

FFA ASSOCIATION

Pineywood's District Officer Application Scoring Rubric

Candidate:

Chapter:

Item	Page/ Reference	Possible Points	High/Full Points	Middle Points	Low/No Points	Candidate's Score
Participation in Agricultural Science Instruction:	Officer Application Section II, Attached high school transcripts.	Full = 5; High = 4 Middle = 2-3 Low/No = 0-1	Candidate is fully engaged throughout FFA tenure in agricultural classes and attains academic excellence in this coursework.	Candidate demonstrates a lesser commitment to agricultural science coursework and is not enrolled in agricultural science coursework for one or two semesters of FFA membership, and/or grades demonstrate slightly less diligence in agricultural science class work.	Candidate is not enrolled in more than two semesters of FFA membership and/or has class work grades which indicate a lack of diligence in the pursuit of academic excellence in agricultural science coursework.	
SAE	Officer Application Section III, Question A	3	Candidate has given a thorough description of their SAE program and how it relates to the selected award area. They have described a complete process for selection of an SAE program based on planning rather than chance. Shows thought for a future in this industry.	Candidate's description is less than complete, but does show how it relates to the selected award area. They describe how they started, but without showing a planned thought process to future interests in this industry.	Candidate's description is vague and/or does not show relation to this award area. It shows little evidence of a plan or reason for this choice other than chance. Does not address a future in this industry.	
SAE	Officer Application Section III, Question B	2	Candidate shows a broad understanding of goals and has set forth a measurable series of reasonable, yet challenging goals related to their SAE program.	Candidate has set goals which may be difficult to measure or do not stretch the candidate. Goals may not indicate the need for extensive effort from the candidate.	The candidate has not listed goals, or has listed goals which are already in place or met without any input or effort from the candidate.	
SAE	Officer Application Section III, Question C	2	Progress toward reaching goals is addressed in measurable terms and is substantial at the present point in the program considering the candidate's opportunity, advantages and disadvantages.	Progress toward reaching each goal is less than would be expected considering the advantages, disadvantages, and circumstances communicated within the application.	Achievements related to goals are not fully addressed or progress toward reaching goals indicates little ability to grasp opportunities presented and advantages identified.	
SAE	Officer Application Section III, Question D	3	Candidate completely explains how resources were obtained and utilized in this SAE. They show a planned, systematic approach utilizing sound business practices. Response provides evidence that assets were acquired through student's own risk-taking ingenuity.	Candidate explains how resources were obtained and utilized, but does not show a complete planned approach and does not document sound business practices.	Vague explanation of how resources were obtained. Candidate does not address a planned approach to resource obtainment.	
			Candidate has given a complete description of placement position(s) related to his/her SAE. Included are descriptions of the business operations, objectives, size, equipment.	Candidate has given a description of placement position which may lack completeness in one area, but gives a good idea of the position.	Description has little information. After reading it is unclear what the student's position entails or the exact nature of the employing business. Student has not provided a complete description of all equipment used in the operation.	
SAE	Officer Application, Section III, Question E	2	The Candidate has made a thoughtful effort to identify advantages that they have as well as disadvantages they have encountered, or may encounter, and has indicated the influence of these on their SAE program.	The Candidate has thoroughly identified advantages and/or disadvantages that they may have encountered, but have not identified how these impact their SAE program or not communicated this well to the evaluator.	Candidate has not addressed advantages or disadvantages completely. Candidate is not connecting advantages and disadvantages to the success or failure of the SAE program.	
FFA Activities	Officer Application, Section IV, Question A.	6	Candidate demonstrates growth and diversification of activity, building on past successes, but reaching into new areas as learning and experience provide additional opportunities. Candidate shows to be a well-rounded FFA member.	Candidate is actively engaged but is not as well-rounded. FFA experience does not reach into as many FFA programs and activities.	Candidate does not exhibit growth and ventures into different facets of the program. Experience tends to be one-dimensional, limited in scope and stagnated in terms of new experiences over the candidate's membership.	
School Activities	Officer Application, Section IV, Question B.	3	Candidate indicated involvement in a wide array of school activities indicating active interaction with peer group outside of FFA.	Candidate indicates involvement in other school activities to a lesser extent.	Candidate has few or no school activities outside of his or her FFA experiences.	

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FFA Leadership	Officer Application, Section V, Question A	6	Candidate has fulfilled a variety of leadership roles. Major responsibilities indicate that the candidate understood the role beyond holding a leadership title.	Candidate has fewer leadership roles and does not clearly delineate responsibilities beyond holding the title of an elected or appointed position. Leadership roles include committee work to a lesser extent.	Candidate has indicated few leadership roles and does not define the position in terms of major responsibilities.	
Non-FFA Leadership	Officer Application, Section V, Question B	3	Candidate has fulfilled a variety of leadership roles outside of the FFA in school and community activities and organizations. Major responsibilities indicate that the candidate understood the role beyond holding a leadership title.	Candidate has fewer leadership roles in school and community activities and does not clearly delineate responsibilities beyond holding the title of an elected or appointed position. Leadership roles include committee work to a lesser extent.	Candidate has indicated few leadership roles outside of the FFA and does not define the position in terms of major responsibilities.	
Leadership	Officer Application, Section V, Question C	6	The activity is well defined and includes both a complete description and identification of importance to the success of the FFA chapter or other entity. Project is of significant scope. Description indicates that student demonstrated vision and initiative in launching the project and clearly influenced others to buy into a common goal and act. The candidate is clearly a decision-maker in the venture. The impact of the project is described in measurable terms.	Activities lack description and/or scope or importance to the FFA chapter or other entity. They are lacking in definition or are moderately unclear. Description provides less evidence of creativity, vision and influence provided by candidate. Projects seem more perpetuation of existing programs or initiatives led by others rather than new ventures led by the candidate. Outcomes are described in vague terms.	Activities lack both description and importance to the FFA or other entity. Candidate has not provided outcomes in measurable terms. Evidence of vision, initiative and influence are lacking. No or little evidence that the applicant is leading the project.	
Leadership Philosophies	Officer Application, Section V, Question D	10	Candidate communicates a clear sense of mission describing specific, reasonable, attainable goals to be achieved as a district officer. Candidate's response indicates an understanding of the responsibility of a district officer as a servant leader, spokesperson and the face of the Pineywoods District FFA. Response conveys honesty, passion and sincerity.	Candidate's response does not include as many specific outcomes sought as a district officer or the stated goals are unreasonable or outside the realm of a district officer role. Candidate conveys a lesser grasp of the roles and responsibilities of a district officer. Response does not exhibit as great a sense of mission and a desire for servant leadership.	Candidate's response is vague and lacking passion and sense of mission. Candidate does not indicate any desired outcome for their year as an officer. Does not appear to comprehend the role and responsibility of a district FFA officer.	
Service	Officer Application, Section VI Question B	3	The service activity is well defined and include both a complete description and identification of major outcomes of the project and the impact on the target beneficiary. The scope of the project is significant and the candidate has made a significant time investment into the project. Candidate demonstrates a deep, intimate knowledge of specific details of the initiative. Applicant shows willingness to follow as well as lead.	Activity lacks description and/or measurable importance to the beneficiary. Project lacks scope. It is lacking in definition or are moderately unclear. Candidate does not demonstrate as deep a grasp of details or actual measurable outcomes. Candidate does not have as great an investment of time.	Activity lacks both description, importance and are limited in scope. Outcome is not described in measurable outcomes. Evidence exists that some participation in the project was motivated by self interest.	
Completion	All Pages, High School Transcript, Letters of Recommendations, Signatures	3	The application demonstrates a thoughtful effort throughout. Each page was completed, student provided detailed responses to all questions, all signatures were provided, all media contacts were included. A transcript was included. The application appears neat and professional.	Student provided only brief responses to requested items, only names were provided on media contact page, letters were attached, a signature was missing, the application was neat.	The application appears to be completed at the last moment with little thought or effort given to responses or appearance. Pages were left blank, a transcript and/or letters were missing, the application was not properly bound or appears unprofessional	
TOTAL SCORE						