTS:						

Area	Section	Max Points	High Points	Mid Points	Low Points	Points Earned
SAE Explanation and relation to award area	WA State Star Battery Question 1	3	Response demonstrates a clear understanding of their SAE program (3)	Response demonstrates a limited understanding of their SAE program. (2)	Response demonstrates little or no understanding of their SAE program (1)	
Roles, Responsibilities and/or management decision made	WA State Star Battery Question 2	3	Response demonstrates a clear description of roles, responsibilities and/or management decision made related to their SAE program (1.5) Response demonstrates significant change or progression (growth) of roles, responsibilities and/or management decision made over time-period represented (1.5)	Response demonstrates a limited description of roles, responsibilities and/or management decision made related to their SAE program (1) Response demonstrates limited change or progression (growth) of roles, responsibilities and/or management decision made over time-period represented (1)	Response demonstrates little or no description of roles, responsibilities and/or management decision made related to their SAE program (.5) Response demonstrates no change or progression (growth) of roles, responsibilities and/or management decision made over time-period represented (.5)	
Accomplishments	WA State Star Battery Question 3	3	Response clearly identifies one accomplishment related to the award area (1.5) Accomplishment illustrates significant impact that influenced the growth and success of their SAE (1.5)	Response Vaguely identifies one accomplishment related to the award area (1) Accomplishment illustrates limited impact that influenced the growth and success of their SAE (1)	Response does not identify one accomplishment related to the award area (.5) Accomplishment illustrates no impact that influenced the growth and success of their SAE (.5)	
Impact on Future	WA State Star Battery Question 4	3	Response clearly describes one experience from their SAE program or activities that will impact the candidate's future (3)	Response vaguely describes one experience from their SAE program or activities that will impact the candidate's future (2)	Response does not describe one experience from their SAE program or activities that will impact the candidate's future (1)	
SAE Size, Scope, Responsibilities	WA State Degree Application: (1) SAE Entrepreneurship Details Or (2) SAE Hrs./Wages	32	(Aspect 1) Includes a complete SAE description, size, scope, responsibilities or hours/and or income (10-8)	(Aspect 1) Limited inclusion SAE description, size, scope, responsibilities or hors/and or income (7-5)	(Aspect 1) Little or no SAE description, size, scope, responsibilities or hors/and or income (4-0)	
			(Aspect 2) Show significant growth in diversification, responsibilities, or hours and/or income and engagement over time-period and opportunities represented (22-15)	(Aspect 2) Show limited growth in diversification, responsibilities, or hours and/or income and engagement over time-period and opportunities represented (14-7)	(Aspect 2) Show limited or no growth in diversification, responsibilities, or hours and/or income and engagement over time-period and opportunities represented (6-0)	

Income & Expense Statement	WA State Degree Application: Income and Expense Summary of SAE Program	14	Financial records (revenue and expenses) and net income from operations are very reasonable for the size and type of agriculturally related program reported (also review SAE details). Also, the net non-current transactions and Annual Review of Non-Current Inventory and Operating Profit (#6) are reasonable for the size and type of operations listed. (14-11)	Financial records (revenue and expenses) and net income from operations are reasonable for the size and type of agriculturally related program reported (also review SAE details). Also, the net non-current transactions and Annual Review of Non-Current Inventory and Operating Profit (#6) are reasonable for the size and type of operations listed. (10-6)	Financial records (revenue and expenses) and net income from operations are not reasonable for the size and type of agriculturally related program reported (also review SAE details). Also, the net non-current transactions and Annual Review of Non-Current Inventory and Operating Profit (#6) are reasonable for the size and type of operations listed. (5-0)	
Ending Current Inventory	WA State Degree Application: Candidate Inventory Statement-Current Inventory	3	The listing of Ending Current Inventory is reasonable for the size and type of SAE program and corresponds to information listed in SAE explanation. (Note: lack of current inventory may be appropriate for the SAE(s) and if explained in questions 1 and 2 full credit may be given in this area). (3)	The listing of Ending Current Inventory is somewhat reasonable for the size and type of SAE program and corresponds to information listed in SAE explanation. (Note: lack of current inventory may be appropriate for the SAE(s) and if explained in questions 1 and 2 full credit may be given in this area). (2)	The listing of Ending Current Inventory are not reasonable for the size and type of SAE program and corresponds to information listed in SAE explanation. (Note: lack of current inventory may be appropriate for the SAE(s) and if explained in questions 1 and 2 full credit may be given in this area). (1)	
Ending Non-Current Inventory	WA State Degree Application: Candidate Inventory Statement-Non-Current Inventory	9	The listing of item(s) in Ending Non-Current Inventory, their total value, depreciation claimed (if applicable) and cost are reasonable for the size and type of SAE program and corresponding to information listed in SAE explanation. (Note: Lack of inventory may be appropriate for the SAE(s) and if explained in questions 1 and 2, full credit may be given in this area) (9-7)	The listing of item(s) in Ending Non-Current Inventory, their total value, depreciation claimed (if applicable) and cost are somewhat reasonable for the size and type of SAE program and corresponding to information listed in SAE explanation. (Note: Lack of inventory may be appropriate for the SAE(s) and if explained in questions 1 and 2, full credit may be given in this area) (6-3)	The listing of item(s) in Ending Non-Current Inventory, their total value, depreciation claimed (if applicable) and cost are not reasonable for the size and type of SAE program and corresponding to information listed in SAE explanation. (Note: Lack of inventory may be appropriate for the SAE(s) and if explained in questions 1 and 2, full credit may be given in this area) (2-0)	
Efficiencies or Learning Outcomes	Efficiency Factors or Learning Outcomes	10	5 responses reflective of SAE, each clearly demonstrates (measurable) improvement of efficiencies over time-period reported, or clearly identifies how poor efficiencies led to decision improve overall SAE enterprises or activities. (10-7)	1-2 responses, or each listed, partially demonstrate improvements of efficiencies over time-period reported, or partially identifies how poor efficiencies led to decision improving overall SAE enterprises or activities. (6-4)	1-0 responses and does not demonstrate or relate improvements of efficiencies to the SAE over time period reported or does not identify how poor efficiencies lead to decision improving overall SAE enterprises or activities. (3-0)	

Skill Development & Contribution to Success	AFNR Performance Indicators	26 (2.6 points per skill)	(Aspect 1) All 10 competencies demonstrate skills that are appropriate for the size, scope and responsibilities of the program. (13-10)	(Aspect 1) Some (5-9) of competencies are somewhat appropriate for the size, scope and delivery of responsibilities of the SAE. (9-4)	(Aspect 1) Very few (<5) competencies are listed and are not appropriate for the size, scope and delivery of responsibilities of the SAE. (3.5-0)	
			(Aspect 2) All 10 Contributions demonstrate application of skill attainment with significant measurable impact on the overall success of the SAE. (13-10)	(Aspect 2) Some (5-9) of the competencies contributions demonstrate application of skill attainment with incomplete measurable impact on the overall success of the SAE. (9-4)	(Aspect 2) Very (<5) few contributions demonstrate limited application of skill attainment with no measurable impact on the overall success of the SAE. (3.5-0)	
Résumé	Résumé	3	Résumé provides relevant information to support the growth and overall achievement of the candidate (3)	Résumé provides somewhat relevant information to support the growth and overall achievement of the candidate. (2)	Résumé provides irrelevant information to support the growth and overall achievement of the candidate. (1)	
Photographs and captions	WA State Star Battery	6	Candidate submitted six high quality photos with clearly descriptive captions that demonstrate the overall growth and success of the SAE(6-5)	Candidate submitted six quality photos with slightly vague captions that demonstrate the overall growth and success of the SAE (4-3)	Candidate submitted six poor quality photos with non-descriptive captions that demonstrate the overall growth and success of the SAE (2-0)	
Spelling & Grammar		2	Candidate makes no errors in grammar or spelling that distract from the reader from the content (2)	Candidate makes limited errors in grammar or spelling that distract from the reader from the content (1)	Candidate makes excessive errors in grammar or spelling that distract from the reader from the content (0)	
Total	Max:	117				

Washington State Star Farmer Battery Scorecard (revised 12/2022)

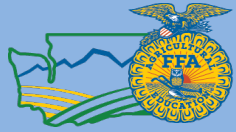
Reviewer Name:		Contestant #1	Contestant #2	Contestant #3	Contestant #4	Contestant #5
Student Name:						
Question 1: SAE Description	3 points					
Question 2: Roles, Responsibilities and/or management decision made	3 points					
Question 3: Accomplishments	3 points					
Question 4: Impact on Future	3 points					
Candidate's SAE Program; Size, Scope and Responsibilities	32 points					
Income & Expense Statement	14 points					
Ending Current Inventory	3 points					
Ending Non-Current Inventory	9 points					
Efficiencies or Learning Outcomes	10 points					
Skill Development & Contribution to Success	26 points					
Résumé	3 points					
Photos & Captions	6 points					
Spelling & Grammar	2 points					
Total	117 points					
COMMENTS:						

Area	Section	Max Points	High Points	Mid Points	Low Points	Points Earned
SAE Explanation and relation to award area	WA State Star Battery Question 1	3	Response demonstrates a clear understanding of their SAE program (3)	Response demonstrates a limited understanding of their SAE program. (2)	Response demonstrates little or no understanding of their SAE program (1)	
Roles, Responsibilities and/or management decision made	WA State Star Battery Question 2	3	Response demonstrates a clear description of roles, responsibilities and/or management decision made related to their SAE program (1.5) Response demonstrates significant change or progression (growth) of roles, responsibilities and/or management decision made over time-period represented (1.5)	Response demonstrates a limited description of roles, responsibilities and/or management decision made related to their SAE program (1) Response demonstrates limited change or progression (growth) of roles, responsibilities and/or management decision made over time-period represented (1)	Response demonstrates little or no description of roles, responsibilities and/or management decision made related to their SAE program (.5) Response demonstrates no change or progression (growth) of roles, responsibilities and/or management decision made over time-period represented (.5)	
Accomplishments	WA State Star Battery Question 3	3	Response clearly identifies one accomplishment related to the award area (1.5) Accomplishment illustrates significant impact that influenced the growth and success of their SAE (1.5)	Response Vaguely identifies one accomplishment related to the award area (1) Accomplishment illustrates limited impact that influenced the growth and success of their SAE (1)	Response does not identify one accomplishment related to the award area (.5) Accomplishment illustrates no impact that influenced the growth and success of their SAE (.5)	
Impact on Future	WA State Star Battery Question 4	3	Response clearly describes one experience from their SAE program or activities that will impact the candidate's future (3)	Response vaguely describe one experience from their SAE program or activities that will impact the candidate's future (2)	Response does not describe one experience from their SAE program or activities that will impact the candidate's future (1)	
	WA State Degree Application: (1) SAE Entrepreneurship Details Or (2) SAE Hrs./Wages	32	(Aspect 1) Includes a complete SAE description, size, scope, responsibilities or hors/and or income (10-8)	(Aspect 1) Limited inclusion SAE description, size, scope, responsibilities or hors/and or income (7-5)	(Aspect 1) Little or no SAE description, size, scope, responsibilities or hors/and or income (4-0)	
			(Aspect 2) Show significant growth in diversification, responsibilities or hours and/or income and engagement over time-period and opportunities represented (22-15)	(Aspect 2) Show limited growth in diversification, responsibilities or hours and/or income and engagement over time-period and opportunities represented (14-7)	(Aspect 2) Show limited or no growth in diversification, responsibilities or hours and/or income and engagement over time-period and opportunities represented (6-0)	

Efficiencies or Learning Outcomes	Efficiency Factors or Learning Outcomes	10	5 responses reflective of SAE, each clearly demonstrates (measurable) improvement of efficiencies over time-period reported, or clearly identifies how poor efficiencies led to decision improve overall SAE enterprises or activities. (10-7)	1-2 responses, or each listed, partially demonstrate improvements of efficiencies over time-period reported, or partially identifies how poor efficiencies led to decision improving overall SAE enterprises or activities. (6-4)	1-0 responses and does not demonstrate or relate improvements of efficiencies to the SAE over time-period reported or does not identify how poor efficiencies lead to decision improving overall SAE enterprises or activities. (3-0)	
Skill Development & Contribution to Success	AFNR Performance Indicators	26 (2.6 points per skill)	(Aspect 1) All 10 competencies demonstrate skills that are appropriate for the size, scope, and responsibilities of the program. (13-10)	(Aspect 1) Some (5-9) of competencies are somewhat appropriate for the size, scope, and delivery of responsibilities of the SAE. (9-4)	(Aspect 1) Very few (<5) competencies are listed and are not appropriate for the size, scope and delivery of responsibilities of the SAE. (3.5-0)	
			(Aspect 2) All 10 Contributions demonstrate application of skill attainment with significant measurable impact on the overall success of the SAE. (13-10)	(Aspect 2) Some (5-9) of the competencies contributions demonstrate application of skill attainment with incomplete measurable impact on the overall success of the SAE. (9-4)	(Aspect 2) Very (<5) few contributions demonstrate limited application of skill attainment with no measurable impact on the overall success of the SAE. (3.5-0)	
Résumé	Résumé	3	Résumé provides relevant information to support the growth and overall achievement of the candidate (3)	Résumé provides somewhat relevant information to support the growth and overall achievement of the candidate. (2)	Résumé provides irrelevant information to support the growth and overall achievement of the candidate. (1)	
Photographs and captions	WA State Star Battery	6	Candidate submitted six high quality photos with clearly descriptive captions that demonstrate the overall growth and success of the SAE (6-5)	Candidate submitted six quality photos with slightly vague captions that demonstrate the overall growth and success of the SAE (4-3)	Candidate submitted six poor quality photos with non-descriptive captions that demonstrate the overall growth and success of the SAE (2-0)	
Spelling & Grammar		2	Candidate makes no errors in grammar or spelling that distract from the reader from the content (2)	Candidate makes limited errors in grammar or spelling that distract from the reader from the content (1)	Candidate makes excessive errors in grammar or spelling that distract from the reader from the content (0)	
Total	Max:	91				

Washington State Star Placement Battery Scorecard (revised 12/2022)

Reviewer Name:		Contestant #1	Contestant #2	Contestant #3	Contestant #4	Contestant #5
Student Name:						
Question 1: SAE Explanation and relation to award area	3 points					
Question 2: Roles & Responsibilities	3 points					
Question 3: Accomplishments	3 points					
Question 4: Impact on Future	3 points					
Candidate's SAE Program (SAE Hrs/Wages)	32 points					
Efficiencies or Learning Outcomes	10 points					
Skill Development & Contribution to Success	26 points					
Résumé	3 points					
Photos & Captions	6 points					
Spelling & Grammar	2 points					
Total	91 points					
COMMENTS:						



Award Area:			Applicant Name:		Chapter/State:	
Area	Application Section	Points Possible	High Points 10 - 7	Mid Points 6 - 4	Low Points 3 - 0	Points Earned
Introduction	Three minute Self Introduction	10	<p>Confident and professional, suitable for a formal business setting.</p> <p>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.</p> <p>Answers clearly demonstrate personal ownership/responsibility for project.</p>	<p>Less confident and somewhat casual for a formal business setting.</p> <p>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.</p> <p>Answers do not clearly demonstrate personal ownership/responsibility for project.</p>	<p>Nervous or unsuitable for conducting business in a formal setting.</p> <p>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.</p> <p>Answers leave in doubt the implied level of personal ownership/responsibility for project.</p>	
Area	Application Sections	Points Possible	High Points 20 - 14	Mid Points 13 - 7	Low Points 6 - 0	Points Earned
Personal Growth & Skill Development	Performance Review A, B & C *Learning Outcomes & Efficiency Factors *Skills, Competencies, and Knowledge SAE Placement &/or SAE Entrepreneurship Photo Pages 1-6 & Supplemental Information	20	<p>Provides clear and detailed answers about their personal project roles, responsibilities, management decisions and challenges encountered</p> <p>Answers clearly demonstrate major growth in personal responsibility, skills and abilities through project participation</p> <p>Answers clearly demonstrate ability to apply learning and experiences to future career and life opportunities.</p>	<p>Provides somewhat clear answers with little detail to questions about their personal project roles, responsibilities, management decisions and challenges encountered</p> <p>Answers demonstrate minor growth in personal responsibility, skills and abilities through project participation</p> <p>Answers demonstrate some ability to apply learning and experiences to future career and life opportunities.</p>	<p>Provides vague answers with little or no detail to questions about their personal project roles, responsibilities, management decisions and challenges encountered</p> <p>Answers demonstrate very little or no growth in personal responsibility, skills and abilities through project participation</p> <p>Answers demonstrate very little ability to apply learning and experiences to future career and life opportunities.</p>	

Area	Application Section	Points Possible	High Points 15 - 11	Mid Points 10 - 6	Low Points 5 - 0	Points Earned
Hours/Financial Records	SAE Placement &/or Entrepreneurship Income & Expense <i>(Entrepreneurship only)</i>	15	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 about income & expenses are well explained and align with industry standards. Provides clear and detailed answers to questions about year to year changes or, lack there of, in SAE size and scope.	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 about income & expenses are vaguely explained and/or less realistic based on industry standards. Provides somewhat clear and less detailed answers to questions about year to year changes or, lack there of, in SAE size and scope.	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 poorly explained and/or are unrealistic based on industry standards. Provides vague answers lacking detail to questions about year to year changes or, lack there of, in SAE size and scope.	
	Current Inventory <i>(Entrepreneurship only)</i>					
Area	Application Section	Points Possible	High Points 5 - 4	Mid Points 3 - 2	Low Points 1 - 0	Points Earned
Professionalism	Interview	5	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.	
Total Points Awarded						0
Total Possible Points =		50	Judge Signature _____ Date _____		Rank	

* Emphasis should be placed on developing questions for applicant from these application sections.

Modified Nov. 2022