94th Ohio FFA State Convention

May 5-6, 2022 • Ohio Expo Center • Columbus, Ohio

To: 2022 Ohio Proficiency Award State Finalists and Advisors

From: Brenda Correll, FFA Program Assistant

Date: March 28, 2022

Congratulations on your achievement as a State FFA Proficiency Award Finalist! You will be recognized at the 94th Ohio FFA Convention in the Celeste Center at the Ohio Expo Center, Columbus.

Virtual Interviews will be conducted virtually on April 5, 6 and 7, 2022 from 9:00 a.m. to 1:00 p.m. The exact schedule will be emailed to advisors the week of March 28th. The schedule is FINAL; please do not ask to change times. Agriscience Fair virtual interviews are 15-minute interviews. These interviews are designed for the student to explain their project and the judges to ask questions. Students are required to have a display to accompany their presentation, and a virtual display is recommended. No videos, props, logbooks, handouts, or electronics are allowed. The scoring rubric that will be used is included at the end of this document. We ask that students wear official dress for these interviews. Additional information will be emailed the week of interviews with specific links.

Ohio's Agriscience Fair State Finalists will be recognized during the **Fourth** Session, **2:00 p.m.** on **Friday, May 6, 2022**. Advisors, we ask that you have your FFA member(s) present for this presentation.

A seating chart, for ease in locating the reserved seat, will be available at the registration booth in the Celeste Center. As a reminder, students appearing on stage must be in official dress.

Finalists are required to set up a display highlighting their Agriscience Fair project during the state convention in the Agriscience Fair Area of the Bricker Building. **Failure to set up a display will result in the forfeit of award money.** Checks will be mailed to the Advisors at school in August.

STATE WINNING AGRISCIENCE FAIR CRITIQUE: Advisors of state winning Agriscience Fair projects are **highly recommended** to attend a workshop on **Wednesday, May 25, 2022** to help critique all winning applications. This is recommended this year due to changes for the National FFA Agriscience Fair. This workshop will be held at the Ohio FFA Center beginning at 9 AM. All winning applications must be *finalized/saved/new version created in the AET Degree/Application Manager by June 20, 2022* to be forwarded to National judging.

AGRISCIENCE FAIR STATE FINALISTS DISPLAY: Each Agriscience Fair Finalist is required to have a display highlighting their Agriscience Fair at State Convention in the Bricker Building. The goal of the display is for FFA members with successful Agriscience Fair projects to share their research with other members and attendees. Attached are guidelines for developing your display. If you have questions after reviewing the enclosed guidelines, please email whitney.short@education.ohio.gov.

GUIDELINES FOR DEVELOPING THE AGRISCIENCE FAIR DISPLAY BOARD: It is very important that you take the time to develop a neat and effective display for the State FFA Convention. You will be provided with one-half of an 8' table (a 48" by 30" area) for your display board. Therefore, you should develop an effective tabletop display. Fellow members, advisors, sponsors and guests will be viewing your displays, so you need to put time and effort into the display. Make sure to include good quality photos and check for misspellings on your display. The *Resource Guide for Ohio Agriscience Fair* and *Agriscience Fair visual display and interview*

resource include information and best practice for creating an agriscience fair display. These resources are found on the Ohio FFA Website under Programs and then Agriscience Fair. Please follow the guidelines below:

1. All displays should include the following information:
    a. Student name and chapter
    b. Title of category and division
    c. Information relevant to the study
2. The display must not be larger than 36 inches high (from top to table to top of display), 48 inches wide, and 30 inches deep (the distance from front to back). Displays must be stable and free-standing.
3. If a display becomes unsafe or unsuitable for display, or if a display does not meet the guidelines, it will be removed and deemed ineligible for any awards.
4. All information on the display must be spelled correctly and grammatically correct.
5. **No props, logbooks, handouts, or electronics** are permitted. No tablets, iPads, cell phones, or other electronic devices will be permitted. Internet access will not be provided.
6. Displays must follow all National FFA Agriscience Fair rules.
7. We suggest that Agriscience Fair finalists staff their displays at the following times to answer any questions members, parents, or sponsors may have: 8:00 a.m. – 9:00 a.m., 12:00 p.m. – 1:00 p.m. and 5:00 p.m. – 5:30 p.m. each day.
8. **Set up time is 8:00 a.m. – 9:00 a.m. on Thursday, May 5, 2022 in the Bricker Building. ALL** displays should be set up by 9:00 a.m. Your display may be torn down after 5:00 p.m. on Friday, May 6. You will have until 6:00 p.m. to remove your display before the building is locked for the evening.
9. All displays will be located in the **Bricker Building**. Signs stating the name, chapter and Agriscience Fair category and division of each finalist will be provided on each table. When setting up your display, please set-up in your labeled area.

Convention Rubric: Divisions 1, 3, 5 (Grades 7–12)

Area	High Points 5–4 points	Medium Points 3–2 points	Low Points 1–0 points	Points Possible	Points Earned
Knowledge Gained	There is evidence the student researcher has acquired scientific skills and/or knowledge by doing the project. The student researcher exhibits knowledge of the scope and limitations of the problem selected.	There is some evidence that the student researcher has acquired scientific skills and/or knowledge by doing this project. The student researcher has limited knowledge of the scope and limitations of the problem selected.	There is no evidence that the student researcher has acquired scientific skills and/or knowledge by doing this project. The student researcher does not recognize the scope and limitations of the problem selected.	15	_____ x 3 = _____
Scientific Research	The problem is clearly stated. The student researcher uses scientific facts as a basis for new conclusions. The student researcher is aware of the basic scientific principles that lend support to the methods used and conclusions reached. The research is the basis for further study. The appropriate methods and scientific design have been applied. The student researcher is aware of the empirical method and the importance of controlling the variables in order to reach valid conclusions.	The problem is not clearly stated. The student researcher uses some scientific facts as a basis for new conclusions. The student researcher has limited knowledge of the basic scientific principles that lend support to the methods used and conclusions reached. With some modification, the research could be the basis for further study. Some of the appropriate methods and scientific design have been applied. The student researcher is partially aware of the empirical method and the importance of controlling the variables in order to reach valid conclusions.	The problem is not stated. The student researcher did not use scientific facts as a basis for new conclusions. The student researcher is unaware of the basic scientific principles that lend support to the methods used and conclusions reached. The research cannot be the basis for further study. Inappropriate methods and a flawed scientific design have been applied. The student researcher is unaware of the empirical method and do not recognize the importance of controlling the variables in order to reach valid conclusions.	30	_____ x 6 = _____
Collaboration	There is clear evidence of collaboration. The student researcher identified portions of the project representing the work of others.	There is lack of clear evidence of collaboration, or the student researcher does not identify portions of the project representing the work of others.	There is lack of clear evidence of collaboration, and the student researcher does not identify portions of the project representing the work of others.	15	_____ x 3 = _____

Thorough-ness/ Information	Student researcher clearly communicates the original plan and adaptations that may have been made to the study. Any adaptations made uphold the integrity of the study. Facts and principles the student researcher states are correct and accurate. All results of the experiments are reported accurately based on methodology used. Any errors and weaknesses in the study are identified, if applicable.	Student researcher partially communicates the original plan and adaptations that may have been made to the study. Any adaptations made may uphold the integrity of the study. Facts and principles the student researcher states are partially correct and accurate. Most results of the experiments are reported accurately based on methodology used. Most errors and weaknesses in the study are identified, if applicable.	Student researcher does not communicate the original plan and adaptations that may have been made to the study. Adaptations made do not uphold the integrity of the study. Facts and principles the student researcher states are inaccurate. Results of the experiments are not reported accurately based on methodology used. Errors and weaknesses in the study are not identified.	30	x 6 =
Results/ Conclusions	The student researcher uses known facts to draw conclusions. Conclusions are consistent with the data and/or observations presented. The student researcher clearly shares what was learned as a result of the research. The student researcher effectively communicates the results and impact of the study.	The student researcher uses known facts to draw conclusions. Conclusions are inconsistent with the data and/or observations presented. The student researcher ineffectively shares what was learned as a result of the research. The student researcher ineffectively communicates the results and impact of the study.	The student researcher does not use known facts to draw conclusions. Conclusions are inconsistent with the data and/or observations presented. The student researcher does not share what was learned as a result of the research. The student researcher does not communicate the results and impact of the study.	15	x 3 =
Visual Display	The data is presented in the best manner for the particular type of information involved. No spelling errors are present. The exhibit demonstrates general neatness and attractiveness. The display is presented in a logical and interesting manner.	The data is presented in a logical manner for the particular type of information involved. Some spelling errors are present. The exhibit lacks general neatness and attractiveness. The display is presented in a logical yet uninteresting manner.	The data is not presented in a rational manner for the particular type of information involved. Several spelling errors are present. The exhibit lacks general neatness and attractiveness. The display lacks logic and appears uninteresting.	15	x 3 =
				TOTAL SCORE (120 points possible) *This constitutes 75% of the overall score to determine final ranking.*	

**In the event of a tie, winner will be determined based on the score of the written report. If a tie still exists, the tie will be broken on scores received in the following sections in order: knowledge gained, thoroughness/information, results/conclusions.*

Convention Rubric: Divisions 2, 4, 6 (Grades 7–12)

Area	High points 5–4 points	Medium points 3–2 points	Low points 1–0 points	Points Possible		Points Earned
Knowledge Gained	There is evidence the student researchers have acquired scientific skills and/or knowledge by doing the project. The student researchers exhibit knowledge of the scope and limitations of the problem selected.	There is some evidence that the student researchers have acquired scientific skills and/or knowledge by doing this project. The student researchers have limited knowledge of the scope and limitations of the problem selected.	There is no evidence that the student researchers have acquired scientific skills and/or knowledge by doing this project. The student researchers do not recognize the scope and limitations of the problem selected.	15	*Student #1* 7.5 *Student #2* 7.5	x 3 =
Scientific Research	The problem is clearly stated. The student researchers use scientific facts as a basis for new conclusions. The student researchers are aware of the basic scientific principles that lend support to the methods used and conclusions reached. The research is the basis for further study. The appropriate methods and scientific design have been applied. The student researchers are aware of the empirical method and the importance of controlling the variables in order to reach valid conclusions.	The problem is not clearly stated. The student researchers use some scientific facts as a basis for new conclusions. The student researchers have limited knowledge of the basic scientific principles that lend support to the methods used and conclusions reached. With some modification, the research could be the basis for further study. Some of the appropriate methods and scientific design have been applied. The student researchers are partially aware of the empirical method and the importance of controlling the variables in order to reach valid conclusions.	The problem is not stated. The student researchers do not use scientific facts as a basis for new conclusions. The student researchers are unaware of the basic scientific principles that lend support to the methods used and conclusions reached. The research cannot be the basis for further study. Inappropriate methods and a flawed scientific design have been applied. The student researchers are unaware of the empirical method and do not recognize the importance of controlling the variables in order to reach valid conclusions.	30		x 6 =
Collaboration	There is clear evidence of collaboration. The student researchers identified portions of the project representing the work of others.	There is lack of clear evidence of collaboration, or the student researchers do not identify portions of the project representing the work of others.	There is lack of clear evidence of collaboration and the student researchers do not identify portions of the project representing the work of others.	5		
Peer to Peer Collaboration	There is clear evidence of collaboration. Both team members are present. No points will be award if only one team member is present.	Some collaboration is evident. No points will be award if only one team member is present.	There is lack of evidence of collaboration. No points will be award if only one team member is present.	10		x 2 =

Thorough-ness/ Information	Student researchers clearly communicate the original plan and adaptations that may have been made to the study. Any adaptations made uphold the integrity of the study. Facts and principles the student researchers state are correct and accurate. All results of the experiments are reported accurately based on methodology used. Any errors and weaknesses in the study are identified, if applicable.	Student researchers partially communicate the original plan and adaptations that may have been made to the study. Any adaptations made may uphold the integrity of the study. Facts and principles the student researchers state are partially correct and accurate. Most results of the experiments are reported accurately based on methodology used. Most errors and weaknesses in the study are identified, if applicable.	Student researchers do not communicate the original plan and adaptations that may have been made to the study. Adaptations made do not uphold the integrity of the study. Facts and principles the student researchers state are inaccurate. Results of the experiments are not reported accurately based on methodology used. Errors and weaknesses in the study are not identified.	30	_____ x 6 = _____
Results/ Conclusions	The student researchers use known facts to draw conclusions. Conclusions are consistent with the data and/or observations presented. The student researchers clearly share what was learned as a result of the research. The student researchers effectively communicate the results and impact of the study.	The student researchers use known facts to draw conclusions. Conclusions are inconsistent with the data and/or observations presented. The student researchers ineffectively share what was learned as a result of the research. The student researchers ineffectively communicate the results and impact of the study.	The student researchers do not use known facts to draw conclusions. Conclusions are inconsistent with the data and/or observations presented. The student researchers do not share what was learned as a result of the research. The student researchers do not communicate the results and impact of the study.	15	_____ x 3 = _____
Visual Display	The data is presented in the best manner for the particular type of information involved. No spelling errors are present. The exhibit demonstrates general neatness and attractiveness. The display is presented in a logical and interesting manner.	The data is presented in a logical manner for the particular type of information involved. Some spelling errors are present. The exhibit lacks general neatness and attractiveness. The display is presented in a logical yet uninteresting manner.	The date is not presented in a rational manner for the particular type of information involved. Several spelling errors are present. The exhibit lacks general neatness and attractiveness. The display lacks logic and appears uninteresting.	15	_____ x 3 = _____
			TOTAL SCORE (120 points possible) This constitutes 75% of the overall score to determine final ranking.		

**In the event of a tie, winner will be determined based on the score of the written report. If a tie still exists, the tie will be broken on scores received in the following sections in order: knowledge gained, thoroughness/information, results/conclusions.*

***If a team project only has one student present, they cannot rank higher than fourth overall. In the "Knowledge Gained" section, team members can receive up to 7.5 points each. Both team members must be present to receive points for "peer-to-peer collaboration".*