National Chapter Award Program

2017-2021

NATIONAL FFA
NATIONAL CHAPTER AWARD

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Official Rules and Policies for the National Chapter Award Program for 2017–2021.

Refer to the National Chapter Award Program webpage at https://www.ffa.org/participate/awards/national-chapter/ for the most up-to-date edition of the handbook.

Contact:
National Chapter Program Specialist
National FFA Center
6060 FFA Drive
Indianapolis, IN 46278
nationalchapter@ffa.org

FFA Vision

 FFA provides the next generation of leaders who will change the world.

FFA Mission

FFA makes a positive difference in the lives of students by developing their potential for premier leadership, personal growth and career success through agricultural education.

The Agricultural Education Mission

Agricultural education prepares students for successful careers and a lifetime of informed choices in the global agriculture, food, fiber and natural resources systems.

The National FFA Organization is a resource and support organization that does not select, control or supervise state association, local chapter or individual member activities. Educational materials are developed by FFA in cooperation with the U.S. Department of Education as a service to state and local agricultural education agencies.

The National FFA Organization affirms its belief in the value of all human beings and seeks diversity in its membership, leadership and staff as an equal opportunity employer.

Philosophy

The National FFA Organization is dedicated to organizing experiences that will meet the future needs of students while accomplishing the current purposes of agricultural education.

The National FFA Chapter Award Program is designed to award FFA chapters that actively implement the mission and strategies of the organization. These chapters improve chapter operations using the National Quality FFA Chapter Standards (NQCS) and a Program of Activities (POA) that emphasizes growing leaders, building communities and strengthening agriculture. Chapters are rewarded for providing educational experiences for the entire membership.

The National FFA Organization assumes the leadership role in developing and continuously improving relevant FFA awards and recognition programs.

National awards and recognition programs should reflect instruction that currently takes place in the entire agricultural education program, including classroom instruction, laboratory instruction, individualized instruction in leadership and the supervised agricultural experience (SAE) program. Also, it is appropriate for the national organization to develop events and awards that stimulate instruction in emerging areas that reflect both current and future community, national and global workforce needs. Those events should be developed with significant input from FFA members, teachers, partners, respective industry sponsors and others involved in agricultural education. The National FFA Organization continues to encourage accessibility and provide opportunities for achievement and recognition for students with diverse backgrounds.

National Quality Program Standards for Agriculture, Food, and Natural Resource Education

Agriculture is a highly technical and ever-changing industry upon which everyone is dependent. To maintain agriculture as the nation's number one industry, it is crucial to understand the importance of agriscience, marketing strategies, safe food production and continuous research. Strong, relevant agriscience programs are one way to maintain the nation's agricultural edge.

The National Council for Agricultural Education has provided permission to the National FFA Organization for the use of the National Quality Program Standards for Agriculture, Food and Natural Resource Education in the development of their educational resource materials. The National Council for Agricultural Education are the owners and developers of the National Quality Program Standards for Agriculture, Food, and Natural Resource Education 2016 and reserve all rights to the original material that is used here with permission. Just as agriculture varies throughout the nation and around the world, so will the agriculture, food, and natural resource education programs. The National Quality Program Standards are a tool designed for local agriculture, food and natural resource education programs to analyze their program and develop clear goals and objectives for program growth. For a complete copy of the National Quality Program Standards please visit FFA.org/thecouncil.

The National FFA Organization has adopted the National Quality Program Standards and integrated them into national award and recognition programs for the benefit of the members, school administration and agriculture as a whole.

Introduction

NATIONAL QUALITY FFA CHAPTER STANDARDS

The National Quality FFA Chapter Standards serve as a foundation for consistent delivery of quality FFA chapters across the nation focused on growing leaders, building communities and strengthening agriculture. These standards are designed to be used by local advisors, administration, community partners and/or stakeholders, FFA Alumni and/or an assessment team to conduct an evaluation of the local FFA chapter and develop clear goals and objectives for chapter improvement. The first step to success in the National FFA Chapter Award Program is to develop and maintain a quality FFA chapter based on these standards.

The National Quality FFA Chapter Standards include the following 13 indicators:

1. All students enrolled in the agricultural education program have the opportunity to be a member of FFA.
2. Students build a progressive leadership and personal development plan.
3. All students participate in meaningful leadership and personal development activities in each component of the agricultural education program:
    *   Classroom and laboratory instruction.
    *   Experiential, project and work-based learning through SAE.
    *   Leadership and personal development through FFA.
4. The FFA chapter constitution and bylaws are up-to-date and approved by chapter members.
5. FFA members are involved in the planning and implementation of a Program of Activities (POA).
6. The FFA chapter conducts regularly scheduled chapter meetings.
7. An awards recognition program planned and conducted by FFA members is in place.
8. The FFA chapter has a current budget, which provides the financial resources to support the POA.
9. Capable and trained officers lead the FFA chapter.
10. The FFA chapter has an active, dedicated support group (i.e., FFA Alumni, agriculture booster club).
11. Stakeholders are engaged in developing and supporting a quality chapter.
12. SAE is an integral component of the agricultural education program with all students maintaining an exploratory/foundational SAE and career plan of study.
13. A recruitment and retention plan is yielding steady or increasing student enrollment.

The National Quality Program Standards for Agriculture, Food and Natural Resource Education (NQPS) are closely linked to the National Quality FFA Chapter Standards (NQCS). The NQPS reflect all components of an agriculture, food and natural resource education program including the following:

- Classroom and laboratory instruction.
- Experiential, project and work-based learning through SAE.
- Personal and leadership development through FFA.

The National Quality FFA Chapter Standards focus on the operations of a quality FFA chapter at the local level.

The connection between the National Quality Program Standards and the National Quality FFA Chapter Standards is shown in the chart below:

National Quality FFA Chapter Standards	National Quality Program Standards
NQCS Indicator 1	Standard 3, Indicator 1
NQCS Indicator 2	Standard 3, Indicator 2
NQCS Indicator 3	Standard 3, Indicator 3
NQCS Indicator 4	Standard 3, Indicator 4
NQCS Indicator 5	Standard 3, Indicator 5
NQCS Indicator 6	Standard 3, Indicator 6
NQCS Indicator 7	Standard 3, Indicator 7
NQCS Indicator 8	Standard 3, Indicator 8
NQCS Indicator 12	Standard 2, Indicator 1
NQCS Indicator 13	Standard 5, Indicator 2

PROGRAM OF ACTIVITIES

For more information on Program of Activities development, visit FFA.org/POA.

Goals for Chapter Activities

Chapter activities should provide the following:

- A balance of experiences inside and outside the classroom.
- Opportunities for developing self-confidence, responsibility, citizenship, cooperation and leadership skills.
- Authentic, engaging activities.
- Relevant, educational experiences.
- Accessibility for all students.
- Flexibility that will allow chapters from various environments and with various levels of resources to be successful.
- Multiple levels of participation and experiences.
- Appropriate recognition for all participants.
- Exposure to opportunities and educational experiences in food, agriculture and natural resources.

Purpose of a Program of Activities

A well-developed POA:

- Defines chapter goals and outline steps needed to meet those goals.
- Acts as a written guide to provide administrators, advisory committees, alumni and others a calendar of events the chapter will follow in the year ahead.

A well-planned POA will:

- Ensure that chapter activities meet the needs of its members.
- Provide direction from year to year.
- Lead to a workable budget.
- Provide experience in planning.
- Serve as a reference point throughout the year.

Divisions in the Program of Activities

FFA is the premier youth development organization for agricultural education students that provides life-changing experiences for its members. Those experiences are driven by a strong mission and a compelling vision.

FFA Mission: FFA makes a positive difference in the lives of students by developing their potential for premier leadership, personal growth and career success through agricultural education.

FFA Vision: FFA provides the next generation of leaders who will change the world.

The FFA mission is **what** the organization does. The FFA vision is **why** the organization does it. By delivering this process, FFA grows leaders, builds communities and strengthens agriculture.

Each chapter builds its POA around three major areas called divisions. Divisions focus on the types of activities a chapter conducts. The three divisions include:

- Growing Leaders.
- Building Communities.
- Strengthening Agriculture.

Each division in the POA has five quality standards. Superior chapters conduct activities that relate to each of the quality standards.

Quality Standards

GROWING LEADERS:

Quality Standards	Example Activities
Leadership: Activities that help the individual develop technical, human relations and decision-making skills to grow leaders.	Leadership conferences, public speaking experiences, team demonstrations, team and individual leadership competitions, new member mentor program, state leadership camps, chapter officer leadership trainings (COLT), hosting international students, 212° and 360° conferences, Washington Leadership Conference, state and national conferences
Healthy Lifestyle: Activities that promote the well-being of students mentally or physically, in achieving the positive evolution of the whole person.	Substance abuse prevention and education, personal wellness choices and consequences, personal image projection, diversity/inclusion programs, recreation/leisure activities
Scholarship: Activities that develop a positive attitude toward lifelong learning experiences.	Scholarship awards, tutoring, elementary reading programs, school and college tours, FFA scholarships, leadership conference scholarships, study skills seminars for members, chapter/school honor roll and recognition for students across school departments, academic mentoring
Personal Growth: Activities conducted that improve the identity and self-awareness of members. These activities should reflect members' unique talents and potential by reinforcing their human and employability skills. The activities should strive to enhance the quality of life and contribute to members' life goals and development.	Time management activities, self-help workshops, facing your fears, money management, financial planning, anti-bullying, diversity/inclusion programs, personal organization skills, member degrees
Career Success: Activities that promote student involvement and growth through agriculture-related experiences and/or entrepreneurship and promote career readiness.	News stories, career day, guest speakers, displays of exemplary programs, facility tours, mentor programs, international seminars, shadow experiences, agricultural skills and judging events, test plots for the school agriculture department, agriscience fairs, science fairs for elementary students, computer literacy activities, SAE tours, SAE fairs

BUILDING COMMUNITIES:

Quality Standards	Example Activities
Environmental: Activities conducted to preserve natural resources and develop more environmentally responsible individuals.	Urban and rural conservation programs, collaborative efforts to raise game for release/biological control, water and air quality programs, green practices, provide water testing, recycling programs, National FFA Living to Serve Grants
Human Resources: Activities conducted to improve the welfare and well-being of members and citizens of the community.	PALS (Partners in Active Learning Support), special populations involvement, at-risk programs, cultural awareness and diversity programs, provide an after-school program for younger children, set up a community garden, food/toy drives, National FFA Living to Serve Grants, Farm to School Initiative
Citizenship: Activities conducted to encourage members to become active, involved citizens of their school, community and country.	Volunteerism, community service, civic duties, internships with government agencies, roadside/area cleanup, legislative breakfasts, work with local chamber of commerce, organize a charity concert, networking with governmental agencies
Stakeholder Engagement: Activities conducted to develop teamwork and cooperation between the local chapter and stakeholders.	Working with another entity to strengthen agriculture — for example, Corn Growers, Young Farmers, Farm Bureau, Farmers Union, Grange, chambers of commerce, service clubs, extension, fair boards, local advisory committee, parent-teacher organization participation, etc. (Cannot include alumni or boosters)
Economic Development: Activities conducted to improve the economic welfare of the community.	Member entrepreneurship, community scavenger hunt, enhanced tourism, international development, historical preservation and community relations, SAE economic impact

STRENGTHENING AGRICULTURE:

Quality Standards	Example Activities
Support Group: Activities conducted to develop and maintain positive relations among FFA, parents and community leaders interested in supporting agricultural education.	Any activities with FFA Alumni, agriculture boosters or other organized groups dedicated to supporting active FFA chapters
Chapter Recruitment: Activities conducted to increase agricultural education enrollment and/or FFA membership and encourage greater participation.	Career class visits, agricultural demonstrations, visits to lower grades, program information mailings, petting zoos, member barbeques, National FFA Week exhibits, new member picnics, camping and fishing trips, create a mentor program for new members, a complimentary subscription to *FFA New Horizons* magazine
Safety: Activities that enhance safety in the community.	Firearm safety programs, ATV safety, equipment operation safety, mock crashes, general farm safety, texting and driving campaigns, safe animal handling demonstrations, pesticide application safety awareness activities, producer and consumer safety programs, personal safety programs
Agricultural Advocacy: Activities conducted to articulate and promote agricultural programs, practices, policies and/or education to elicit action.	Agriculture issue presentations, National Agriculture Day activities, parent/student orientations, advocating for agricultural legislation, Teach Ag! campaigns, engaging policy makers to promote action on hunger, engage in policy supporting agricultural education as an ideal delivery method for STEM, student representation on influential agriculture boards, interacting with local media to promote agriculture and FFA, use of social media to support agricultural causes, encouraging animal welfare practices, advancements in biotechnology and technology in agriculture
Agricultural Literacy: Activities that help consumers become better informed about the production, distribution and daily impact of food, fiber and fuel.	Food for America, Agriculture in the Classroom, Food Checkout Day, activities centered around national food promotions (i.e., dairy month), agriculturally related educational events and/or displays, educating consumers about hunger, food cost and food safety, Our Food Link activities, Food, Land & People, partnering with local fair or festival boards to include food-related educational components in events, alternative fuel education, product awareness as it relates to agriculture (i.e., clothing, medicines, paper, etc.)

Understanding the Award Program

PROGRAM PURPOSE

The national chapter award program is designed to recognize FFA chapters that actively implement the mission and strategies of the organization. These chapters improve chapter operations using the NQCS and a POA that emphasizes growing leaders, building communities and strengthening agriculture. Chapters are rewarded for providing educational experiences for the entire membership. This application process assists chapters in assessing their accomplishments.

CHAPTER ELIGIBILITY

All chapters that are chartered by state FFA associations are eligible for and encouraged to participate in the national chapter award program. Chapters are eligible for recognition in the program each year.

A chapter must also conduct at least one activity related to each of the quality standards and meet the minimum requirements as outlined in the NQCS. The quality standards established for each division as well as the NQCS represent minimum requirements for the national chapter award program. The standards help members select those areas needed to have a successful chapter. States may have other requirements, so check with your state advisor or state FFA officials. To apply for these awards, the chapter must complete the official application and submit it to the state FFA association by the established due date. The application is located in the Application Center on FFA.org.

Three C's to Determine Eligibility

1. Chapter in good standing
2. Carried out activity related to each standard
3. Completed application

Reasons to Apply

- Let the public know the chapter's accomplishments
- Receive recognition for chapter members' efforts
- Develop pride in your chapter

Awards Available at the State Level

State Superior Chapter Award
Every chapter that meets the minimum quality chapter standards and completes Form I will qualify as a state superior chapter. To do this, chapters need to conduct one activity related to each quality standard in addition to meeting the minimum criteria outlined in the NQCS.

State Gold, Silver or Bronze Awards
To compete for state gold, silver or bronze awards, chapters must qualify for the superior chapter award and complete Form II. Chapters use Form II to report goals, plans of action and results/evaluation on three activities for each division. State judges rank the chapters as gold, silver or bronze based on the rubric.

Awards Available at the National Level

Chapters rated gold at the state level can compete for national awards. The number of applications each state may submit depends on the total number of chapters in the state. States may send three gold applications or the equivalent of 10 percent of the total number of chapters in the state. For example, a state with 150 chapters can submit 15 gold applications. The number of applications a state can submit will be confirmed in January prior to when state evaluations begin.

Awards will be presented to chapters based upon its rating. Awards are sponsored by the National FFA Foundation.

National 3,2,1–Star Awards
On the national level, judges rate the chapters as three-star, two-star or one-star.

Premier Chapter Awards
The national level also recognizes the top chapters with innovative activities in each division: growing leaders, building communities and strengthening agriculture. Of those top 10 in each division, a top premier chapter will be chosen in each division. Only three-star chapters are eligible for premier chapter awards.

Model of Excellence
In addition to the top 10 chapters in the three premier chapter categories (total of 30), 10 high school chapters will be chosen as model of excellence chapters. These National FFA Model of Excellence chapters exhibit exemplary qualities in all categories of growing leaders, building communities and strengthening agriculture. An overall national winner will be chosen out of the model of excellence chapters. Only three-star high school chapters are eligible for the model of excellence awards.

Middle School Model of Excellence
There will be a separate middle school division for chapters to qualify for model of excellence awards. Five chapters will be selected as middle school model of excellence chapters. Of those five chapters, a top winner will be chosen as the National FFA Middle School Model of Excellence chapter. Only three-star middle school chapters are eligible for the middle school models of excellence awards.

Application Deadlines

Applications must be approved online by July 1 to the National FFA Organization.

Applications should be submitted to state FFA officials in accordance with policies established by the state FFA association for judging. Reports must be submitted only on the official application, which is located in the Application Center on FFA.org. To determine the deadline in your state, ask your state advisor or state FFA officials. Application deadlines vary from state to state. Applications must be submitted to the state FFA association for approval and must be certified for accuracy by the local chapter advisor. Chapters applying for national star consideration need to submit both Form I and Form II. States may choose to submit their applications with a preferred ranking order, and if so, National FFA judging and star ratings will not supersede state rankings.

Applying for Awards

GUIDELINES FOR COMPLETING THE APPLICATION

- Read all of the instructions before beginning.

- Although some chapters conduct several activities related to a single quality standard, each activity listed in Form I and Form II should contain information about one activity, not all activities the chapter conducted that relate to the quality standard. If a chapter submits one activity page in Form II with multiple activities included, a 25-point deduction will be assessed.

  - If a chapter wrote about participating in leadership conferences and included national FFA convention, a 212° Conference and a chapter officer leadership training, the deduction would be applied.

  - If a chapter wrote about participating in a 212° Conference and how they implemented the new knowledge when they returned home, no deduction would be applied.

- Some chapters will conduct activities that relate to more than one standard. In such cases, members need to decide the most appropriate quality standard for the activity.

- When chapters collaborate on an activity, it is acceptable for each chapter to use the activity in their respective national chapter applications; however, there should be differences in goals, plans of action, etc., based on what each chapter was responsible for during the activity. If each chapter's activity write up in Form II contains the same goals, plans of action and/or results and evaluation, a 25-point deduction will be assessed.

- A new application must be completed every year. Applications may include the same activity from previous years, but goals, plans of action, and results and evaluation should be different.

- Use the latest version of the application located in the Application Center on *FFA.org.*

- Proofread the final version of the application before submitting. Double-check for spelling and grammatical errors.

- Use the "Tab" key to go to the next cell that will accept information on any page of the application.

- The application saves as you go.

Other Submission processes (State or Local Submission)

- Any version number is acceptable on the cover page and photo pages. Version numbers on all other pages must be the same throughout the application at the time of submission. If version numbers differ throughout the application, the application will be ranked as a participant.

- Font type, size and length of sections are limited by the online application. Altering the application will result in the application being disqualified. Altering the application includes copying the application into a word document, altering the space given or character limits, and altering the font type or size including bold, underline, italicize or change in color of the text in the application.

Assign Students

- A chapter's application must be started or initiated by the Chapter/Instructor's account from the FFA.org Application Center. After this, the application can be assigned to one or more students on the "Assign Students" page. Students' access can be removed using the same page in the application.

- Using the dropdown menu, a list of all students in the chapter is available to assign access. If a student is missing from this menu, contact nationalchapter@ffa.org.

- The assigned students have complete access to edit, update and delete all information contained in the application.

- Students should avoid working on the same screen at the same time.

Cover Page

- The beginning date of the application should be the date that the chapter's Program of Activities begins. It may be a prescribed date in your state. Check with your state advisor.

- The difference between the beginning and ending dates of the application will be one year. The end date is calculated when the user clicks "Set Dates" after entering the Beginning Date for Activities.

- The Beginning Date for Activities should be no earlier than Jan. 1 of the previous convention year. For example, if the "Convention Year for this Application" is 2020, the "Beginning Date for Activities" should be no earlier than Jan. 1, 2019. If the incorrect year is on the application cover page, the application will be ranked as a participant.

Completing Form I

- Contains a brief description of an activity within each quality standard and a chapter assessment based on the National Quality FFA Chapter Standards.

ACTIVITIES

- Include a brief description of an activity within each quality standard.

- A maximum of 350 characters per quality standard is permitted with the exception of:
  - Plan of Action- 450 maximum
  - Outcomes – 200 maximum
  - Advancing Leaders – 500 maximum
  - Impact – 500 maximum

INDICATORS

- The application includes a chapter assessment based on the National Quality FFA Chapter Standards. The NQCS scale is used to determine if a chapter will be awarded the superior chapter award. The maximum score on Form I is 64 points. A minimum of 51 points or higher in addition to the activity summaries must be earned and completed in order for a chapter to fill out Form II.

- For more information on the NQCS indicators and to review the rubric, see pages 5 to 7 and 18 to 23.

- Upon completion, review the next page in the application entitled "Form I Summary" for the chapter's Superior Chapter Award results.

SUMMARY

- This page in the application serves as a summary sheet for all information entered on the "Form I Indicators" page.

- Form II becomes available once the minimum qualifications are met in Form I.

Completing Form II

- Form II requires the chapter to select, list and describe three major activities conducted for each division. These activities may or may not be activities listed in Form I. The chapter can use an activity once in Form II.

- It is important that each activity chosen is distinct and relates to the selected quality standard for that division.

  - For example, leadership development events (LDEs) addressing the leadership quality standard and career development events (CDEs) addressing the career success quality standard are the same activity. A 25-point deduction will result if activities are used more than once in Form II.

- If a quality standard is used more than once within Form II, a 25-point deduction will be assessed.

- If no quality standard is marked on an activity in Form II, a 25-point deduction will be assessed.

- After selecting the activities, the chapter must describe the goals, plan of action and results/evaluation for each activity.

- A new application must be completed every year. Applications may include the same activity from previous years, but goals, plans of action, and results and evaluation should be different.

- All text boxes in the application are character counted. All text boxes allow unlimited text during the editing process, but a character count is available to help the chapter understand the parameters. The Checksheet at the end of the application will provide validation on missing or too-long responses.

- "Check Spelling" is available on all Form II pages.

- A user can hard-return. By pressing enter within a text box, it will begin a new line.

- The chapter needs to include a photo and caption for each activity. Good photographs and captions increase the impact of the application. Keep the following points in mind when taking and captioning photos:

  - Do not stage the pictures. Take photos throughout the activity and select the best ones.

  - Appoint a member to be responsible for photographing each activity.

  - Be sure the photographer knows how to use the camera. Photos that aren't well-exposed are generally too dark or grainy.

    - Plan your pictures; do not just point and shoot.

    - Move as close to your subject as possible.

    - One photo, not a collage or screenshot, should be submitted with each activity. If a collage or screenshot is used, 0 points for Photo will be awarded on the rubric.

    - Captions should do more than just name the picture. They should be informative and interesting.

    - Photos should be formatted:
      - Landscape
      - Aspect ratio: 4x3
      - Resolution: 1024x768 or 4000x3000
  - Photos must be of the chapter activity. Misleading or falsified photos may lead to disqualification.

- If the dates in any activity do not coincide with the dates listed on the cover of the application, a 25-

point deduction per activity will be assessed.

Checksheet

- The Checksheet provides warnings for incomplete information.

- Warnings and messages will not prevent the generation of the PDF application. Chapters are strongly encouraged to correct all errors before submitting the application.

Electronic Signatures

- The signature screen is available online when the Checklist is fully met
- Students should complete all other pages of this application before obtaining electronic signatures
- if this application undergoes significant changes after signing, the signatures should be reobtained using this form by clicking "revoke signature".
- Pleaaser review the entire application, and electronically sign the appropriate section.
- If a section is not available, your user account's Role does not grant access to that section.

Submit/Print Application

- Chapters have two options:

  - Complete/Save Your Application — This will generate all pages in Form I and Form II for a complete chapter application. This is for chapters interested in competing for state gold, silver or bronze awards as well as national 3-, 2- and 1-star awards. By selecting this option, a PDF export is generated of Form I and Form II pages.

  - Generate Form I only — This is intended for chapters who are only interested in being recognized for the State Superior Chapter Award. Some states may use this as a reporting form for other purposes. Check with your state advisor for more details. By selecting this option, a PDF export is generated of Form I pages.

  - Chapters and states are also able to see earlier versions of the application that was previously saved.

Application Export

- Carefully review every page of the PDF application. If text overflows a text box in the online application, it will not be scored. Characters beyond the character limit will be truncated.

  - Form I will always be three pages.

  - Form II will always be 18 pages.

    - Excess verbiage that is within the character count limit may cause an activity to flow over onto the photo page. This happens when a chapter uses hard-returns to begin new lines within boxes. This is permitted as long as all rules are followed including the character limit.

  - A complete application will be 21 pages.

- If change is needed, log in to the online application, make the change and then generate a new application PDF from the "Print Application" page.

- The PDF document is the chapter's official application. Check with your state advisor to learn more about the state level process. Chapters advancing to the national level must submit the application with the appropriate signatures online.

Scoresheets and Rubrics

For consideration as a state superior chapter, the chapter must complete Form I. Form I is not scored at the national level. This form is composed of two sections:

- Verification that the chapter POA addresses quality standards related to growing leaders, building communities and strengthening agriculture by providing a brief summary of one activity per quality standard.
- Fulfillment, development and growth of the NQCS.

National Quality FFA Chapter Standards Scoresheet

Indicator	Points Possible	Points Earned
All students enrolled in the agricultural education program have the opportunity to be a member of FFA.	5	
Students build a progressive leadership and personal development plan.	5	
All students participate in meaningful leadership and personal development activities in each component of the agricultural education program: Classroom and laboratory instruction. Experiential, project and work-based learning through SAE. Leadership and personal development through FFA.	5	
The FFA chapter constitution and bylaws are up-to-date and approved by chapter members.	5	
FFA members are involved in the planning and implementation of a Program of Activities (POA).	5	
The FFA chapter conducts regularly scheduled chapter meetings.	5	
An awards recognition program planned and conducted by FFA members is in place.	5	
The FFA chapter has a current budget, which provides the financial resources to support the POA.	5	
Capable and trained officers lead the FFA chapter.	5	
The FFA chapter has an active, dedicated support group (i.e., FFA Alumni, agriculture booster club).	5	
Stakeholders are engaged in developing and supporting a quality chapter.	4	
SAE is an integral component of the agricultural education program with all students maintaining an exploratory/foundational SAE and career plan of study.	5	
A recruitment and retention plan is yielding steady or increasing student enrollment.	5	
TOTAL SCORE (64 points possible)		

A minimum of 51 points or higher in addition to the activity summaries must be earned and completed in order for a chapter to be awarded the superior chapter award and to fill out Form II.

National Quality FFA Chapter Standards Rubric

In addition to the activity summaries, the following scale is used to determine if a chapter will be awarded the superior chapter award. The maximum score on Form I is 64 points. A minimum of 51 points or higher in addition to the activity summaries must be earned and completed in order for a chapter to be awarded the superior chapter award, to fill out Form II, and to be considered for a state level gold, silver or bronze award or to be considered for a national 3-star, 2-star or 1-star ranking.

Indicator 1	5 points	4 points	3 points	2 points	1 point	Points Earned
All students enrolled in the agricultural education program have the opportunity to be a member of FFA.	All students are FFA members.	The majority of enrolled students have chosen to be FFA members.	All students have been provided the opportunity to be a member of FFA.	A limited number of students are aware of FFA and its opportunities.	No FFA chapter exists to complement the classroom component of the program.	

Indicator 2	5 points	4 points	3 points	2 points	1 point	Points Earned
Students build a progressive leadership and personal development plan.	Students are continuously working toward achieving their goals, reflecting and setting new goals to progress their leadership and personal development.	Students are actively pursuing their goals.	Students have written goals for leadership and personal development and can articulate these goals in conversation.	Students can articulate something they strive for pertaining to leadership and personal development but lack a progressive plan.	Student goals specifically pertaining to leadership and personal development are limited or non-existent.	

Indicator 3	5 points	4 points	3 points	2 points	1 point	Points Earned
All students participate in meaningful leadership and personal development activities in each component of the agricultural education program: ▪ Classroom and laboratory instruction. ▪ Experiential, project and work-based learning through SAE. ▪ Leadership and personal development through FFA.	Students document leadership and personal development skill attainment and artifacts.	Students receive coaching and feedback on their leadership and personal development performance in all three components.	Student participation in leadership and personal development takes place in all three components.	Student participation in leadership and personal development takes place in only two of the three components.	Student participation in leadership and personal development is limited or only takes place in one of the three components.	

Indicator 4	5 points	4 points	3 points	2 points	1 point	Points Earned

| The FFA chapter constitution and bylaws are up-to-date and approved by chapter members. | The plan for the review and approval of the chapter constitution and bylaws is led by chapter officers and provides the opportunity for all members to participate and contribute to the review. | Chapter officers lead the plan for the review and approval of the chapter constitution and bylaws. | The constitution and bylaws are up-to-date and approved by chapter members. | Chapter constitution and bylaws exist but are out-of-date and not approved by chapter members. | Chapter constitution and bylaws are non-existent or the approval of them is limited. | |

Indicator 5	5 points	4 points	3 points	2 points	1 point	Points Earned
FFA members are involved in the planning and implementation of a Program of Activities (POA).	All FFA members are involved in the planning, implementation and continuous evaluation and improvement of the POA.	Committees under the direction of committee chairs lead the planning and implementation of the POA.	Chapter members lead the planning and implementation of the POA.	The FFA advisor leads the planning and implementation of the POA.	A published POA does not exist.	

Indicator 6	5 points	4 points	3 points	2 points	1 point	Points Earned
The FFA chapter conducts regularly scheduled chapter meetings.	Monthly meeting agendas, minutes and reports from previous years as well as the current year are kept on file for future use and reference. These are regularly evaluated by members for meeting improvements.	The use of agendas, minutes and proper reports along with correct parliamentary procedure are used to conduct monthly meetings.	Monthly meetings are being conducted using an agenda, minutes and the proper reports.	Monthly meetings are being held but without the use of an agenda, minutes and reports.	Periodic meetings are held, but the use of an agenda, minutes and reports are limited; or no chapter meetings are being held.	

Indicator 7	5 points	4 points	3 points	2 points	1 point	Points Earned

An awards recognition program planned and conducted by FFA members is in place.	In addition to FFA members, the awards recognition program is planned and conducted with the input and participation of key stakeholders.	The awards recognition program not only recognizes FFA members for their achievements but also showcases the efforts of the program's key stakeholders.	The awards recognition program is planned and conducted by FFA members.	The awards recognition program is planned and conducted by the FFA advisor and/or chapter officers.	The implementation of an awards recognition program is limited or non-existent.	

Indicator 8	5 points	4 points	3 points	2 points	1 point	Points Earned
The FFA chapter has a current budget, which provides the financial resources to support the POA.	A final report of the closed-out chapter budget is presented to FFA members annually, with opportunity for input and suggestions for modifications to take forward to the next year.	The chapter has a current budget, which supports the POA and includes financial records and is provided to the FFA membership at monthly FFA meetings.	The FFA chapter budget is current and provides resources to support the POA.	The chapter finances support the POA, but the current chapter budget is missing.	The chapter's budget is non-existent or financial resources are unable to support the POA.	

Indicator 9	5 points	4 points	3 points	2 points	1 point	Points Earned
Capable and trained officers lead the FFA chapter.	Chapter officers are elected annually by members using an approved process outlined in the chapter bylaws. Chapter officers are properly trained to fulfill the duties of their office and participate in leadership activities above the chapter level.	Chapter officers are elected annually by members using an approved process outlined in the chapter bylaws. Chapter officers are properly trained to fulfill the duties of their office and participate in leadership activities at the chapter level.	Chapter officers are elected annually by members using an approved process outlined in the chapter bylaws. Chapter officers are properly trained to fulfill the duties of their office.	No written process in place to elect chapter officers. No training processes in place to ensure chapter officers understand the duties of their office.	No chapter officers in place to lead the chapter.	

Indicator 10	5 points	0 points	Points Earned
The FFA chapter has an active, dedicated support group (i.e., FFA Alumni, agriculture booster club).	The chapter has an active FFA Alumni, booster club or support group.	The chapter does not have an active FFA Alumni, booster club or support group.	

Indicator 11	4 points	3 points	2 points	1 point	Points Earned
Stakeholders are engaged in developing and supporting a quality chapter. (Stakeholders can be defined as but are not limited to FFA Alumni, agricultural booster club, sponsors and other agricultural agencies in the community.)	Resources are developed or acquired to continually enhance awareness and increase the partner base for increased support of the chapter. The active FFA chapter engages with stakeholders at least six times each year.	Stakeholders are identified. Interaction is limited to no more than four times each year.	Interaction is limited with stakeholders to less than three times each year.	Interaction is limited to less than twice per year with stakeholders.	

Indicator 12	5 points	4 points	3 points	2 points	1 point	Points Earned
SAE is an integral component of the agricultural education program with all students maintaining an exploratory/foundational SAE and career plan of study.	All students have a documented SAE or maintain multiple SAEs based on their career plan of study.	Students implement an additional SAE beyond exploratory/foundational and are able to articulate their growth and development.	All students maintain an exploratory/foundational SAE including a career plan of study.	All students maintain a career plan of study.	SAE programs are not available through the agricultural education program.	

Indicator 13	5 points	4 points	3 points	2 points	1 point	Points Earned
A recruitment and retention plan is yielding steady or increasing student enrollment.	Data regarding the effectiveness of the recruitment and retention plan is synthesized and used to guide the revisions of the plans.	The implementation of a recruitment and retention plan has yielded steady or increasing student enrollment that reflects the diversity of the school population.	The implementation of a recruitment and retention plan has yielded steady or increasing student enrollment.	A recruitment and retention plan has been developed or revised and implemented but has not yet yielded results.	A recruitment and retention plan is non-existent, or the implementation of the plan is limited.	

National Chapter Award Application Scoresheet

Chapter Name   State   Chapter ID

	Growing Leaders			Building Communities			Strengthening Agriculture		
DIVISIONS									
	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)									
Subtotal (possible 26 points)									
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)									
Subtotal (possible 24 points)									
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)									
Duplication of quality standard (-25 points)									
No quality standard marked (-25 points)									
Total Less Deductions									
OVERALL TOTAL (possible 450 points)									

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

	High Points 2 points	Middle Points 1 point	No Points 0 points	Points Possible	Points Earned
Activity Description	Description clearly explains the purpose and reason the chapter is implementing the activity. Description clearly answers the following questions: • What is the purpose of this activity? • Why is the activity taking place?	Description is vague in purpose and reason the chapter is implementing the activity.	No clear purpose and reason the chapter is implementing the activity is stated.	5	_____ x 2 .5 = _____

	High Points 3 points	Middle Points 2 points	Low Points 1–0 points	Points Possible	Points Earned
Goal	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: • Who will perform the duties to meet the goal? • When will the goal will be completed?	Goal is vague and does not utilize the components of a SMART goal.	Goal is poorly written and does not utilize the components of a SMART goal.	3	

	High Points 3 points	Middle Points 2 points	Low Points 1–0 points	Points Possible	Points Earned
Plan of Action	Plan of action clearly identifies the following: • 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?	Plan of action is vaguely written and only addresses parts of the following: • 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?	Plan of action does not identify the following: • 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)	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 if 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.	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 if exceeded. If goal was unmet, circumstances or reasoning as to why is explained and what would be done differently next time is identified.	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.	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 the activity had on the leaders, community or agriculture.	Response vaguely states the purpose of the activity and the benefit the activity had on the leaders, community or agriculture.	Response does not or poorly states the purpose of the activity and the benefit the activity had on the leaders, 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 identifies and describes how the impact of the activity affected the intended audience.	Response vaguely identifies and describes how the impact of the activity affected the intended audience.	Response does not identify and/or poorly describes how the impact of the activity affected the intended audience.	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	

Premier Chapter Presentation Information

Premier chapter finalists are evaluated at the National FFA Convention & Expo. While a PowerPoint presentation is appropriate, it is not required. Remember, slides are designed to supplement the chapter presentation — not be the presentation.

- No sound, video or hyperlinks are permitted in the presentation.

- FFA Official Dress is required.

- Props and handouts are not permitted. Anything outside of Official Dress will be considered a prop.

- The presentation should be no more than eight minutes and should align directly to the rubric.

- No more than two student presenters will be permitted.

For additional information, refer to the appropriate orientation packet located at FFA.org/nationalchapter.

No chapter will be in the presentation room longer than 20 minutes for the premier chapter presentation. If a chapter completes the presentation in less than eight minutes, the question/answer period will not be extended. If a chapter goes over eight minutes, the remainder of the time will be for questions.

Set up 0–2 minutes	• Presenters enter room and time begins. • Only one assistant may enter the room to help in setting up the presentation. Once set up is complete, the assistant must exit the room. • No set up is allowed prior to the presenter's assigned time period.
Presentation 0–8 minutes	• Handouts and props are not allowed. A media presentation within the allowed guidelines will be permitted to enhance the oral presentation. Presentations will begin after setup and the timekeeper has closed the presentation room door. • There will be a warning at six minutes and time will be called at eight minutes.
Interview 0–8 minutes	When the presentation concludes, the interview period will begin. • The judges will be prepared to ask questions for an eight-minute period. • At 15 minutes, the timekeeper will provide a warning to both the presenters and judges that the presentation time is about to expire. • If the presenters are in the middle of answering a question, they will stop speaking with no penalty when time is called.
Clean up 0–2 minutes	• The door to the presentation room will be opened when the timekeeper announces that time is over. • Clean up time will not exceed two minutes.

Premier Chapter Presentation and Interview Scoresheet

Chapter Name   State   Chapter ID

Indicator	Points Possible	Points Earned
A1. Explained how the activity in the specific category was tied to the quality standard.	5	
A2. Explained how the activity was educational and innovative.	10	
B1. Provided background beyond the application but relevant to the activity.	15	
B2. Spoke knowledgeably about the activity.	5	
B3. It was clear that the chapter activity was completed by chapter members.	10	
B4. The presentation brought the specific activity in the application alive.	5	
B5. Presenters explained whether activity implementation processes were followed as originally planned and, if not, why and what was learned.	5	
C1. Explained how and why the activity was selected.	5	
C2. Conveyed how engaged and innovative students were in the activity from planning to delivery.	15	
D1. Interview responses went beyond the presentation's content.	15	
D2. Interview responses were free-flowing.	5	
D3. Complete answers were given.	15	
D4. Presenters were knowledgeable — more than just well-prepared.	10	
E1. Preparation and organization was evident.	5	
E2. Did well with professionalism, disposition and appropriate delivery (grammar, pitch, quality, articulation, language).	10	
Additional co-presenter was used during presentation (Deduction)	-25	
TOTAL SCORE (135 points possible)		

FFA makes a positive difference in the lives of students by developing their potential for premier leadership, personal growth and career success through agricultural education.

Premier Chapter Presentation and Interview Rubric

Indicator	Very strong evidence of skill: 5–4 points	Moderate evidence of skill: 3–2 points	Weak evidence of skill: 1–0 points	Weight	Points Earned
A1. Explained how the activity in the specific category was tied to the quality standard.	Example activity was directly tied to the quality standard and was clearly explained.	Example activity was somewhat tied to the quality standard and was explained well.	Example activity was rarely tied to the quality standard and was not explained.	X 1	
A2. Explained how the activity was educational and innovative.	The educational value and level of innovation of the activity were thoroughly explained.	The educational value and innovation of the activity were identified but were not expanded upon.	The educational value and innovative nature of the activity were not presented.	X 2	
B1. Provided background beyond the application but relevant to the activity.	Provided ample background and knowledge relevant to the activity.	Provided some background and knowledge relevant to the activity.	Provided little background to the activity that wasn't present in the application.	X 3	
B2. Spoke knowledgeably about the activity.	Possessed a strong knowledge-base and effectively articulated information regarding related facts and current issues.	Possessed a good knowledge-base and, for the most part, articulated information regarding related facts and current issues.	Possessed some knowledge-base but was unable to articulate information regarding related facts and current issues.	X 1	
B3. It was clear that the chapter activity was completed by chapter members.	Throughout the presentation, it was clear the activity was completed by chapter members.	Presenters gave the impression that most of the activity was completed by members.	The activity was not member driven.	X 2	
B4. The presentation brought the specific activity in the application alive.	The presentation was lively and helped actualize the specific activity in the application.	The presentation helped bring the activity to life.	The presentation was not dynamic and did not give more information than what was presented in the application.	X 1	
B5. Presenters explained whether activity implementation processes were followed as originally planned and, if not, why and what was learned.	Presenters thoroughly explained the 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 the activity implementation process as originally planned and also describing what was learned if it did not go as planned.	Presenters did not explain the activity implementation process and if it was not followed as originally planned, struggled to explain why and what was learned.	X 1	
C1. Explained how and why the activity was selected.	Presenters thoroughly explained how and why the activity was selected.	Presenters attempted to explain how and why the activity was selected.	Presenters did not describe how and why the activity was selected.	X 1	

Indicator	Very strong evidence of skill: 5–4 points	Moderate evidence of skill: 3–2 points	Weak evidence of skill: 1–0 points	Weight	Points Earned
C2. Conveyed how engaged and innovative students were in the activity from planning to delivery.	Presenters explained the members' level of engagement and innovation from planning to delivery.	Presenters referred to the members' level of engagement and innovation from planning to delivery but could have been more descriptive.	Presenters did not convey a positive level of engagement and innovation from members in planning to delivery.	X 3	
D1. Interview responses went beyond the presentation's content.	Interview responses expanded on the topic beyond the presentation content.	Some interview responses expanded on the topic beyond the presentation content.	Interview responses did not expand on the topic beyond the presentation content.	X 3	
D2. Interview responses were free-flowing.	Spoke unrehearsed with comfort and ease Spoke quickly with organized thoughts and concise answers	Spoke unrehearsed mostly with comfort and ease but sometimes seemed nervous or unsure Spoke effectively but had to stop and think and sometimes was off focus	Showed nervousness or seemed unprepared when speaking unrehearsed Seemed to ramble or spoke before thinking	X 1	
D3. Complete answers were given.	Complete thoughts and thorough answers were given to all questions. Always provided details which supported the point; well organized	Complete thoughts and thorough answers were given to most questions. Usually provided details which were supportive of the point; displayed good organizational skills	Complete thoughts and thorough answers were rarely given. Sometimes overlooked details that could have been very beneficial to the point; lacked organization	X 3	
D4. Presenters were knowledgeable – more than just well-prepared.	Presenters were genuinely knowledgeable about the activity.	Presenters seemed somewhat knowledgeable about the activity.	Presenters were not genuinely knowledgeable, but rather prepared for the basic presentation.	X 2	
E1. Preparation and organization was evident.	Presenters were well prepared and organized.	Presenters could have been more prepared and organized.	Presenters were not prepared or organized.	X 1	
E2. Did well with professionalism, disposition and appropriate delivery (grammar, pitch, quality, articulation, language).	• Appropriate tone was consistent. • Spoke at the right pace to be clear • Confident • Poised and in control at all times	• Appropriate tone was usually consistent. • Spoke at the right pace most of the time but showed some nervousness • Somewhat confident • Poised and in control most of the time, rarely lost composure	• Had difficulty using an appropriate tone • Pace was too fast; nervous • Rarely displayed confidence • Sometimes seemed to lose composure	X 2	
Additional co-presenter was used during presentation (Deduction)				-25	
			TOTAL SCORE (135 points possible)		

Model of Excellence and Middle School Model of Excellence Presentation Information

Model of Excellence and Middle School Model of Excellence finalists are evaluated at the National FFA Convention & Expo. While a PowerPoint presentation is appropriate, it is not required. Remember, slides are designed to supplement the chapter presentation — not be the presentation.

- No sound, video or hyperlinks are permitted in the presentation.
- FFA Official Dress is required.
- Props and handouts are not permitted. Anything outside of Official Dress will be considered a prop.
- The presentation should be no more than 15 minutes and should align directly to the rubric.
- No more than three student presenters will be permitted.

For additional information, refer to the appropriate orientation packet located at FFA.org/nationalchapter.

No chapter will be in the presentation room longer than 30 minutes for the model of excellence or middle school model of excellence presentation. If a chapter completes the presentation in less than 15 minutes, the question/answer period will not be extended. If a chapter goes over 15 minutes, the remainder of the time will be for questions.

Set up 0–3 minutes	- Presenters enter room and time begins. - Only one assistant may enter the room to help in setting up the presentation. Once set up is complete, the assistant must exit the room. - No set up is allowed prior to the presenter's assigned time period.
Presentation 0–15 minutes	- Handouts and props are not allowed. A media presentation within the allowed guidelines will be permitted to enhance the oral presentation. Presentations will begin after setup and the timekeeper has closed the presentation room door. - There will be a warning at 13 minutes and time will be called at 15 minutes.
Interview 0–10 minutes	- When the presentation concludes, the interview period will begin. - The judges will be prepared to ask questions for a 10-minute period. - At 24 minutes, the timekeeper will provide a warning to the presenters and judges that the presentation time is about to expire. - If the presenters are in the middle of answering a question, they will stop speaking with no penalty when time is called.
Clean up 0–2 minutes	- The door to the presentation room will be opened when the timekeeper announces that time is over. - Clean up time will not exceed two minutes.

Model of Excellence and Middle School Model of Excellence Presentation and Interview Scoresheet

Chapter Name   State   Chapter ID

Indicator	Points Possible	Points Earned
. Explained how activities were tied to the quality standards.	5	
A2. Explained how activities were educational and beneficial.	10	
B1. Provided background beyond the application but relevant to the activities.	15	
B2. Spoke knowledgeably about the activities.	5	
B3. It was clear that the chapter activities were completed by chapter members.	10	
B4. The presentation brought the application alive.	5	
B5. Presenters explained whether activity implementation processes were followed as originally planned and, if not, why and what was learned.	5	
C1. Explained how and why activities were selected.	5	
C2. Conveyed how engaged students were in each activity from planning to delivery.	15	
D1. Interview responses went beyond the presentation's content.	15	
D2. Interview responses were free-flowing.	5	
D3. Complete answers were given.	15	
D4. Presenters were knowledgeable – more than just well-prepared.	10	
E1. Preparation and organization was evident.	5	
E2. Did well with professionalism, disposition and appropriate delivery (grammar, pitch, quality, articulation, language).	10	
Additional co-presenter was used during presentation (Deduction)	-25	
TOTAL SCORE (135 points possible)		

Model of Excellence and Middle School Model of Excellence Presentation and Interview Rubric

Indicator	Very strong evidence of skill: 5–4 points	Moderate evidence of skill: 3–2 points	Weak evidence of skill: 1–0 points	Weight	Points Earned
A1. Explained how activities were tied to the quality standards.	Example activities were directly tied to the quality standards and were clearly explained.	Example activities were somewhat tied to quality standards and were explained well.	Example activities were rarely tied to quality standards and were not explained.	X 1	
A2. Explained how activities were educational and beneficial.	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.	Each activity's educational value nor benefits were presented.	X 2	
B1. Provided background beyond the application but relevant to the	Provided ample background and knowledge relevant to each activity.	Provided some background and knowledge relevant to each activity.	Provided little background to each activity that wasn't present in the application.	X 3	
B2. Spoke knowledgeably about the activities.	Possessed a strong knowledge-base and effectively articulated information regarding related facts and current issues for each activity.	Possessed a good knowledge-base and, for the most part, articulated information regarding related facts and current issues for each activity.	Possessed some knowledge-base but was unable to articulate information regarding related facts and current issues for each activity.	X 1	
B3. It was clear that the chapter activities were completed by chapter members.	Throughout the presentation, it was clear that all chapter activities were completed by chapter members.	Presenters gave the impression that some activities were completed by members but some were not.	Most activities described were not member driven.	X 2	
B4. The presentation brought the application alive.	The presentation was lively and helped actualize the application.	The presentation helped bring parts of the application to life.	The presentation was not dynamic and did not give more information than what was presented in the application.	X 1	
B5. Presenters explained whether activity implementation processes were followed as originally planned and, if not, why and what was learned.	Presenters thoroughly explained each 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 each activity implementation process as originally planned and also describing what was learned if it did not go as planned.	Presenters did not explain each activity implementation process and if it was not followed as originally planned, struggled to explain why and what was learned.	X 1	
C1. Explained how and why activities were selected.	Presenters thoroughly explained how and why activities were selected.	Presenters attempted to explain how and why activities were selected.	Presenters did not describe how and why activities were selected.	X 1	

Indicator	Very strong evidence of skill: 5–4 points	Moderate evidence of skill: 3–2 points	Weak evidence of skill: 1–0 points	Weight	Points Earned
C2. Conveyed how engaged students were in each activity from planning to delivery.	Presenters explained the members' level of engagement from planning to delivery for each activity.	Presenters referred to the members' level of engagement from planning to delivery for each activity, but could have been more descriptive.	Presenters did not convey a positive level of engagement from members in planning to delivery.	X 3	
D1. Interview responses went beyond the presentation's content.	Interview responses expanded on the topic beyond the presentation's content.	Some interview responses expanded on the topic beyond the presentation's content.	Interview responses did not expand on the topic beyond the presentation's content.	X 3	
D2. Interview responses were free-flowing.	Spoke unrehearsed with comfort and ease

Spoke quickly with organized thoughts and concise answers | Spoke unrehearsed mostly with comfort and ease but sometimes seemed nervous or unsure

Spoke effectively but had to stop and think, and sometimes was unfocused | Showed nervousness or seemed unprepared when speaking unrehearsed

Seemed to ramble or spoke before thinking | X 1 | |
D3. Complete answers were given.	Complete thoughts and thorough answers were given to all questions. Always provided details which supported the point; well organized	Complete thoughts and thorough answers were given to most questions. Usually provided details which were supportive of the point; displayed good organizational skills	Complete thoughts and thorough answers were rarely given. Sometimes overlooked details that could have been very beneficial to the point; lacked organization	X 3	
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.	X 2	
E1. Preparation and organization was evident.	Presenters were well prepared and organized.	Presenters could have been more prepared and organized.	Presenters were not prepared or organized.	X 1	
E2. Did well with professionalism, disposition and appropriate delivery (grammar, pitch, quality, articulation, language).	• Appropriate tone was consistent. • Spoke at the right pace to be clear • Confident • Poised and in control at all times	• Appropriate tone was usually consistent. • Spoke at the right pace most of the time but showed some nervousness • Somewhat confident • Poised and in control most of the time, rarely lost composure	• Had difficulty using an appropriate tone • Pace was too fast; nervous • Rarely displayed confidence • Sometimes seemed to lose composure	X 2	
Additional co-presenter was used during presentation (Deduction)				-25	
			TOTAL SCORE (135 points possible)		

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