

NAME \_\_\_\_\_

CHAPTER \_\_\_\_\_

**RECORD BOOK ESSAY QUESTIONS - 50 Points**

Advanced		Emerging		Developing	
Component	5-4 Points	3-2 Points	1-0 Points	Factor	Total
<b>Question 1</b>	Student identifies the type of record system used in relation to the SAE type and specifically indicates the interval at which records are entered, may also offer reasons or challenges of consistent record keeping.	Student record system identification and relation to the SAE type may be identified, but unclear or lacks specifics. The interval at which records are entered are not specific, and may offer reasons or challenges of consistent record keeping.	2 or more components are not identified: (Student record system type, relation to the SAE type, record entry interval). Student does not identify or explain any challenges of record keeping.	<b>X 1</b>	_____
<b>Question 2</b>	Major expense(s) or investment(s) (time or dollars) are clearly identified in managing the SAE and student thoroughly explains how keeping records helped managed these items.	Major expense(s) or investment(s) (time or dollars) are unclear in managing the SAE and student is unclear in how keeping records helped managed these items.	Major expense(s) or investment(s) (time or dollars) are not identified and student may or may not understand how keeping records helped managed these items.	<b>X 1</b>	_____
<b>Question 3</b>	Student lists more than 1 major strength of the SAEs (revenue, growth of assets or other) and clearly explains how keeping records helped manage these strengths.	Student lists only 1 strength of the SAEs (revenue, growth of assets or other) and somewhat explains how keeping records helped manage these strengths.	Strength may or may not be clearly identified or related to the SAEs (revenue, growth of assets or other) and vaguely explains how keeping records helped manage these strengths.	<b>X 1</b>	_____
<b>6-5 Points</b>		<b>4-3 Points</b>		<b>2-1 Points</b>	
<b>Question 4a</b>	Annual change in net worth is correctly identified for each year of records (as of 12/31/18) and matches the records. Student correctly identifies where value is listed with page number, section, and line.	Annual change in net worth is correctly identified for most of the years on record (as of 12/31/18) and mostly matches the records. Student mostly identifies the correct location of the value listed with page number, section, and line.	Annual change in net worth is incorrectly identified for most of the years on record (as of 12/31/18) and does not match the records. Student has confusion in locating the value listed with page number, section, and line.	<b>X 1</b>	_____
<b>7-5 Points</b>		<b>4-2 Points</b>		<b>1-0 Points</b>	
<b>Question 4b</b>	Student identifies the correct year of annual equity which had the greatest increase and accurately identifies the factors that contributed to the change.	Student may identify correctly only some of the components: year of greatest increase annual equity, correct annual equity, and the factors that contributed to the change.	Student mis-identifies most or all of the required components: year of greatest increase annual equity, correct annual equity, and the factors that contributed to the change.	<b>X 1</b>	_____
<b>Question 4c</b>	Student identifies the correct year of annual equity which had the least (-) change and accurately identifies the factors that contributed to the change.	Student may identify correctly only some of the components: year of least (-) change annual equity, correct annual equity, and the factors that contributed to the change.	Student mis-identifies most or all of the required components: year of greatest increase annual equity, correct annual equity, and the factors that contributed to the change.	<b>X 1</b>	_____

	5-4 Points	3-2 Points	1-0 Points		
<b>Question 5</b>	Non-current assets are correctly listed from the final SAE year with the correct current value for each. If no assets exist, student identified why and referenced how that is listed in their SAE plans.	Non-current assets may partially be listed and may or may not be from the final year of the SAE year and current values for each may or may not be correct. Student may or may not identify why assets do not exist and may or may not reference how that is listed in their SAE plans.	Limited identification of the correct components and values. Student may or may not identify why assets do not exist and may or may not reference how that is listed in their SAE plans.	<b>x 2</b>	_____
<b>Question 6</b>	Student lists <u>ALL 5</u> areas of analysis of records CORRECTLY that are listed or calculated from their records. Suggestions (1) annual return/hour from profit/loss, (2) annual Operating profit margin from profit/loss, (3) annual Current Ratio from balance sheet, (4) cost per production in an SAE or other efficiency factors. Student lists these or other analysis items from records that are important to their SAE program.	Student lists <u>2-3</u> areas of analysis of records CORRECTLY that are listed or calculated from their records. Suggestions (1) annual return/hour from profit/loss, (2) annual Operating profit margin from profit/loss, (3) annual Current Ratio from balance sheet, (4) cost per production in an SAE or other efficiency factors. Student lists these or other analysis items from records that are important to their SAE program.	Student lists <u>1 or no</u> areas of analysis of records CORRECTLY that are listed or calculated from your records. Suggestions (1) annual return/hour from profit/loss, (2) annual Operating profit margin from profit/loss, (3) annual Current Ratio from balance sheet, (4) cost per production in an SAE or other efficiency factors. Student lists these or other analysis items from records that are important to their SAE program.	<b>x 1</b>	_____

ESSAY Score (50) \_\_\_\_\_

<b>RECORD ATTACHMENTS - 50 Points</b>					
	Advanced	Emerging	Developing		
Component	5-4 Points	3-2 Points	1-0 Points	Factor	Total
<b>Summary and Organization</b>	Student includes a Table of Contents/Summary that identifies each category of the records attached and their location. Records are attached in the order which follows the Table of Contents/Summary.	Student includes a Table of Contents/Summary that identifies most categories of the records attached and their location. Records are attached somewhat in the order which follows the Table of Contents/Summary.	Student has a limited Table of Contents/Summary that is difficult to interpret location and order of attachments.	<b>x 1</b>	_____
<b>Resume of Leadership Activities</b>	Student includes a resume that reveals a summary of opportunity in leadership, community service and other organizational activities. Document should have logical format and organization.	Student includes a resumet that has a brief summary of opportunity in some of the following: leadership, community service and other organizational activities. Document may lack logical format and organization.	Student includes a resume that is limited in identifying any of the following: leadership, community service and other organizational activities. Document may lack logical format and organization.	<b>x 1</b>	_____

**Record Book Review**

	<b>4-3 Points</b>	<b>2-1 Points</b>	<b>0 Points</b>		
<b>Annual SAE Project Scope &amp; Annual Project Summary</b>	Each SAE has a scope and summary identified: (project size such as acres, head numbers or other measure. Also including annual summary of project status and skills gained).	Some SAE's have scope and summary identified.	No SAE's have scope or summary written.	<b>x 1</b>	_____
<b>SAE Agreements</b>	Agreements are well written for each SAE project, includes financial learning plans: agreement/description for SAE, plans for time in the project, financial plans (Budget) and learning plans).	Agreements are written for some but not ALL SAE projects, includes some of the financial learning plans: agreement/description for SAE, plans for time in the project, financial plans (Budget) and learning plans).	No agreements and qualifying components are included in any of the SAE's on record.	<b>x 2</b>	_____
<b>SAE Records for Time and Money</b>	Each SAE includes hours, expenses, income and photos that are logical for the SAE project type and illustrate accurate records. Placement = paychecks, journals (paid and unpaid) Entrep = income, expenses and current/non current inventory.	Some SAE includes hours, expenses, income and photos that may or may not be logical for the SAE project type and illustrate accurate records. Placement = paychecks, journals (paid and unpaid) Entrep = income, expenses and current/non current inventory.	SAE records are very incomplete.	<b>x 2</b>	_____
	<b>5-4 Points</b>	<b>3-2 Points</b>	<b>1-0 Points</b>		
<b>Summary of Profit and Loss</b>	Each SAE includes a profit and loss summary of financial records and/or hours for each year of operation, which is a reasonable summary of each SAE. Explanations can also be described in SAE annual summaries.	Some SAE includes a profit and loss summary of financial records and/or hours for each year of operation, which may or may not be reasonable summary of each SAE. Explanations can also be described in SAE annual summaries.	Profit and loss summary of financial records and/or hours for each year of operation are very limited, and may or may not be reasonable summary of each SAE. Any explanations were vaguely described in SAE annual summaries.	<b>x 2</b>	_____
<b>Annual Financial Statements</b>	ALL of the following are present for ALL YEARS and ALL SAE'S (1) Non-Current/Capital Inventory (if applicable), (2) Profit/Loss Statement (all SAEs), (3) Balance Sheet (all years).	Some of the following are present for SOME of the YEARS and SOME SAE'S (1) Non-Current/Capital Inventory (if applicable), (2) Profit/Loss Statement (all SAEs), (3) Balance Sheet (all years).	Very few of the following are present for VERY FEW YEARS and VERY FEW SAE'S (1) Non-Current/Capital Inventory (if applicable), (2) Profit/Loss Statement (all SAEs), (3) Balance Sheet (all years).	<b>x 2</b>	_____

**RECORDS Score (50)** \_\_\_\_\_

**TOTAL SCORE (Essay + Records)** \_\_\_\_\_

**Judge's Initials** \_\_\_\_\_