

## Washington National Chapter Award Program:

Ranking will be based upon a combination of both the application score (pre-scored) and the presentation component (held at state convention.)

**Application:** Will continue to be scored utilizing the National FFA Organization rubrics by teachers representing each FFA district, at a pre-scoring hosted by the state association.

**Presentation and Interview Information:** In efforts to be in alignment with National FFA, the Washington process will be as close in alignment as possible to the Models of Excellence process for National Chapter.

1. While PowerPoint is appropriate, it is not required. Remember, slides are designed to supplement your presentation- not be your presentation. Keep it simple. Official dress is required.

- A maximum of 10 slides is allowed
- No sound, video, or hyperlinks are permitted in the presentation
- Official dress is required – lack of O.D will result in a 50 point deduction.
- Props are not permitted; anything outside of official dress will be considered a prop.
- The presentation should be no more than 15 minutes and align to the attached rubric.

**Number of Presenters:** The number of speakers can range from 1-5. It is suggested to follow National FFA protocol, in which a maximum of two member representatives are allowed to make the chapter's presentation to the judges, however up to 5 member representatives are allowed.

### Judging Schedule:

- No chapter will be in the presentation room longer than 25 minutes. If a chapter completes the presentation in less than 20 minutes, their question period will not be extended. If a chapter goes over the 15 minutes, the remainder of the 20 minutes will be for questions.

<b>Setup</b> 0-3 minutes	1) Presenters enter room and time begins. 2) Only one assistant may enter the room to help in setting up the presentation. 3) No setup is allowed prior to the presenter's assigned time period.
<b>Presentation</b> 1-15 minutes	1) Handouts and props are not allowed. A media presentation within the allowed guides will be allowed to enhance the oral presentation. Presentations will begin after setup and the timekeeper has closed the presentation room door. 2) There will be a warning at thirteen minutes and time will be called at 15 minutes.
<b>Question/Interview:</b> 0-5 minutes	1) When the presentation concludes, the interview period will begin. 2) The judges will be prepared to ask questions for a 5 minute period. 3) At 4 minutes, the timekeeper will provide a warning to both the presenters and judges the presentation time is about to expire. ( <i>one minute warning</i> ) 4) If the presenters are in the middle of answering a question, they will stop speaking when time is called with no penalty.
<b>Cleanup</b> 0-2 minutes	1) The door to the presentation room will be opened when the timekeeper announces that time is over. 2) Clean-up time shall not exceed two minutes.

## Presentation Tips/FAQs

### **1. What should the presentation cover?**

It is suggested that the first part of the presentation include an introduction of the members, the chapter they represent and a brief overview of their activities. It is suggested that the activities highlight the three selected in each of the areas; student development, chapter development, and community development. The overview should cover how the activities related to the quality standards indicated on the application and how the presentation will highlight what made the projects educational and beneficial.

### **2. Where will judges questions come from?**

Judges will be given copies of your chapter's application ahead of time. Questions may be taken from the application and the presentation. Judges expect the presentation to support and enhance the written application. The leading emphasis of the presentation should not be the creativity of the presentation but the creativity and impact of the projects.

### **3. How many members are allowed to present?**

A maximum of five member representatives are allowed to make the chapter's presentation to the judges, and two member representatives are suggested in accordance with National FFA guidelines. If necessary, an advisor may only quickly and quietly assist with setup and teardown for the presentation. No other presentation support is allowed, including co-presenters within any media presentation. Co-presenters are anyone or any group that explains, defines or describes aspects of an activity, event or program to either enhance or substitute for information expected from the member representatives. A 25-point deduction will result if a third presenter of any fashion is used.

### **4. What types of media can we use?**

Chapters are responsible for computers, projectors and any other technology needed. A screen, extension cord and table will be provided. Videos, sounds and hyperlinks are **not** allowed.

**National Recognition:** The state association will utilize the combined score of written application and presentation to determine the chapters that will be sent back for consideration to National FFA. The chapters will be submitted up to national mandated cut number, and will not be sent back ranked, so all have equal opportunity for success. Any chapter that does not take part in both the written application and presentation component, WILL NOT be sent back to National FFA for consideration.

**See attached rubrics**

## Presentation Rubric

Very Strong Evidence Skill is Present	Moderate Evidence Skill is Present	Strong Evidence Skill is Not Present	Weight	Total Score
5-4	3-2	1-0		
<b>CONTENT:</b>				
<b>A1. Explained how activities were tied to quality standards</b>				
Example activities were directly tied to national chapter quality standards and were and clearly explained.	Example activities were somewhat tied to national chapter quality standards and were explained well.	Example activities were rarely tied to national chapter quality standards and were not explained.	X 2	Out of 10
<b>A2. Explained how activities were educational and beneficial.</b>				
The educational value and benefits of each activity were thoroughly explained.	The educational value and benefits of each activity were identified but were not expanded upon.	The activity's educational value nor benefits were presented.	X 2	Out of 10
<b>B1/B2. Provided background beyond the application but relevant to the activities and spoke knowledgeably about the activities.</b>				
Provided ample background and knowledge relevant to the activity and possesses a strong knowledge-base and is able to effectively articulate information regarding related facts and current issues.	Provided some knowledgeable background relevant to the activity and possesses a good knowledge-base and is able to, for the most part, articulate information regarding related facts and current issues.	Provided little background to the activity that wasn't present in the application and possesses some knowledge-base but is unable to articulate information regarding related facts and current issues.	X2	Out of 10
<b>B3. It was clear chapter activities were completed by the chapter members.</b>				
Throughout the presentation, it was clear that all chapter activities were completed by the chapter members.	Presenters gave the impression that some activities were completed by members but some were not.	Most activities described were not member driven.	X1	Out of 5
<b>B5. Presenters explained whether activity implementation processes were followed as originally planned, and, if not, why and what was learned.</b>				
Presenters thoroughly explained activity implementation process as originally planned and also described what was learned if it did not go as planned.	Presenters could have done a better job explaining activity implementation process as originally planned and also describing what was learned if it did not go as planned.	Presenters did not explain their activity implementation process and if it was not followed as originally planned struggled to explain why and what they learned.	X1	Out of 5
<b>C1. Explained how and why the activities were selected.</b>				
Presenters thoroughly explained how and why the activities were selected.	Presenters attempted to explain how and why the activities were selected.	Presenters did not describe how and why the activities were selected.	X2	Out of 10
<b>C2. Conveyed how engaged students were in activity planning through execution.</b>				
Presenters explained the members' level of engagement from planning through execution of the project.	Presenters referred to the members' level of engagement from planning through execution of the project, but could have been more descriptive.	Presenters did not convey a positive level of engagement from members in planning to execution.	X2	Out of 10

**PRESENTERS:****D4. Presenters were knowledgeable – more than just well-prepared.**

Presenters were genuinely knowledgeable about the topic area and activity.	Presenters seemed somewhat knowledgeable about the topic area and activity.	Presenters were not genuinely knowledgeable, but rather prepared for the basic presentation.	X2	Out of 10
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**E2. Did well with professionalism, disposition and appropriate delivery. (grammar, pitch, quality, articulation, language).**

Appropriate tone is consistent. Speaks at the right pace to be clear. Confident. Poised and in control at all times.	Appropriate tone is usually consistent. Speaks at the right pace most of the time but shows some nervousness. Somewhat confident. Poised and in-control most of the time, rarely loses composure.	Has difficulty using an appropriate tone. Pace is too fast; nervous. Rarely displayed confidence. Sometimes seems to lose composure.	X2	Out of 10
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**QUESTION:****D1. Question responses went beyond the presentation's content.**

Interview responses expanded on the topic beyond the presentations content.	Some interview responses expanded on the topic beyond the presentations content.	Interview responses did not expand on the topic beyond the presentations content.	X1	Out of 5
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**D3. Complete answers were given.**

Complete thoughts and thorough answers were given to all questions. Always provides details which support the point; is well organized.	Complete thoughts and thorough answers were given to most questions Usually provides details which are supportive of the point; displays good organizational skills.	Complete thoughts and thorough answers were rarely given. Sometimes overlooks details that could be very beneficial to the point; lacks organization.	X1	Out of 5
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**D2. Interview responses were free-flowing.**

<i>Spoke unrehearsed with comfort and ease. Is able to speak quickly with organized thoughts and concise answers.</i>	<i>Speaks unrehearsed mostly with comfort and ease, but sometimes seems nervous or unsure. Is able to speak effectively, has to stop and think, and sometimes gets off focus.</i>	<i>Shows nervousness or seems unprepared when speaking unrehearsed. Seems to ramble or speaks before thinking.</i>	X2	Out of 10
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**Co-Presenter was used during presentation (Deduction)** (-25 points)

**Official Dress not worn (Deduction)** (-50 points)

**Final Total Points** Content: 60 points Participants (20 points) Questions (20 points) **100 POINTS** **Out of 100 points**