

TEXAS FFA ASSOCIATION

LEADERSHIP DEVELOPMENT EVENTS HANDBOOK 2027-2031



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TEXAS FFA LEADERSHIP DEVELOPMENT EVENTS

Business, industry and government rely on human resources to survive and prosper. Regardless of the industry in question, money and equipment are not sufficient to bring about change, growth and prosperity. Human beings are critical to all productive work. Agricultural education plays an important role in preparing individuals for careers and continuing education in a diverse group of occupations.

Agriculture, food and natural resources programs provide education and training to individuals needed in our world. The program consists of three elements: classroom instruction, supervised agricultural experience and FFA activities. The FFA has the unique characteristic of binding the program together serving as the catalyst, advancing the student more rapidly toward success.

FFA is the national organization of, by and for students of agricultural education. Since the founding of the National FFA Organization in 1928, it has been an important part of the public school program of agriculture, food and natural resources. It is an essential teaching tool for the practical application of technical skills and lessons in leadership, cooperation, and citizenship. The Texas FFA provides learning and personal development for more than 156,000 young people by challenging them with a program of leadership activities and incentive awards designed to complement and strengthen the instructional program in agriculture.

The Texas FFA Leadership Development Events are educational activities organized by the National and State FFA Organizations and hosted by colleges and universities, industry sponsors and others interested in young people in agricultural education. This manual explains the Leadership Development Events, which are held in the fall of each year, frequently as invitational events and then at 66 district competitions, which provide opportunities to advance to area and finally to state competition. Information for the following events will be posted on the Texas FFA Homepage.

TEXAS FFA LEADERSHIP DEVELOPMENT EVENTS ARE SPONSORED BY THE TEXAS FFA ASSOCIATION AND SAM HOUSTON STATE UNIVERSITY.

SAM HOUSTON STATE UNIVERSITY

Event Co-Superintendents:

Dr. Mark Hainline, Phone: (936)-294-1186; msh004@shsu.edu

Dr. Maureen Victoria, Phone: (936) 294-2369; mxv100@shsu.edu

TEXAS FFA ASSOCIATION

Phone: (512) 480-8045 Fax: (512) 476-2894

Jennifer Jackson, Executive Director; jennifer@texasffa.org

Bre Fowler, Competitive Events and Recognition Coordinator; breanne@texasffa.org

Chase Carroll, LDE Chairman; daniel.carroll@nisd.net

Nathan Jordan, LDE Co-Chairman; nathaniel.jordan@hawkinsisd.org

Several elimination and practice sessions are held by the various members of the Agricultural Consortium of Texas.



Sam Houston State University
Agricultural Sciences

GENERAL RULES



1. Registration must be done via the Judgingcard.com online registration system by 5:00 p.m. on the Monday prior to the event date. Supporting materials such as résumés, portfolios, the statement of originality, and manuscript for scripted contests, are considered part of an entry and must be submitted at the time that entries are submitted. Late materials will not be scored.

The [Texas FFA Statement of Originality](#) is required at the time of contest registration for all events requiring scripts and manuscripts. This statement must be signed by the supervising FFA Advisor and a campus administrator and certifies that the submitted script or manuscript was created exclusively for the presenting chapter.

All scripts and manuscripts submitted for competition will be subject to review and may be run through a plagiarism detection system. Any script or manuscript found to be copied, shared, reused without authorization, or determined to be substantially similar to another submission from the current or previous contest years may result in disqualification.

2. Teachers are responsible for registering their team(s) via the judgingcard.com online LDE system. Entries not posted on or before the deadline set by the sponsoring university and the state FFA office will be subject to double entry fees or risk team disqualification. Substitutions may be made by contacting the event superintendent via telephone or e-mail or at the event before the team participates.
3. A \$65.00 fee will be assessed for each entry. Late entries will be charged a double entry fee. Entry fees will be paid through JudgingCard.com to "Ewell Educational Services".
4. Each area coordinator will certify the state qualifiers are accurate.
5. Eligibility of all team members will be verified by checking the chapter's FFA roster submitted to the Texas FFA Association. Teams that have members declared ineligible (due to not being listed on the chapter's FFA roster submitted for state and national purposes), will be required to pay the member's state and national dues in addition to a \$25.00 roster processing fee per occurrence, or be disqualified. Entries that compete with ineligible students shall be disqualified and shall forfeit any and all honors, titles or future claims to such honors and titles.
6. Eligibility of participating students is based on the following criteria:
 - a. Students must be eligible to participate in compliance with state laws and rules concerning extracurricular participation.
 - b. Students must be members of the FFA and listed on the state roster of a chartered chapter in current good standing.
 - c. Proof of enrollment will be requested in the case of a protest.
 - d. Members must be currently enrolled in an agricultural class to be eligible to participate. Members in accelerated block or quarter schedules which were enrolled earlier in the fall semester shall be considered enrolled for the entire semester.
 - e. National qualifiers will provide verification of enrollment before being certified for national competition.
 - f. The individual, not the chapter, qualifies in the Creed and Job Interview LDEs; therefore, should an individual not be able to compete, for any reason in one of these LDEs for which they qualify, the next highest placing individual from the same Area shall qualify. The chapter of the individual who is unable to compete may not simply name a replacement from their own chapter.
7. All students shall be in official FFA dress, but according to Texas FFA Official Dress Standards, which includes black dress boots, in each event with the exception of the Agricultural Skill Demonstration events (the FFA bowtie is NOT acceptable official dress). Complete Official Dress Guidelines can be found at www.texasffa.org → About → What is FFA? → General Information → Official Dress. Hair accessories and jewelry are acceptable. Visible socks must be black. Students not in full compliance of official dress standards shall be notified before entering the event room and given opportunity to correct the deficiency as long as such remedial action does not disrupt the event schedule.

Members who fail to comply will not be allowed to compete. No penalties will be assessed and no corrections will take place after the contest begins.

8. Students may participate in any two events for which they are eligible. No student may participate in the same event on both the Greenhand and Chapter FFA level. If a student participates in more than two events, all events that student participated in will be disqualified. Serving as the Advisor in either or both Greenhand or Senior Chapter Conducting counts as a team participation and will be included in the two-event limit.
9. Each area will be entitled to send two teams in each event. A chapter may have one entry in each event. There will be fifteen separate events as follows:
 - a. **Greenhand Division** - Only 7th, 8th, 9th grade students, enrolled in the first year, first semester of high school credit in an agriculture, food and natural resources class are eligible to participate in the Greenhand event. For Chapter Conducting, the teacher or any active member may serve as the advisor.
 - i. Chapter Conducting
 - ii. Agricultural Skill Demonstration
 - iii. Greenhand FFA Quiz
 - iv. Greenhand Creed Speaking
 - v. Greenhand Spanish Creed Speaking
 - b. **Senior Division** - Greenhand Division students may compete in the Senior division.
 - i. Chapter Conducting
 - ii. Agricultural Skill Demonstration
 - iii. FFA Broadcasting
 - iv. Public Relations
 - v. Agricultural Issues Forum
 - vi. Senior Creed Speaking
 - vii. Senior FFA Quiz
 - viii. Job Interview
 - ix. Agricultural Advocacy
 - x. Senior Spanish Creed Speaking
10. Members of the first-place team in greenhand chapter conducting, quiz, agricultural skill demonstration and creed speaking are allowed to return to like events on the senior level. Members of the first-place teams in all other leadership events are ineligible to compete in that type of event again.
11. Results will be announced in accordance with the published schedule posted by Sam Houston State University on the registration website. Certificates of participation presented to all teams, awards made to the winning teams, and photographs will be taken of the top three teams and the top two sweepstakes chapters in each division. All team members must be in the attire required for their specific event for pictures.
12. Participation times shall be fixed on a rotational basis, with an equal number of area winners and runners-up in each heat. Areas shall be notified prior to the area event of the participation order. The advisor of any team unavoidably delayed and not present when scheduled to participate should contact the contest superintendent immediately. He/she must verify and approve delay upon arrival; otherwise the team is automatically eliminated. Teams with conflicts may request a trade of performance times with another team with the approval of the LDE Chairman. Advisors are under no obligation to trade performance times with another chapter. The top five teams from each heat will advance to the finals. Teams advancing to the finals will be assigned times following the order of participation in the preliminaries, alternating between heat one and heat two.
13. Five large banners (24" x 48" with yellow border) will be awarded to the high teams in each event. Smaller rectangular banners will be awarded to sixth through tenth place. Pins will be given to each member of the first-place teams. All event participants will receive a certificate of participation.
14. Judges' critique sheets shall be returned for review following the event.

15. All contests will be open to the public as space becomes available (except chapter conducting and job interview). No picture taking, videotaping, or cell phone use shall be permitted at events unless conducted by the Texas FFA or SHSU. As a professional courtesy, participants SHOULD NOT observe other teams in the event in which they are competing on that day.
16. The following teams that win the state events are eligible to participate in the national leadership development events: (team events) agricultural issues forum, senior chapter conducting (parliamentary procedure), greenhand chapter conducting (conduct of chapter meetings) and (individual events) greenhand creed speaking (creed speaking) and job interview (employment skills). National qualifiers will provide verification of enrollment before being certified for national competition. In compliance with national rules, a student may be certified for one national career/leadership development event in a given year. Students who participate in a national event are ineligible to compete in that event in all future state sanctioned competitions. The individual, not the chapter, qualifies in the greenhand Creed Speaking and Job Interview LDEs; therefore, should an individual not be able to compete at the national contest for any reason in one of the LDEs for which they qualify, the next highest placing individual from the state event shall qualify. The chapter of the individual who is unable to compete may not simply name a replacement from their own chapter.
17. The contest provider may use any system of scoring that meets their needs. Judges will use their discretion to determine final placings. The default ranking system will be the sum of ranks. Sum of ranks is defined as: The judges' ranking of each participant then shall be added, and the winner will be that participant whose total ranking is the lowest. Other placings will be determined in the same manner (low point score method of selection).
18. The overall sweepstakes winner and runner-up shall be the chapters that earned the most points: first place: 10 points; second place: 9 points; third place: 8 points; fourth place: 7 points, etc. Entries placing below tenth place shall not receive sweepstakes points. In the event there is a tie for first place, co-winners and a runner-up shall be awarded. In the event there is a tie for runner-up, co-winners for runner-up honors shall be awarded. There will be two sweepstakes divisions consisting of a single and multi-teacher division.
19. Sam Houston State will be the sole provider of the quiz and chapter conducting problems and any outside consultation from anyone that is not employed with SHSU should be approved by the LDE committee.
20. All event materials must be posted on the Texas FFA website on or before September 1.
21. A violation of any general rules, or contest specific rule, may result in a disqualification.
22. Live animals are not permitted in any Texas FFA LDE Contest.
23. Scoring and tabulating are completed as quickly as possible in order that results can be announced and awards presented. Announced results will not be official until 5:00 p.m. the second working day following the event. Incorrect results will be corrected and the verified state winner will represent Texas in national competition. Awards will be presented as results are announced.

ACCOMMODATIONS & ADA

1. For students who require a contest accommodation(s), teachers should complete the Texas FFA Contest Accommodations Form found on the Texas FFA Website not less than 14 days before a qualifying event. Requests for special consideration should be made to Texas FFA Competitive Events Coordinator. This will be determined on a case-by-case basis. Assistance will be provided by a contest official and shall not constitute an advantage for that student or a disadvantage for other contestants. Additional time cannot be provided for completion of events. In case of extreme circumstances, stakeholders should contact the State FFA Office.

JUDGES FOR EVENTS

1. Area associations will provide judges for state events in accordance with the rotational table provided. All area coordinators shall submit all judges' names no later than 5:00 p.m. on the Friday two weeks prior to the state event to the Texas FFA Competitive Events Coordinator. If the Area contest falls in that timeline, Area Coordinators must communicate with the Texas FFA Competitive Events Coordinator. It will be up to the area coordinator, area LDE committee members and area advisory committee to create and manage their own process for ensuring highly qualified judges are being provided.
2. At least two judges for each event, except Job Interview, will be teachers (Active or retired). Judges representing agricultural business and industry may be used (with the exception being agricultural issues forum), if they are qualified. Judges in the Quiz events are only needed in the Finals. Where possible, Area's will not be responsible for providing judges in both the Finals and Heats in the same contest.
3. The Texas FFA Staff along with the LDE Chairs, will address any score discrepancies with the contest superintendent before the judges are released.

CONFLICT RESOLUTION

1. Appeals concerning district and area standings for recognition and awards shall be resolved by officials at the corresponding levels of competition, appeals must be submitted by the FFA Advisor.
2. The state LDE process is a tournament concept that begins at the district level and culminates at the state event. Unresolved district-level disputes concerning qualification for area competition may be appealed to the respective area executive committee only after the district committee has heard and ruled on the matter in question. Teachers may request a state level review of any such ruling. The state executive committee shall overturn only those decisions that are ruled to be arbitrary or in conflict with state policy.
3. Appeals of area-level decisions concerning state qualification or state event decisions must be filed in writing with the Texas FFA Association executive director no later than 5:00 p.m. on the first working day following the decision under appeal. All appeals shall be considered by the executive board.
4. Persons whose judgment may be influenced by a vested interest or a pre-existing relationship that may impair their ability to be fair and impartial must excuse themselves from all deliberations concerning appeals.
5. Subjective qualitative judgments inherent in evaluating event performances may not be appealed.

TEXAS FFA INCLEMENT WEATHER POLICY

1. For state events, the state executive director shall work proactively with providers to assess potential weather and road hazards which could create travel risks for students and teachers. Should inclement weather pose a potential travel risk for groups from any part of the state, the executive director shall consult the state executive board and appropriate experts (such as but not limited to National Weather Service forecasters) to assess potential hazards and consider options for amending event start times or participation schedules to facilitate safer travels, event postponement or cancellation. The Texas FFA Association shall make student safety the top priority in all such decisions; however, the FFA advisor retains ultimate responsibility for the safety and supervision of their students.

2. If possible, the executive director or his or her designee shall notify teachers via e-mail and/or the emergency text messaging system of any impending event decisions regarding inclement weather.
3. District and area associations are to work with their respective executive committees in assessing weather- related travel risks. The state executive director shall work with area event coordinators in adjusting state entry and material submission deadlines for area events postponed due to inclement weather.
4. Due to the nature, location, and logistics of certain contests or events, the Texas FFA Association cannot guarantee the availability of alternative shelter in the event of an emergency, severe weather, natural disaster, or other unforeseen circumstances. Participants acknowledge and accept that emergency response options may be limited depending on the situation, and agree to follow all safety instructions provided by event officials at all times.

PURPOSE

- To promote agriculture on all levels, from local to the state level.
- To educate the designated audience established by the team about the importance and value of agriculture.
- To promote the principles of agriculture such as: biotechnology, soil stewardship, resource management, economic and environmental benefits as well as the humane principles of sound livestock production and management.
- To prepare students to promote agriculture in a professional and effective manner through essential communication and presentation skills.

ELIGIBILITY

Students in 7th, 8th, 9th, 10th, 11th, 12th grade are eligible to compete.

EVENT RULES

1. Each presentation will be 6-9 minutes in length. Teams will be penalized for any discrepancy in time. The penalty for violation shall be -10 points per minute or major fraction thereof. A major fraction of a minute is defined as 31 seconds.
2. Teams will consist of three to five members from the same chapter.
3. Technology may be used in the presentation. Judges WILL NOT discriminate against teams that do not use technology.
4. Teams MUST wear official dress as described in the Official FFA Manual, but according to Texas Standards (black dress boots are acceptable).
 - a. Teams may not wear costumes.
 - i. Costumes are described as any garment worn other than official dress.
 - ii. Required Personal Safety Equipment is allowed.
5. Teams are allowed a maximum of 5 minutes for set up and 5 minutes for tear down. Set up and tear down may only be completed by the presenting members and advisors/designees. The penalty for violation shall be -10 points per minute or major fraction thereof. A major fraction of a minute is defined as 31 seconds. A one minute warning will be given from the judges for setup and tear down.
6. The target audience and topic is established by the presentation and writers are encouraged to use creativity.
7. No items shall be given to the judges.
8. Judges shall direct questions to a specific contestant and only that contestant may respond.
9. Each participant will be asked only one question with a maximum of one minute to respond per question.
 - a. Once time is called, participants must stop speaking.
 - b. Time will begin at the completion of the question being asked by the judge.
 - c. Questions asked during the interview will include questions about presentations. Do not ask questions like "How do you advocate for agriculture with this topic".

SCORING

Presentation Content	(275 points)
Overall Presentation Effectiveness	(275 points)
Communication Ability	(275 points)
Response to Questions	(175 points)

TIEBREAKER

Ties will be broken by counting the total number of top-ranks. The team with the most top-ranks will be declared the winner.

For example:

- Team 1 rankings: 7, 7, 9
- Team 2 rankings: 6, 5, 12

Since Team 2 has two higher rankings (5 and 6) compared to Team 1's highest rankings (7 and 7), Team 2 wins the tie. If a tie still exists, then the event superintendent will add up the team's response to questions points. The team with the highest score will be declared the winner. If a tie still exists then the team's raw scores will be totaled. The team with the greatest total of raw points will be declared the winner.

AGRICULTURAL ADVOCACY RUBRIC



Chapter: _____

Category/Point Value	High Points	Mid Points	Low Points	Judge's Score
Presentation Content (275 Points Total)				
Agricultural Topic Knowledge (75 points)	75-65 Strong, accurate knowledge with detailed examples.	64-40 General understanding, some inaccuracies	39-0 Little or inaccurate knowledge	
Promotes Agriculture (100 points)	100-85 Effectively highlights local chapter activities with specific examples and activity names.	84-50 Mentions program and activities but with limited detail	49-0 Little/no mention or irrelevant claims.	
Relevance to Target Audience (100 points)	100-85 Content connects directly to the audience.	84-50 Some relevance but inconsistent.	49-0 Does not connect to the audience.	
Comments				

Overall Presentation Effectiveness (275 Points Total)				
Organization & Clarity (75 points)	75-65 Well-structured, logical, smooth transitions.	64-40 Generally organized, some unclear parts.	39-0 Disorganized, confusing.	
Equal Member Participation (50 points)	50-45 All members contribute equally.	44-25 Uneven participation.	24-0 Very limited participation in 1-2 members vs. the other 2-3 members.	
Interest Holding Ability (50 points)	50-45 Captivating throughout.	44-25 Holds interest some of the time.	24-0 Fails to engage.	
Professionalism (50 points)	50-45 Professional and confident, with proper grooming.	44-25 Acceptable posture and poise. Some lapses in confidence. Grooming is not completely appropriate.	24-0 Lacks posture and poise. Poor or distracting grooming.	
Innovation & Creativity (50 points)	50-45 Highly original and impactful.	44-25 Some creativity, not well developed.	24-0 Little/no creativity.	
Comments				

Communication Ability (275 Points Total)				
Grammar, Absence of Mannerisms (75 points)	75-65 Correct grammar, polished and no distracting mannerisms	64-40 Occasional errors, minimal distracting mannerisms	39-0 Frequent mistakes and distracting mannerisms	
Vocal Quality, Pitch, Tone, Force (100 points)	100-85 Clear, strong, varied tone in voice.	84-50 Generally clear, limited variety.	49-0 Weak or monotone.	
Expression, Fluency, Sincerity, Emphasis (100 points)	100-85 Fluent, sincere, impactful expression.	84-50 Adequate but somewhat flat not an impactful expression.	49-0 Robotic, unconvincing and not sincere expression.	
Comments				

AGRICULTURAL ADVOCACY RUBRIC (2)



Chapter: _____

Category/Point Value	High Points	Mid Points	Low Points	Judge's Score
Response to Questions (175 Points Total)				
General Effectiveness (50 points)	50-45 Clear, thorough responses.	44-25 Adequate but lacking detail.	24-0 Incomplete or off-topic.	
Equal Participation (25 points)	25-22 All participate equally.	21-12 Unequal participation.	11-0 One or two dominate.	
Accuracy of Response (50 points)	50-45 Accurate facts and information in response.	44-25 General knowledge, limited depth, incorrect facts or information.	24-0 Lacks accuracy of response.	
Ability to Think Quickly (5 points)	50-45 Responds promptly, remains composed.	44-25 Adequate but hesitant.	24-0 Struggles to respond.	
Comments				

Time Deduction				
Penalty Deduction for set up/tear down The penalty for violation shall be -10 points per minute or major fraction thereof for being over 5 minutes. A major fraction of a minute is defined as 31 seconds. _____ X -1 = _____	100-70 Select the number of points for the penalty.	60-40 Select the number of points for the penalty.	30-0 Select 0 for no deduction ---->	
Presentation Time Deduction The violation shall be -10 points per minute or major fraction thereof for being less than 6 minutes or over 9 minutes. A major fraction of a minute is defined as 31 seconds. _____ X -1 = _____	100-70 Select the number of points for the penalty.	60-40 Select the number of points for the penalty.	30-0 Select 0 for no deduction ---->	
Total Score				

PURPOSE

- Investigate a variety of local, state, national and international issues facing agriculture through classroom instruction.
- Engage students in the selection, research, planning and presentation of a local, state, national or international agricultural issue with relevance to the local community.
- Demonstrate through the portfolio, presentation and questioning an understanding of the principals and fundamentals of agricultural issue analysis.
- Connect agriculture students with professionals in the industry as they research and present their forum.
- Increase the awareness of agricultural issues at the local, state or national level through presentations of the forum.
- Apply teamwork, leadership and communication skills for career success.

ELIGIBILITY

Students in 7th, 8th, 9th, 10th, 11th, 12th grade are eligible to compete.

EVENT RULES

1. Team make-up: A minimum of three and a maximum of seven students who are actively participating, orally presenting, and available to answer judges' questions.
2. Teams **MUST** wear official dress as described in the Official FFA Manual, but according to Texas Standards (black dress boots are acceptable).
 - i. Teams may not wear costumes.
 1. Costumes are described as any garment worn other than official dress.
 2. Required Personal Safety Equipment is allowed.
3. Presentations may include but are not limited to props, skits, other creative paraphernalia, and current technology. However, teams should not be penalized for not utilizing previously mentioned items.
4. The previously submitted and maximum ten-page portfolio is the only material that will be provided to the Agricultural Issues Forum event judges. No other materials will be given to the judges by the team(s) or contestants prior to or during the team presentation. No gifts will be allowed.
5. A minimum of five competent and unbiased judges will be provided. They will be instructed not to take sides on the issue(s). All judges at the state level must be qualified current or former Ag Science teachers. The low and high rank that each team receives will be dropped when ranks are added to determine placings.
6. The team must submit a copy of the portfolio electronically via the judgingcard.com system as a PDF file, no later than 5:00 p.m. on the Monday preceding the state events. **The electronic material is what the judges will score – the judges will NOT be scoring any documents turned in after this deadline.**
7. Audience members are not permitted to take pictures, audio or videotape any team's presentation.

EVENT FORMAT

- a. Each team must provide all necessary equipment.
- b. Each team will conduct a presentation on the issue developed and presented at the local level.
- c. The issue will come from one of the following seven agricultural issue topic
 - ii. Environmental Issues
 - iii. Agricultural Technology Issues
 - iv. Animal Issues
 - v. Agricultural Career Issues
 - vi. Economy and Trade Issues
 - vii. Agricultural Policy Issues
 - viii. Food Safety Issues
 - ix. Biotechnology Issues
 - x. Other Agriculture Issues as covered in the AFNR TEKS
- d. The same agricultural issue **topic, presentation and/or portfolio** will not be used at the state level two years in a row by the same chapter/advisor.

- e. Research on the topic must be current and students must be involved in all the research of the topic and development of the portfolio.
- f. The portfolio should include items described in sections i, ii, and iii below. The portfolio will be limited to a maximum of ten pages single sided or five pages double sided, not including cover page and statement of originality. The cover page will include: the title of the issue (in the form of a question), name, address and phone number of the chapter. A maximum of ten (10) points will be deducted for exceeding the maximum number of pages, and/or for not including the cover page, and/or statement of originality containing required information.
 - i. A maximum of two pages of the portfolio will include a summary of the issue, answering the following questions: **In-text citations should be included where appropriate*
 - 1. **Why is this issue important now?**
 - 2. **What is the nature of the issue?**
 - 3. **Who is involved in the issue?**
 - 4. **How can the issue be defined?**
 - 5. **What is the historical background of the issue?**
 - 6. **What caused the issue?**
 - 7. **What are the risks?**
 - 8. **What are the benefits?**
 - ii. A bibliography of all resources and references cited which may include personal interviews, websites and any other supporting material. Bibliography should be in APA format.
 - 1. Indicate date of area competition and provide documentation that a minimum of five high quality public forums occurred prior to state portfolio deadlines. Documentation can include any of the following:
 - a. Letters from organizations
 - b. News articles – print or electronic media
 - c. Photos
 - iii. Portfolio judges may take into consideration the quality and quantity of presentations made to audiences outside of the school. No points will be awarded for school presentations to students or presentations to teachers. In addition, no points will be awarded for forums presented as any part of a district, area or invitational FFA competition.
 - 1. **High quality forums** are those presentations made to community groups that would have an interest in the issue. High quality forums can also be with smaller numbers of individuals who hold elected, appointed, some other official position or position of prominence in the local community that will be making decisions on the issue. These may include, but are not limited to, civic organizations, booster clubs, people of interest, businesses of interest, elected officials, alumni and young farmers.
 - 2. **Low quality forums** would be dropping in at a local business unscheduled and giving a presentation to the workers or going to the home of one of the parents to make a presentation. These may include, but are not limited to, secondary and elementary level presentations or presentations given to student-led organizations. Low quality forums will receive zero or minimal points.
 - 3. A team may submit up to two virtual forums as part of their forums. Documentation will remain the same for the forums. If a team were to utilize virtual forums, they must adhere to the existing forum rules for documentation.
 - 4. Multiple organizations attending the same forum will count as one forum.
- g. **Time Limits:** Five minutes will be allowed for set up. The presentation will be a maximum of 15 minutes in length. The presenters will receive a signal at 10 minutes and at 14 minutes. At 15 minutes, the timekeeper will announce that time is up, and the presentation will end. Judges are required to ask a minimum of four questions with total time not to exceed seven minutes. Questions and answers will terminate at the end of seven minutes for District, Area and State. Five minutes will be allowed for take down.
- h. The presentations will be designed to be viewed by the judges. The audience at-large will not be of concern to the presenters.
- i. The judges will ask questions of all individuals of the presenting team. Each individual is required to respond to at least one question from the judges.

SCORING

- a. Presentation shall be scored using the Ag Issues Performance Rubric **(1000 points)**
 - i. Introduction (50 points)
 - ii. Pro Viewpoint (200 points)
 - iii. Con Viewpoint (200 points)
 - iv. Summary (50 points)
 - v. Overall presentation (150 points)
 - vi. Questions (250 points total)
 1. Quality of answers (200 points)
 2. Participation by team (50 points)
 - vii. Portfolio Scorecard Total (100 points)
- b. Portfolio shall be scored using the Ag Issues Portfolio Rubric **(100 points)**
 - i. Cover with Required Information (10 points)
 - ii. Summary of Issue (Quality of Information) (30 points)
 - iii. Bibliography/In-Text Citations (10 points)
 - iv. Grammar/Punctuation (5 points)
 - v. Documentation of Local Forums (20 points)
 - vi. Overall: Neatness, Organization, and Creativity (25 points)
- c. Prior to the event the portfolios will be judged and scored by qualified individuals using the portfolio score sheet. Portfolio scores will be averaged and supplied to the presentation judges after they have scored the presentation. Portfolio comment cards will be completed by portfolio judges and presented to the teams at the awards function. Presentation judges will be furnished with copies of the team portfolio, which they will use to formulate questions.
- d. Judges' shall utilize the rubric to determine ranking, which will be used to place teams.

TIEBREAKER

Ties will be broken by counting the total number of top-ranks. The team with the most top-ranks will be declared the winner.

For example:

- Team 1 rankings: 7, 7, 9
- Team 2 rankings: 6, 5, 12

Since Team 2 has two higher rankings (5 and 6) compared to Team 1's highest rankings (7 and 7), Team 2 wins the tie. If a tie still exists, then the event superintendent will add up the team's response to questions points. The team with the highest score will be declared the winner. If a tie still exists then the team's raw scores will be totaled. The team with the greatest total of raw points will be declared the winner.

AG ISSUES RUBRIC - Portfolio



Chapter: _____

Portfolio Section	Low Points	Middle Points	High Points	Judge's Score
Cover with required information	0 One or more of the required items is missing	N/A	10 All required information is included	
Summary of the issue	0-9 Many of the questions are not completely answered or are missing significant details that would help the judge understand the issue at hand. Very little evidence is present to support the responses.	10-19 Most questions are answered fully, but may be lacking some details. The summary gives the judge a good general background of the issue and adequate examples are present to support responses.	20-30 All summary questions are answered fully and completely and help inform the judge of the current nature of the issue. Excellent examples are present to support the responses to the questions.	
Comments				
Bibliography/ In-Text Citations	0-4 Less than 5 sources are cited correctly using APA format. In-text citations in the summary may or may not be present and/or are used inaccurately.	5-9 Less than 10, but more than 5, sources are used correctly using APA format. In-text citations in the summary are present and mostly used correctly.	10 A minimum of 10 sources are cited correctly using APA format. In-text citations in the summary are present and used correctly.	
Comments				
Grammar/ Punctuation	0 More than 10 grammatical or punctuation errors.	1-4 Between 5 and 9 grammatical or punctuation errors.	5 Less than 5 grammatical or punctuation errors.	
Comments				
Is this a state or national issue and does it impact the local level?	0 This is a state or national issue, but does not affect the local community in any way.	1-4 This is a state or national issue that somewhat affects the local community, but not directly.	5 The issue is a state or national issue and directly impacts the local community.	
Comments				
Documentation of Local Forums	Forums will be documented as follows: 2 points for every high quality forum, 1 point for every low quality forum, and 0 points for non-qualifying forums for a maximum of 20 points. Either a letter, OR photo, OR article or a combination of these must be present to verify each forum. For fighting teams, and tie breaker purposes only, an additional 1/4 point may be earned for high quality forums or 1/8 points for low quality forums			
Comments				
Overall: Neatness, Organization and Creativity	0-5 The portfolio significantly lacks neatness or organization at all and has no logical flow of information or organization which limits readability and lacks creativity.	6-14 The portfolio has a logical flow but lacks high quality organization and neatness. Readability is good, but could be improved with minor changes. Creativity is present, but lacking.	15-25 The portfolio is very well organized and is easy for the reader to follow. Neatness is premium and allows for ease of understanding by the reader. The portfolio exhibits good creativity.	
Comments				
Total Portfolio Score				
Judge's Printed Name Email/Phone #				

Additional Comments:

AG ISSUES RUBRIC - Performance



Chapter: _____

Performance Section	Low Points	Middle Points	High Points	Judge's Score
Introduction	0-15 Issue is not stated clearly and in the form of a question, or does not address importance now, or is not a local issue.	16-30 Issue is stated and in the form of a question but is not clear or issue is only somewhat relevant today, or is only somewhat local.	31-50 Issue is clearly stated in the form of a question, is definitely relevant today, and is clearly a local issue.	
Comments				
Pro Viewpoints	0-49 Pro viewpoints are not clearly identified or not relevant to the discussion or do not have supporting evidence.	50-169 Pro viewpoints are somewhat clearly identified or somewhat relevant to the discussion or have some supporting evidence.	170-200 All pro viewpoints are clearly identified and supported with references, statistics, facts, etc.	
Comments				
Con Viewpoints	0-49 Con viewpoints are not clearly identified or not relevant to the discussion or do not have supporting evidence.	50-169 Con viewpoints are somewhat clearly identified or somewhat relevant to the discussion or have some supporting evidence.	170-200 All pro viewpoints are clearly identified and supported with references, statistics, facts, etc.	
Comments				
Summary of Viewpoints	0-15 Viewpoints are not reviewed and summarized.	16-30 Viewpoints are partially reviewed and summarized.	31-50 Viewpoints are clearly reviewed and summarized.	
Comments				
Overall Presentation	0-49 Most of the following were greatly lacking: • Equal participation • Creativity • Quality and power • Poise and confidence • Correct pace • Organization • Pronunciation and articulation • Correct use of gestures	50-99 Some of the following were lacking: • Equal participation • Creativity • Quality and power • Poise and confidence • Correct pace • Organization • Pronunciation and articulation • Correct use of gestures	100-150 Most of the following were very apparent/strong: • Equal participation • Creativity • Quality and power • Poise and confidence • Correct pace • Organization • Pronunciation and articulation • Correct use of gestures	
Comments				
Questions: Response Quality	0-70 Responses to all questions showed a severe lack of knowledge of the topic presented.	71-140 A majority of questions answered showed a depth of knowledge and only a few responses did not respond directly or showed a lack of knowledge.	141-200 Most responses were very knowledgeable and responded directly to the question asked.	
Comments				
Questions: Participation	0-19 More than 2 team members did not participate during the question period.	20-49 1-2 team members did not participate during the question period.	50 All team members participated at least once during the question period.	
Comments				
Judge's Printed Name Email/Phone #:		Total Performance Score:		
		Total Portfolio Score:		
		Total Team Score:		

AGRICULTURAL SKILL DEMONSTRATION

Senior & Greenhand Division



PURPOSE

The purpose of the Texas FFA Agricultural Skills is to develop students' leadership, communication, and technical agricultural skills through hands-on skill demonstrations and practical application of agricultural knowledge. This event supports the development of career readiness skills aligned with the Texas Essential Knowledge and Skills (TEKS) for Agricultural, Food, and Natural Resources education, including communication, problem-solving, safety, and technical skill development.

ELIGIBILITY

Greenhand Division: Students in grades 7th, 8th, or 9th and in their first year of FFA Membership.

Senior Division: Students in 7th, 8th, 9th, 10th, 11th, 12th grade are eligible to compete.

EVENT RULES

1. The team shall consist of no less than three or more than five members.
2. The actual demonstration including preparation and clean-up shall not consume less than 10 or more than 20 minutes. (Penalty for violation shall be 10 points per minute or major fraction thereof.) A major fraction of a minute is defined as "31 seconds." The team will start with a clean area. All equipment and supplies will be set up and removed, and the area cleaned, within the 20-minute period. Time begins when the team crosses the line on the floor with the intent of starting the presentation. Time will be stopped after the presentation is complete and all equipment and team members are moved behind the line on the floor.
3. The team is to perform an actual demonstration of a skill including anything in the Agriculture, Food and Natural Resources curriculum. Performances that do not pertain to AFNR curriculum will be deemed ineligible and disqualified by the contest superintendent or committee.
4. All necessary preliminary preparation, such as heating water, may be made before the team starts performing.
5. The team will start with a clean area. All equipment and supplies will be set up and removed, and the area cleaned, within the 20-minute period.
6. Electronic devices may be used during the presentation. Judges will not discriminate against teams that do not use electronic devices during the presentation. The presentations should be designed to be viewed by the judges.
7. Depending upon the skill performed, personal protective equipment is required.

SCORING

Introduction	(100 points)
Performance	(550 points)
Communication	(250 points)
Summary/Clean up	(100 points)

TIEBREAKER

Ties will be broken by counting the total number of top-ranks. The team with the most top-ranks will be declared the winner. For example:

- Team 1 rankings: 7, 7, 9
- Team 2 rankings: 6, 5, 12

Since Team 2 has two higher rankings (5 and 6) compared to Team 1's highest rankings (7 and 7), Team 2 wins the tie. If a tie still exists, the team with the highest raw score total on the "Explanation of Skill" section of the scorecard will be declared the winner. If a tie still exists, the team with the greatest total of points on the "Performance of Skill" section will be declared the winner.

AGRICULTURAL SKILL DEMONSTRATION RUBRIC

Senior & Greenhand Division



Chapter: _____

Introduction	Low Points	Middle Points	High Points	Judge's Score
<i>Skill is introduced and justified</i>	25-20 Skill is introduced and importance is clearly defined	19-10 Skill is introduced but lacks explanation	9-0 Skill is not introduced and/or justification is unclear	
<i>Team members and FFA chapter are introduced</i>	25 Team members/chapter introduced		0 Team members/chapter not introduced	
<i>Preparation/set-up/props efficient & appropriate for viewing by judges</i>	50-40 Efficient set-up and props are highly appropriate for view by judges	39-20 Could improve efficiency or view for judges	19-0 Inefficient use of time/props not appropriate for viewing by judges	
Introduction Total:				

Performance				
<i>Tools/equipment/materials are introduced/ explained to judges</i>	50-40 Necessary supplies are fully addressed to judges	39-20 Necessary supplies are partially addressed, could improve	19-0 Necessary supplies are not addressed	
<i>Safety is addressed and adhered to during entire presentation</i>	50-40 Safety is obviously addressed and adhered to during the presentation	39-20 Safety protocols are present but could be improved	19-0 Basic safety protocols are not addressed or are ignored	
<i>Equal participation</i>	50-40 All team members are actively involved and contribute to the demonstration	39-20 Group members somewhat demonstrate equal levels of involvement or skill	19-0 Some members do not participate	
<i>Explanation of skill</i>	200-136 Explanation is instructional, detailed & clear. Skill contains multiple components. Judges would feel confident performing activity after viewing the skill	135-66 Skill is partially explained, but leaves gaps or questions for the viewer. Skill contains basic components	65-0 Explanation is weak, inadequate or skit-based instead of instructional in nature. Skill is too basic with few components	
<i>Performance of skill</i>	200-136 Skills works and is complete as intended	135-75 Skill partially works as intended, but has problems	65-0 Skill does not work or has problems preventing completion	
Performance Total:				

AGRICULTURAL SKILL DEMONSTRATION RUBRIC (2)

Senior & Greenhand Division



Chapter: _____

Communication	Low Points	Middle Points	High Points	Judge's Score
Pace	50-40 Speaks at appropriate pace without hesitation	39-20 Occasionally hesitation or moderately fast pace	19-0 Extremely long pauses or very fast speaking	
Tone and volume	50-40 Consistent tone among team members with appropriate volume. Pronunciation is very clear.	39-20 Inconsistent tone/volume among team members. Pronunciation is usually clear.	10-0 Unpleasant tone, difficulty with appropriate volume, incorrect pronunciation	
Command of audience	100-70 Engages and captivates the audience with excellent enthusiasm, confidence, power, eye contact & poise.	69-31 Displays some enthusiasm & power. Could improve eye contact & confidence.	30-0 Lacks enthusiasm, power, eye contact, confidence. Seems nervous and unsure.	
Mannerisms and gestures	50-40 No distracting mannerisms, gestures are purposeful and effective. No nervous habits. Talking points are enhanced.	39-20 Use of mannerisms & gestures could be improved to increase effectiveness of the presentation	19-0 Distracting mannerisms and ineffective gestures that reduce effectiveness of presentation. Fidgeting, nervous, anxious	

Communication Total:

Summary/Clean Up

Summary/ conclusion	50-40 Adequate and concise	39-20 Partial/incomplete	19-0 Missing/inadequate	
Clean up	50-40 Efficient. Conscientious effort was made to make area as clean or cleaner than when students entered	39-20 Partially completed or inefficient	19-0 Inadequate or not performed	

Summary/Clean Up Total:

Gross Score:

(Introduction, Performance, Communication, Summary/Clean Up - 1000 points maximum)

Time: _____ **Time Penalty Deduction:**

Total Score:

Judge's Notes:

Judge's Printed Name/Email/Phone #

PURPOSE

The purpose of the Texas FFA Quiz is to develop students' knowledge of the FFA organization, agricultural education, parliamentary procedure, and leadership principles while strengthening critical thinking, teamwork, and communication skills. This event supports career readiness and leadership development aligned with the Texas Essential Knowledge and Skills (TEKS) for Agricultural, Food, and Natural Resources education.

ELIGIBILITY

Greenhand Division: Students in grades 7th, 8th, or 9th and in their first year of FFA Membership.

EVENT RULES

1. Each team shall consist of three or four members. Where four members are used, the top three scores will be used for the team score.
2. The questions will be of two types with equal distribution and equal weight:
 - a. Multiple Choice
 - b. True or False
 - i. Section headers will be used to divide section questions by resource.
 - ii. Each section of the test shall be identified with a header corresponding to the designated resource.

3. The questions will be taken from:
 - a. 34 questions from the Official FFA Manual pulled from the National FFA Website and posted to the Texas FFA LDE page on August 1st. Will be limited to the following sections:
 - i. FFA Mission and History
 - ii. FFA Traditions
 - iii. FFA Ceremonies
 - iv. FFA Chapter Operations (with the exception of the Summary of Parliamentary Motions)
 - v. FFA Programs, Events and Platforms
 - vi. Awards and Recognitions
 - vii. Financial Assistance
 - viii. Endorsed Activities and Designated Events

****The following sections of the FFA Manual will NOT be used:**

- *National FFA Alumni and Supporters
- *National FFA Foundation
- *National FFA Policies

(Chapter titles may change from year-to-year but the sections that will not change are those that CANNOT be used.)

- b. 34 questions from Jarrell D. Gray's *Parliamentary Guide for FFA* (current edition).
 - i. **ALL** information from Chapters 1-4, all items contained in the Miscellaneous portion pages 56-67 (excluding Acknowledgements p. 68). These motions should be used:

<i>Adjourn</i>	<i>Point of Order</i>	<i>Withdraw/Modify a Motion</i>
<i>Postpone to a Certain Time</i>	<i>Appeal</i>	<i>Take From the Table</i>
<i>(Definitely)</i>	<i>Suspend Standing Rules</i>	<i>Discharge a Committee</i>
<i>Lay on the Table</i>	<i>Close Nominations</i>	<i>Reconsider</i>
<i>Previous Question</i>	<i>Reopen Nominations</i>	<i>Rescind</i>
<i>Commit/Refer to a Committee</i>	<i>Make Nominations</i>	<i>Main Motion</i>
<i>Amend</i>	<i>Parliamentary Inquiry</i>	

- ii. **ALL** materials from Jarrell D. Gray's Parliamentary Guide (current edition) related to the motions below will **NOT** be part of the Quizzes. The parliamentary motions used each year shall be the same as those used in the Chapter Conducting LDE.

<i>Fix Time to Adjourn</i>	<i>Postpone Indefinitely</i>
<i>Recess</i>	<i>Objection to Consideration of a Question</i>
<i>Raise a Question of Privilege</i>	<i>Division of a Question</i>
<i>Limit/Extend Limits of Debate</i>	<i>Call for the Orders of the Day</i>

- c. 32 questions from the current District Officer Candidate Study Guide, posted on the Texas FFA website. The letters addressing District Officer candidates at the beginning of the study guide shall not be included in question selection. September 1 is the posting deadline for resources such as Farm Facts, Ag issues, and Leadership Guides.
4. Questions used in the area events will be considered in the selection of questions for the state event.
5. Teams may begin the event at the designated start time or any time thereafter until 10:00 a.m. All members of the same team must begin the event together. Junior and Senior teams from the same chapter may enter the testing room separately; however, the first team to enter must remain in the room until the second team has entered. This ensures fairness and prevents the sharing of test content between teams prior to the start of the event.
6. The Ag Sales/FBM/AgMech scan sheet will be used for all state events. Chapters must provide their own scan sheets and they should be bubbled with the chapter number prior to the event. The appropriate scan sheet section for answers is to be utilized as follows: The FBM scan sheet sections for written exams are used for both Greenhand and Senior FFA Quiz LDEs. For Greenhand Quiz, on the back of the scansheet, the top section ("Written Exam A") is designated for 50 True/False questions, and the bottom section ("Written Exam B") is designated for 50 Multiple Choice questions.
 - a. Questions shall be selected using the following format:
 - i. **TRUE/FALSE**
 1. FFA Manual = 17 questions
 2. Parli Pro Guide = 17 questions
 3. District Officer Study Guide = 16 questions
 - ii. **MULTIPLE CHOICE**
 1. FFA Manual = 17 questions
 2. Parli Pro Guide = 17 questions
 3. District Officer Study Guide = 16 questions
 - b. All questions must adhere to the following restrictions:
 1. Answer options shall not include "None of the above."
 2. Answer options shall not include "All of the above" or "All of these."
 3. Questions and answer options shall not reference or inquire about the authors of articles; they shall focus on the content of the resource.
7. All students will receive two pieces of blank paper attached to their quiz when they enter the quiz room. Students are not permitted to bring their own paper.

SCORING

FFA Manual	(34 points)
Parli Pro Guide	(34 points)
District Officer Study Guide	(32 points)

TIEBREAKER

The following procedure will be used for breaking ties:

1. Team or individual with the high score on the Parliamentary Procedure section wins.
2. If still tied, the team or individual with the high score on the FFA manual section wins.
3. If still tied, the team or individual with high score on the Leadership Guide for District Officer Candidates section wins.
4. If still tied, the individuals will be named as co-winners of that placing. Team standings will be broken by the team with the highest individual, second highest individual, etc.

SENIOR FFA QUIZ



PURPOSE

The purpose of the Texas FFA Quiz is to develop students' knowledge of the FFA organization, agricultural education, parliamentary procedure, and leadership principles while strengthening critical thinking, teamwork, and communication skills. This event supports career readiness and leadership development aligned with the Texas Essential Knowledge and Skills (TEKS) for Agricultural, Food, and Natural Resources education.

ELIGIBILITY

Senior Division: Students in 7th, 8th, 9th, 10th, 11th, 12th grade are eligible to compete.

EVENT RULES

1. Each team shall consist of three or four members. Where four members are used, the top three scores will be used for the team score.
2. The questions will be of two types:
 - a. Multiple Choice
 - b. True or False
3. Section headers will be used to divide section questions by resource.
4. The questions will be taken from:
 - a. 30 questions from the Official FFA Manual pulled from the National FFA Website and posted to the Texas FFA LDE page on August 1st. Will be limited to the following sections:
 - i. FFA Mission and History
 - ii. FFA Traditions
 - iii. FFA Ceremonies
 - iv. FFA Chapter Operations (with the exception of the Summary of Parliamentary Motions)
 - v. FFA Programs, Events and Platforms
 - vi. Awards and Recognitions
 - vii. Financial Assistance
 - viii. Endorsed Activities and Designated Events**The following sections of the FFA Manual will NOT be used:
 - *National FFA Alumni and Supporters
 - *National FFA Foundation
 - *National FFA Policies(Chapter titles may change from year-to-year but the sections that will not change are those that CANNOT be used.)
 - b. 30 questions from Jarrell D. Gray's *Parliamentary Guide for FFA* (current edition).
 - i. **ALL** information from Chapters 1-4, all items contained within the Miscellaneous portion pages 56-67 (excluding Acknowledgements page 68) may appear on the quizzes. These motions should be used:

<i>Adjourn</i>	<i>Point of Order</i>	<i>Withdraw/Modify a Motion</i>
<i>Postpone to a Certain Time</i>	<i>Appeal</i>	<i>Take From the Table</i>
<i>(Definitely)</i>	<i>Suspend Standing Rules</i>	<i>Discharge a Committee</i>
<i>Lay on the Table</i>	<i>Close Nominations</i>	<i>Reconsider</i>
<i>Previous Question</i>	<i>Reopen Nominations</i>	<i>Rescind</i>
<i>Commit/Refer to a Committee</i>	<i>Make Nominations</i>	<i>Main Motion</i>
<i>Amend</i>	<i>Parliamentary Inquiry</i>	

- ii. **ALL** materials from Jarrell D. Gray's Parliamentary Guide (current edition) related to the motions below will **NOT** be part of the Quizzes. The parliamentary motions used each year shall be the same as those used in the Chapter Conducting LDE.

<i>Fix Time to Adjourn</i>	<i>Postpone Indefinitely</i>
<i>Recess</i>	<i>Objection to Consideration of a Question</i>
<i>Raise a Question of Privilege</i>	<i>Division of a Question</i>
<i>Limit/Extend Limits of Debate</i>	<i>Call for the Orders of the Day</i>

- c. 30 questions from the Texas FFA Leadership Guide
- Questions will cover all materials up through Chapter 6 (pages after Chapter 6 will not be included).
- d. 30 questions from the Ag Issues & Current Events. The current Ag Issues & Current Events should be limited to no more than 10 total pages of information with text no smaller than 12 point font.
- e. 30 questions from the current Farm Facts. The Farm Facts should be limited to no more than 33 total pages with text no smaller than 12 point font.
- Farm Fact questions shall be on a rotational basis with even numbered years (2026/2028/2030) utilizing the first half of the resource content (pg. 1-16) and odd numbered years (2027/2029) utilizing the last half of the resource content (pg 17-33).
- f. These references will be posted for download on the Texas FFA website and should represent a cross-section of disciplines and interests in the agricultural community. Current Issues and Current Events should be limited to ten total current issues and events. September 1 is the posting deadline for resources such as Farm Facts, Ag Issues, and Leadership Guides.
- g. All test questions, including answer choices, shall be revised each year to ensure wording aligns with the most current edition of each resource. Outdated questions may not be used.
- h. Section headers will be used to divide section questions by resource.
- Each section of the test shall be identified with a header corresponding to the designated resource.
5. Questions used in the area events will be considered in the selection of questions for the state event.
6. Teams may begin the event at the designated start time or any time thereafter until 10:00 a.m. All members of the same team must begin the event together. Junior and Senior teams from the same chapter may enter the testing room separately; however, the first team to enter must remain in the room until the second team has entered. This ensures fairness and prevents the sharing of test content between teams prior to the start of the event.
7. The Ag Sales/FBM/AgMech scan sheet will be used for all state events. Chapters must provide their own scan sheets and they should be bubbled with the chapter number prior to the event. The appropriate scan sheet section for answers is to be utilized as follows: The FBM scan sheet section for written exams is used for both Greenhand and Senior FFA Quiz LDEs. For the Senior FFA Quiz, on the back of the scansheet, the top section ("Written Exam A") is designated for 75 True/False questions and the bottom section ("Written Exam B") is designated for 75 Multiple Choice questions.
- The following format shall be used for the selection of questions:
 - TRUE/FALSE**
 - FFA Manual = 15 questions
 - Parli Pro Guide = 15 questions
 - Leadership Guide = 15 questions
 - Farm Facts = 15 questions
 - Ag Issues Briefs = 15 questions
 - MULTIPLE CHOICE**
 - FFA Manual = 15 questions
 - Parli Pro Guide = 15 questions
 - Leadership Guide = 15 questions
 - Farm Facts = 15 questions
 - Ag Issues Briefs = 15 questions

- b. All questions must adhere to the following restrictions:
 1. Answer options shall not include "None of the above."
 2. Answer options shall not include "All of the above" or "All of these."
 3. Questions and answer options shall not reference or inquire about the authors of articles; they shall focus on the content of the resource.
8. All students will receive two pieces of blank paper attached to their quiz when they enter the quiz room. Students are not permitted to bring their own paper.
9. Quizzes will be returned after the state contest

SCORING

FFA Manual	(30 points)
Parli Pro Guide	(30 points)
Leadership Guide	(30 points)
Farm Facts	(30 points)
Ag Issues & Current Events	(30 points)

TIEBREAKER

The following procedure will be used for breaking ties:

1. Team or individual with the high score on Parliamentary Procedure section wins,
2. If still tied, the team or individual with high score on FFA manual section wins,
3. If still tied, the team or individual with high score on Leadership Guide section wins,
4. If still tied, the team or individual with high score on Farm Facts section wins,
5. If still tied, the team or individual with high score on Issue and Current Events section wins,
6. If still tied, the team or individual will be named as co-winners of that placing; team standings will be broken by the team with the highest individual, second highest individual, etc.

CHAPTER CONDUCTING

Senior & Greenhand Division



PURPOSE

The purpose of the Chapter Conducting Event is to develop students' knowledge of parliamentary procedure, leadership, teamwork, and effective communication through the demonstration of official meeting procedures. This event supports the development of career readiness and leadership skills aligned with the Texas Essential Knowledge and Skills (TEKS) for Agricultural, Food, and Natural Resources education.

ELIGIBILITY

Greenhand Division: Students in grades 7th, 8th, or 9th and in their first year of FFA Membership.

Senior Division: Students in 7th, 8th, 9th, 10th, 11th, 12th grade are eligible to compete.

*Serving as the Advisor in either or both Greenhand or Senior Chapter Conducting counts as a team participation and will be included in the two-event limit.

EVENT RULES

- Any member who has formerly participated on a first-place senior chapter conducting team on a state level is not eligible. Members of the first-place team in greenhand chapter conducting **are** allowed to return in senior chapter conducting.
- References: **Jarrell D. Gray's Parliamentary Guide for FFA (5th edition) will be used.**
 - Opening and closing ceremonies, the current edition of the *Official FFA Manual*.
 - Parliamentary problems will be taken from Jarrell D. Gray's *Parliamentary Guide for FFA*
 - Questions following parliamentary problems will be taken from *Questions and Answers from Jarrell D. Gray's Parliamentary Guide for FFA*
 - The following chapters of Jarrell D. Gray's *Parliamentary Guide for FFA* will be used in LDEs:

Chapter 1: Importance of Teaching Parliamentary Procedure Chapter 2: Teaching Parliamentary Procedure Chapter 3: Fundamental Parliamentary Practices Chapter 4: Classification and Order of Precedence of Motions Chapter 5: Main Motion Chapter 6: Lay on the Table Chapter 7: Previous Question Chapter 8: Refer to a Committee Chapter 9: Amend Chapter 10: Point of Order Chapter 11: Appeal from the Decision of the Chair	Chapter 12: Suspend the Standing Rules Chapter 13: Division of the Assembly Chapter 14: Nominations and Elections Chapter 15: Parliamentary Inquiry Chapter 16: Withdraw or Modify a Motion Chapter 17: Adjourn Chapter 18: Take from the Table Chapter 19: Discharge a Committee Chapter 20: Reconsider Chapter 21: Rescind Chapter 27: Postpone to a Certain Time (Definitely) Chapter 31: Miscellaneous
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- The following chapters of Jarrell D. Gray's *Parliamentary Guide for FFA* (5th edition) will be **NOT** used in LDEs:

Chapter 22: Fix the Time to Which to Adjourn Chapter 23: Recess Chapter 24: Raise a Question of Privilege Chapter 25: Call for Orders of the Day	Chapter 26: Limit or Extend Limits of Debate Chapter 28: Postpone Indefinitely Chapter 29: Object to the Consideration of a Question Chapter 30: Division of the Question
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f. These motions can be used:

Adjourn	Reopen Nominations
Lay on the Table	Make Nominations
Previous Question	Parliamentary Inquiry
Commit/Refer to a Committee	Withdraw/Modify a Motion
Amend	Take from the Table
Point of Order	Discharge a Committee
Appeal	Reconsider
Suspend the Rules	Rescind
Division of the Assembly	Main Motion
Close Nominations	Postpone Definitely

g. **ALL** materials from Jarrell D. Gray's *Parliamentary Guide for FFA* (5th edition) related to the motions below will **NOT** be part of the Chapter Conducting Events.

Fix Time to Adjourn	Postpone Indefinitely
Recess	Object to Consideration of a Question
Raise a Question of Privilege	Division of a Question
Limit/Extend Limits of Debate	

3. Each team in the event shall be limited to 20 minutes. (Penalty for excessive time shall be 10 points per minute or major fraction thereof.) A major fraction of a minute is defined as "31 seconds." *Each greenhand team shall have **five** minutes before the event starts to study the parliamentary problems listed under new business. Study period for senior teams is three minutes.* Team members are not to converse with each other during the study period. The study periods are not to be a part of the 20 minutes set for the event. Actions related to the order of business, such as filing of reports, are part of the 20-minute time limit. There are no restrictions on further study of parliamentary problems by individuals.
4. Though parliamentary law does not require it, committee reports must be filed during the 20-minute contest time limit. If they are not, **five** points will be deducted from the rubric.
5. Each team shall consist of not more than ten or fewer than seven members (including the advisor) without penalty.
6. The person serving as the advisor is limited in participation to opening and closing ceremonies only.
7. At the state contest, each judge is required to sign the scoresheet that he/she marks.
8. Ten parliamentary questions will be used, but not more than two questions will be asked of any member. Each member shall be asked at least one question except the student advisor. The time used for questions is not a part of the 20-minute time limit.
9. Though parliamentary law does not require it, the president is to sign minutes, but signing of the committee and officer reports is optional.
10. A motion to adjourn does not eliminate any of the closing ceremonies.
11. Visitors will not be permitted on the state level. The teacher advisor may sit in during the performance of his/her team with the requirement that they sit in the designated seat, provided by the contest, with their back facing their team. If the teacher advisor is participating as the team's advisor in opening ceremonies, during the order of business section and before unfinished business they must move to the designated chair provided by the contest.
12. Parliamentary problems and parliamentary questions will be different in Greenhand and Chapter FFA divisions.
13. Only Sam Houston State University will be allowed to furnish station markers. Gavel will be furnished by each chapter participating.
14. Team members may not write on the problem.
15. Problems may not be removed from the competition room by team members or advisors.
16. No writing is allowed by participants during the contest except by the secretary for minutes, the president for recording ballot vote results and signing the minutes, the chairperson when writing names of candidates during the conducting of elections, and members when they are voting by ballot.
17. Communication among team members during the study period or competition is grounds for automatic disqualification.

SCORING

Opening Ceremony	(140 points)
Order of Business	(60 points)
Business	(650 points)
Closing Ceremony	(50 points)
Parliamentary Questions	(100 points)

TIEBREAKER

Ties will be broken by counting the total number of top-ranks. The team with the most top-ranks will be declared the winner. For example:

- Team 1 rankings: 7, 7, 9
- Team 2 rankings: 6, 5, 12

Since Team 2 has two higher rankings (5 and 6) compared to Team 1's highest rankings (7 and 7), Team 2 wins the tie. If a tie still exists, then the event superintendent will add up the team's response to questions points. The team with the highest score will be declared the winner. If a tie still exists then the team's raw scores will be totaled. The team with the greatest total of raw points will be declared the winner.

CHAPTER CONDUCTING - Team Scorecard

Senior & Greenhand Division



	TEAMS:	1	2	3	4	5	6	7	8	9	10	11	12
Part I. Opening Ceremony (140 points)	Points												
A. Accuracy of statements (1 pt/missed or added words)	90												
B. Clearness of expression, understanding and general effectiveness (5-10 pts volume issues)	50												
Part II. Order of Business (60 points)													
A. Minutes of the previous meeting, -3 pts per missed item a. Date of last meeting b. End balance in minutes = Beginning balance of Treasurer c. Last Treasurer's report d. Business from last meeting e. Signature of President and Secretary	15												
B. Report of the Treasurer, -3 pts per missed item a. Current date b. Balance on hand at date of last report c. Receipts & disbursements since last report d. Present balance e. Treasurer's signature	15												
C. Committee Reports													
1. Report from a standing committee a. If a report has a recommendation, then a motion should be offered to accept the report, if no motion is offered -5 pts	15												
2. Report from a special committee a. If a report has a recommendation, then a motion should be offered to accept the report, if no motion is offered -5 pts	15												
3. Reports must be filed during the 20 minute time period a. If they are not filed during the 20 minute time period, -5 pts													

JUDGE'S PRINTED NAME/EMAIL/PHONE #: _____

CHAPTER CONDUCTING - Team Scorecard (2)

Senior & Greenhand Division



		TEAMS:	1	2	3	4	5	6	7	8	9	10	11	12
Part III. Business (Parliamentary Problems) (650 points)														
At this point the team members will take up parliamentary problems previously presented by the judges.														
A. Satisfactory participation by all team members* a. Minimum of 3 participation marks per team member for full credit b. The VP receives 1 participation mark per problem they chair c. A 2 nd is not participation d. Sentinel informing President counts for 1 participation mark	50													
B. Information and understanding shown a. Points should be divided equally between the numbers of major steps needed to properly work the problem. Fractions of points should be rounded down to the nearest whole number.	550													
C. Dispatch and effectiveness a. Using correct parliamentary procedure with consideration given to alternative methods to working the problem. b. Realistic and and quality discussion and debate i. Only takes one to discuss ii. It takes at least two to debate with opposite opinions iii. Heated debate should be strong iv. Heavily debated = more than 2 discussions and having different opinions c. Correct terminologies on motions = -2 pts per error	50													
Part IV. Closing Ceremony (50 points)														
A. Accuracy of statements (1 pt/missed or added words - not too exceed 25 pts)	25													
B. Clearness of expression, understanding and general effectiveness (5-10 pts volume issues)	25													
Part V. Parliamentary Questions (100 points)														
A. Answers to ten questions from the judges on parliamentary procedure B. To receive full credit - answers must be verbatim C. Partial credit should be given for correct responses that are not verbatim	100													
Total Points	1000													
Penalty Deduction (-10 pts at major fraction of a minute)														
Final Score														
Ranking														

***Example of Participation Formula:** Formula to calculate deductions (only used if a member does not receive 3 marks). Least participation marks subtracted from most participation marks and multiply that number by 2 and then subtract that result from 50 to get your total points. Example: Sentinel has 2 marks and Secretary has 8 marks: $8-2=6$, $6*2=12$, $50-12=38$ points for participation.

Time Deductions:

20:31 to 21:30 = - 10 points	23:31 to 24:30 = - 40 points	26:31 to 27:30 = - 70 points
21:31 to 22:30 = - 20 points	24:31 to 25:30 = - 50 points	27:31 to 28:30 = - 80 points
22:31 to 23:30 = - 30 points	25:31 to 26:30 = - 60 points	28:31 to 29:30 = - 90 points

CHAPTER CONDUCTING - Chapter Scorecard

Senior & Greenhand Division



Chapter: _____

Judge's Printed Name/Email/Phone # _____

Part I. Opening Ceremony (140 points) A. Accuracy of statements (90) _____ pts President _____ Treasurer _____ Vice Pres _____ Sentinel _____ Secretary _____ Advisor _____ Reporter _____ B. Clearness of expression, understanding and general effectiveness (50) _____ pts	Part II. Order of Business (60 points) A. Minutes of the previous meeting (15) _____ pts B. Report - Treasurer (15) _____ pts C. Report - Standing committee (15) _____ pts D. Report - Special committee (15) _____ pts Reports must be filed during the 20 minute time period: Did the team do this? Yes _____ No _____ If no, 5 points should be deducted from the Part II score.
TOTAL PART I - _____ pts	TOTAL PART II - _____ pts
Part III. Business (650 points) A. Participation (50) _____ pts President _____ Sentinel _____ Vice Pres _____ Member #1 _____ Secretary _____ Member #2 _____ Treasurer _____ Member #3 _____ Reporter _____ B. Information/understanding shown (550) _____ pts C. Dispatch and effectiveness (50) _____ pts	NOTES Problem 1. Problem 2. Problem 3. Problem 4.
TOTAL PART III - _____ pts	
Part IV. Closing Ceremony (50 points) A. Accuracy of statements (25) _____ pts Notes: B. Clearness of expression, understanding and general effectiveness (25) _____ pts Notes:	
TOTAL PART IV - _____ pts	
Part V. Parliamentary Questions (100 points) 1. _____ 4. _____ 7. _____ 10. _____ 2. _____ 5. _____ 8. _____ 3. _____ 6. _____ 9. _____	
TOTAL PART V - _____ pts	
TOTAL SCORE: Part I _____ Time: _____ Part II _____ Part III _____ Time Deduction _____ Part IV _____ -10 pts per minute or major fraction Part V _____ Total _____ Grand Total: _____ pts	

Time Deductions:

20:31 to 21:30 = - 10 points
 21:31 to 22:30 = - 20 points
 22:31 to 23:30 = - 30 points

23:31 to 24:30 = - 40 points
 24:31 to 25:30 = - 50 points
 25:31 to 26:30 = - 60 points

26:31 to 27:30 = - 70 points
 27:31 to 28:30 = - 80 points
 28:31 to 29:30 = - 90 points

TEXAS LDE

[illegible][illegible]

PURPOSE

The FFA Creed outlines the FFA organizations beliefs regarding the agriculture industry. The purpose of the FFA Creed LDE is to not only develop the public speaking abilities of 7th, 8th or 9th grade members but also to help preserve the heritage of our organization through competitive performance. The creed contest allows students to begin their speaking career and develop an understanding of the history of FFA and Agriculture.

ELIGIBILITY

The Greenhand Division: Students in grades 7th, 8th, or 9th and in their first year of FFA Membership.

EVENT RULES

1. This event will be open to the public. Applause shall be held until all participants have spoken.
2. Contestants will be sequestered in a designated holding area at the start of the event and may not exit prior to competing without a monitor. Students not in the holding room at the start time for the first speaker will be penalized 300 points (equivalent of points available for response to questions), yet allowed to compete. Advisors or other involved parties may not enter the room or contact the student once the event has commenced. Students competing in another event MUST be accompanied by an SHSU escort and the event superintendent must be notified of the need for an escort prior to the day of competition.
3. The event will include an oral presentation as well as answering questions directly related to the Creed.
4. Members will present the FFA Creed from the Creed Speaking Script listed below.
5. The event will be a timed activity with four minutes for presentation. After four minutes, contestant will be deducted one point for every second over set time.
6. The event will include oral questions. There will be a maximum of three questions per contestant with a time limit of five minutes. The same questions will be asked to all contestants. These questions will be thought-type questions directly related to the creed. Two-part questions should be avoided.
7. No props are to be used.
8. Each contestant must recite the FFA Creed from memory. Each contestant shall begin the presentation by stating, "The FFA Creed by E. M. Tiffany." Each contestant shall end the presentation with the statement, "... that inspiring task. Thank you." Any other words spoken as part of an introduction or conclusion shall be assessed a penalty deduction of twenty (20) points per word. Point deductions will only be taken after the judges indicate, "You may begin."
9. No cell phones, technology, or communication devices will be permitted to be used in the holding room, unless conducted by Texas FFA or SHSU. This includes the contestant and all of those with the contestant.

SCORING

Oral Communication	(400 points)
Non-Verbal Communication	(300 points)
Verbal Questions and Answer	(300 points)

TIEBREAKER

Ties will be broken by counting the total number of top-ranks. The contestant with the most top-ranks will be declared the winner.

For example:

- Contestant 1 rankings: 7, 7, 9
- Contestant 2 rankings: 6, 5, 12

Since contestant 2 has two higher rankings (5 and 6) compared to contestant 1's highest rankings (7 and 7), contestant 2 wins the tie. If a tie still exists, then the event superintendent will add up the contestant's response to questions points. The contestant with the highest score will be declared the winner. If a tie still exists, then the event superintendent will add up the contestant's score on the oral communication section. The contestant with the highest score will be declared the winner.

SENIOR CREED SPEAKING



PURPOSE

The FFA Creed outlines the FFA organizations beliefs regarding the agriculture industry. The purpose of the FFA Creed LDE is to not only develop public speaking abilities of all members, but also to help preserve the heritage of our organization through competitive performance. The senior creed event allows students to further their speaking career and develop an understanding of the history of FFA and Agriculture. The contest encourages demonstration of the ability to utilize critical thinking skills and verbal cognitive skills. Senior FFA Creed broadens agriculture knowledge and creates agriculture advocate skills. This contest encourages and emphasizes the importance of being an ambassador for agriculture in a community as a student prepares to compete at advanced levels.

ELIGIBILITY

Senior Division: Students in 7th, 8th, 9th, 10th, 11th, 12th grade are eligible to compete.

EVENT RULES

1. This event will be open to the public. Applause shall be held until all participants have spoken.
2. Contestants will be sequestered in a designated holding area at the start of the event and may not exit prior to competing without a monitor. Students not in the holding room at the start time for the first speaker will be penalized 300 points (equivalent of points available for Response to Questions), yet allowed to compete. Advisors or other involved parties may not enter the room or contact the student once the event has commenced. Students competing in another event MUST be accompanied by an SHSU escort and the event superintendent must be notified of the need for an escort prior to the day of competition.
3. The event will include an oral presentation as well as answering questions directly related to the Creed.
4. Members will present the FFA Creed from the Creed Speaking Script listed below
5. The event will be a timed activity with four minutes for presentation. After four minutes, contestant will be deducted 1 point for every second over set time.
6. The event will include oral questions. There will be a maximum of three questions per contestant with a time limit of five minutes. The same questions will be asked to all contestants. These questions will be thought-type questions directly related to the Creed. Two-part questions should be avoided.
7. No props are to be used.
8. Each contestant must recite the FFA Creed from memory. Each contestant shall begin the presentation by stating, "The FFA Creed by E. M. Tiffany." Each contestant shall end the presentation with the statement, "... that inspiring task. Thank you." Any other words spoken as part of an introduction or conclusion shall be assessed a penalty deduction of twenty (20) points per word. Point deductions will only be taken after the judges indicate, "You may begin."
9. No cell phones, technology, or communication devices will be permitted to be used in the holding room, unless conducted by Texas FFA or SHSU. This includes the contestant and all of those with the contestant.

SCORING

Oral Communication	(400 points)
Non-Verbal Communication	(300 points)
Verbal Questions and Answer	(300 points)

TIEBREAKER

Ties will be broken by counting the total number of top-ranks. The contestant with the most top-ranks will be declared the winner.

For example:

- Contestant 1 rankings: 7, 7, 9
- Contestant 2 rankings: 6, 5, 12

Since contestant 2 has two higher rankings (5 and 6) compared to contestant 1's highest rankings (7 and 7), contestant 2 wins the tie. If a tie still exists, then the event superintendent will add up the contestant's response to questions points. The contestant with the highest score will be declared the winner. If a tie still exists, then the event superintendent will add up the contestant's score on the oral communication section. The contestant with the highest score will be declared the winner.

CREED SPEAKING SCRIPT



Chapter Name: _____ Student Name: _____ Area: _____

THE FOLLOWING IS EXACTLY WHAT MUST BE RECITED:

"The FFA Creed by E.M. Tiffany

I believe in the future of agriculture, with a faith born not of words but of deeds – achievements won by the present and past generations of agriculturists; in the promise of better days through better ways, even as the better things we now enjoy have come to us from the struggles of former years.

I believe that to live and work on a good farm, or to be engaged in other agricultural pursuits, is pleasant as well as challenging; for I know the joys and discomforts of agricultural life and hold an inborn fondness for those associations which, even in hours of discouragement, I cannot deny.

I believe in leadership from ourselves and respect from others. I believe in my own ability to work efficiently and think clearly, with such knowledge and skill as I can secure, and in the ability of progressive agriculturists to serve our own and the public interest in producing and marketing the product of our toil.

I believe in less dependence on begging and more power in bargaining; in the life abundant and enough honest wealth to help make it so – for others as well as myself; in less need for charity and more of it when needed; in being happy myself and playing square with those whose happiness depends upon me.

I believe that American agriculture can and will hold true to the best traditions of our national life and that I can exert an influence in my home and community which will stand solid for my part in that inspiring task.

Thank you"

ALL RECITATION ERRORS

(MISSED WORDS) MUST BE CIRCLED

Total # of Recitation Errors: _____
(missed, added or switched words)

Question Time: _____

DETERMINATION OF DEDUCTIONS

Number of errors _____ x 20 = _____
Total

Deduction: _____

NOTES:

CREED SPEAKING - Individual Scorecard

Chapter Name: _____ Student Name: _____ Area: _____

ORAL COMMUNICATION - 400 POINTS						
Indicators	Very strong evidence skill is present: 5-4 points	Moderate Evidence skill is present: 3-2 points	Evidence skill is not present: 1-0 points	Points Earned	Weight	Total Score
A. Speaks without hesitation	Speaks very articulately without hesitation Never has the need for unnecessary pauses or hesitation when speaking	Speaks articulately, but sometimes hesitates Occasionally has the need for a long pause or moderate hesitation when speaking	Speaks articulately, but frequently hesitates Frequently hesitates or has long, awkward pauses while speaking		x25	
B. Pace	Speaks at a moderate pace to be clear	Speaks at a moderate pace most of the time, but shows some nervousness	Pace is too fast/slow; nervous		x10	
C. Tone	Voice is upbeat, impassioned and under control	Voice is somewhat upbeat, impassioned and under control	Voice is not upbeat; lacks passion and control		x15	
D. Pronunciation	Pronunciation of words is very clear and intent is apparent	Pronunciation of words is usually clear, sometimes mumbled	Pronunciation of words is difficult to understand; unclear		x15	
E. Volume	Emitted a clear, audible voice for the audience present	Emitted a somewhat clear, audible voice for audience present	Emitted a barely audible voice for the audience present		x15	
NON-VERBAL COMMUNICATION - 300 POINTS						
A. Attention (eye contact)	Eye contact consistently used as an effective connection Constantly looks at the entire audience (90-100% of the time)	Eye contact is mostly effective and consistent Mostly looks around the audience (60-80% of the time)	Eye contact does not always allow connection with the speaker Occasionally looks at someone or some groups (less than 50% of the time)		x15	
B. Mannerisms	Does not have distracting mannerisms that affect the effectiveness No nervous habits	Sometimes has distracting mannerisms that pull from the presentation Sometimes exhibits nervous habits or ticks	Has mannerisms that pull from the effectiveness of the presentation Displays some nervous habits - fidgets or anxious ticks		x15	
C. Gestures	Gestures are purposeful and effective Hand motions are expressive and used to emphasize talking points Great posture (confident) with positive body language	Usually uses purposeful gestures Hands are sometimes used to express or emphasize talking points Occasionally slumps; sometimes negative body language	Occasionally gestures are used effectively Hands are not used to emphasize talking points; hand motions are sometimes distracting Lacks positive body language; slumps		x15	
D. Well poised	Is extremely well poised Poised and in control at all times	Is usually well poised Poised and in control most of the time; rarely loses composure	Isn't always well poised Sometimes seems to lose composure		x15	

CREED SPEAKING - Individual Scorecard (2)

Chapter Name: _____ Student Name: _____ Area: _____

VERBAL QUESTION AND ANSWER - 300 POINTS						
Indicators	Very strong evidence skill is present: 5-4 points	Moderate Evidence skill is present: 3-2 points	Evidence skill is not present: 1-0 points	Points Earned	Weight	Total Score
A. Detail oriented	Is able to stay fully detail oriented Always provides details which support answers/basis of the question	Is mostly detail oriented Usually provides details which are supportive of the answers/basis of the questions	Has difficulty being detail oriented Sometimes overlooks details that could be very beneficial to the answers/basis of the question		x20	
B. Speaks unrehearsed	Speaks unrehearsed with comfort and ease Is able to speak quickly with organized thoughts and concise answers	Mostly speaks unrehearsed with comfort and ease, but sometimes seems nervous or unsure Is able to speak effectively but has to stop and think and sometimes gets off focus	Shows nervousness or seems unprepared when speaking unrehearsed Seems to ramble or speaks before thinking		x20	
C. Examples used in response to questions	Examples are vivid, precise and clearly explained Examples are original, logical and relevant	Examples are usually concrete, but sometimes needs clarification Examples are effective, but need more originality or thought	Examples are abstract or not clearly defined Examples are sometimes confusing, leaving the listeners with questions		x20	
Gross Total Points						
Time Deduction (-1 point per second over)						
Accuracy Deduction (-20 points per word, determined from the accuracy judges)						
Net Total Points						
Rank						

CREED SPEAKING - Judges Scorecard

[illegible]

PURPOSE

Written by the classically educated son of a Kansas farmer and Wisconsin teacher educator, Erwin Milton Tiffany, the FFA Creed is a masterful piece of literature that succinctly states the beliefs of the FFA. The FFA Creed first appeared in 1929 and was adopted as the official creed of the Future Farmers of America by the organization's delegates to the third National Convention in 1930. The need for a Spanish version of the FFA Creed became apparent when Puerto Rico became a state association in 1932. The ideas conveyed in the five paragraph belief statement transcend geography, language, race or ethnicity.

In the last census, 29% of Texans indicated that the Spanish language is spoken in their home. Combining statistics from the Texas Data Center and the United States Census Bureau, one can project that between the years 2025 and 2030, more Texans will be Spanish speakers than solely English speakers. This is the marketplace in which today's Agriculture, Food and Natural Resources students will be leading, serving and building careers.

In the interest of premier leadership, personal growth and career success, the Texas FFA Association is offering an opportunity for students to compete in a Spanish Version Creed Speaking Event. The Creed delivery and the five minute question-answer period will be conducted entirely in Spanish.

ELIGIBILITY

Greenhand Division: Students in grades 7th, 8th, or 9th and in their first year of FFA Membership.

EVENT RULES

1. The event will include both an oral presentation as well as answering questions directly related to the Creed. The FFA Creed recitation and the response to questions must be delivered in proper Spanish. All questions will be asked in Spanish.
2. Members will present the FFA Creed from the published Texas FFA Spanish Creed.
3. The event will be a timed activity with four minutes for presentation. After four minutes, contestants will be deducted 1 point for every second over set time.
4. The event will include oral questions. There will be a maximum of three questions per contestant with a time limit of five minutes. The same questions will be asked to all contestants. These questions will be thought-type questions directly related to the Creed. Two part questions should be avoided.
5. No props are to be used.
6. Each contestant must recite the Spanish version FFA Creed from memory, using the below "TEXAS FFA SPANISH CREED SPEAKER SCRIPT". Each contestant shall begin the presentation by stating, "El Credo de FFA por E. M. Tiffany." Each contestant shall end the presentation with the statement, "... esta tarea vivificante. Gracias." Any other words spoken as part of an introduction or conclusion shall be assessed a penalty deduction of twenty (20) points per word. Point deductions will only be taken after the judges indicate, "You may begin."
7. Contestants will be sequestered in a designated holding area at the start of the event and may not exit prior to competing without a monitor. Students not in the holding room at the start time for the first speaker will be penalized 300 points (equivalent of points available for response to questions), yet allowed to compete. Advisors or other involved parties may not enter the room or contact the student once the event has commenced. Students competing in another event MUST be accompanied by an SHSU escort and the event superintendent must be notified of the need for an escort prior to the day of competition.
8. No cell phones, technology, or communication devices will be permitted to be used in the holding room, unless conducted by Texas FFA or SHSU. This includes the contestant and all of those with the contestant.

SCORING

Oral Communication	(400 points)
Non-Verbal Communication	(300 points)
Verbal Questions and Answer	(300 points)

TIE BREAKER

Ties will be broken by counting the total number of top-ranks. The contestant with the most top-ranks will be declared the winner.

For example:

- Contestant 1 rankings: 7, 7, 9
- Contestant 2 rankings: 6, 5, 12

Since contestant 2 has two higher rankings (5 and 6) compared to contestant 1's highest rankings (7 and 7), contestant 2 wins the tie. If a tie still exists, then the event superintendent will add up the contestant's response to questions points. The contestant with the highest score will be declared the winner. If a tie still exists, then the event superintendent will add up the contestant's score on the oral communication section. The contestant with the highest score will be declared the winner.

PURPOSE

Written by the classically educated son of a Kansas farmer and Wisconsin teacher educator, Erwin Milton Tiffany, the FFA Creed is a masterful piece of literature that succinctly states the beliefs of the FFA. The FFA Creed first appeared in 1929 and was adopted as the official creed of the Future Farmers of America by the organization's delegates to the third National Convention in 1930. The need for a Spanish version of the FFA Creed became apparent when Puerto Rico became a state association in 1932. The ideas conveyed in the five paragraph belief statement transcend geography, language, race or ethnicity.

In the last census, 29% of Texans indicated that the Spanish language is spoken in their home. Combining statistics from the Texas Data Center and the United States Census Bureau, one can project that between the years 2025 and 2030, more Texans will be Spanish speakers than solely English speakers. This is the marketplace in which today's Agriculture, Food and Natural Resources students will be leading, serving and building careers.

In the interest of premier leadership, personal growth and career success, the Texas FFA Association is offering an opportunity for students to compete in a Spanish Version Creed Speaking Event. The Creed delivery and the five minute question-answer period will be conducted entirely in Spanish.

ELIGIBILITY

Senior Division: Students in 7th, 8th, 9th, 10th, 11th, 12th grade are eligible to compete.

EVENT RULES

1. The event will include both an oral presentation as well as answering questions directly related to the Creed. The FFA Creed recitation and the response to questions must be delivered in proper Spanish. All questions will be asked in Spanish.
2. Members will present the FFA Creed from the published Texas FFA Spanish Creed.
3. The event will be a timed activity with four minutes for presentation. After four minutes, contestants will be deducted 1 point for every second over set time.
4. The event will include oral questions. There will be a maximum of three questions per contestant with a time limit of five minutes. The same questions will be asked to all contestants. These questions will be thought-type questions directly related to the Creed. Two part questions should be avoided. Question need to be asked and answered in Spanish.
5. No props are to be used.
6. Each contestant must recite the Spanish version FFA Creed from memory, using the below "TEXAS FFA SPANISH CREED SPEAKER SCRIPT". Each contestant shall begin the presentation by stating, "El Credo de FFA por E. M. Tiffany." Each contestant shall end the presentation with the statement, "... esta tarea vivificante. Gracias." Any other words spoken as part of an introduction or conclusion shall be assessed a penalty deduction of twenty (20) points per word. Point deductions will only be taken after the judges indicate, "You may begin."
7. Contestants will be sequestered in a designated holding area at the start of the event and may not exit prior to competing without a monitor. Students not in the holding room at the start time for the first speaker will be penalized 300 points (equivalent of points available for response to questions), yet allowed to compete. Advisors or other involved parties may not enter the room or contact the student once the event has commenced. Students competing in another event MUST be accompanied by an SHSU escort and the event superintendent must be notified of the need for an escort prior to the day of competition.
8. No cell phones, technology, or communication devices will be permitted to be used in the holding room, unless conducted by Texas FFA or SHSU. This includes the contestant and all of those with the contestant.

SCORING

Oral Communication	(400 points)
Non-Verbal Communication	(300 points)
Verbal Questions and Answer	(300 points)

TIE BREAKER

Ties will be broken by counting the total number of top-ranks. The contestant with the most top-ranks will be declared the winner.

For example:

- Contestant 1 rankings: 7, 7, 9
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Since contestant 2 has two higher rankings (5 and 6) compared to contestant 1's highest rankings (7 and 7), contestant 2 wins the tie. If a tie still exists, then the event superintendent will add up the contestant's response to questions points. The contestant with the highest score will be declared the winner. If a tie still exists, then the event superintendent will add up the contestant's score on the oral communication section. The contestant with the highest score will be declared the winner.

TEXAS FFA SPANISH CREED SPEAKING SCRIPT



Chapter Name: _____ Student Name: _____ Area: _____

THE FOLLOWING IS EXACTLY WHAT MUST BE RECITED:

"El Credo de FFA por *(in Spanish)* E.M. Tiffany *(in English)*

(Below all in Spanish)

Creo en el porvenir de la agricultura con una fe que no surge de las palabras, sino de los logros de los agricultores en generaciones pasadas y en la presente; en la promesa de días mejores gracias a la práctica de buenas normas de trabajo, así como creo que los beneficios que disfrutamos hoy son nuestros por los esfuerzos de nuestros antepasados.

Creo que vivir y trabajar en una finca, o estar involucrado en otros intereses agrícolas, es grato y retador porque conozco los goces e inconvenientes de la vida de campo, y le profeso una devoción que no le negaré ni siquiera en las horas de infortunio.

Creo que debemos ser nuestros propios líderes y en el respeto de los demás. Creo en mi propia habilidad para trabajar con eficacia y tener claridad de pensamiento gracias a los conocimientos y destrezas que vaya adquiriendo. Creo también en el poder de los agricultores progresistas para servir nuestros intereses y los del público en cuanto a la producción y mercadeo del producto de nuestra labor.

Creo que debe haber menos dependencia de la caridad y más en nuestras habilidades comerciales; en una vida de abundancia y en la obtención honrada de los medios económicos que la hacen posible, tanto para los demás como para mí; en que haya menos necesidad de la caridad, y en la caridad cuando ésta sea necesaria; en mi propia dicha, y en que debo proceder honestamente con aquellos cuyo bienestar dependa de mí.

Creo que la industria agrícola de Estados Unidos puede y debe mantener las mejores tradiciones de nuestra experiencia nacional y que yo puedo ejercer influencia en mi hogar y la comunidad, los cuales serán siempre sólidos gracias a mi contribución en esta tarea vivificante.

Gracias *(end in spanish)*

ALL RECITATION ERRORS

(MISSED WORDS) MUST BE CIRCLED

Total # of Recitation Errors:

(missed, added or switched words)

Question Time: _____

DETERMINATION OF DEDUCTIONS

Number of errors _____ x 20 =
_____ Total

Deduction: _____

NOTES:

SPANISH CREED SPEAKING - Individual Scorecard



Chapter Name: _____ Student Name: _____ Area: _____

ORAL COMMUNICATION - 400 POINTS						
Indicators	Very strong evidence skill is present: 5-4 points	Moderate Evidence skill is present: 3-2 points	Evidence skill is not present: 1-0 points	Points Earned	Weight	Total Score
A. Speaks without hesitation	Speaks very articulately without hesitation Never has the need for unnecessary pauses or hesitation when speaking	Speaks articulately, but sometimes hesitates Occasionally has the need for a long pause or moderate hesitation when speaking	Speaks articulately, but frequently hesitates Frequently hesitates or has long, awkward pauses while speaking		x25	
B. Pace	Speaks at a moderate pace to be clear	Speaks at a moderate pace most of the time, but shows some nervousness	Pace is too fast/slow; nervous		x10	
C. Tone	Voice is upbeat, impassioned and under control	Voice is somewhat upbeat, impassioned and under control	Voice is not upbeat; lacks passion and control		x15	
D. Pronunciation	Pronunciation of words is very clear and intent is apparent	Pronunciation of words is usually clear, sometimes mumbled	Pronunciation of words is difficult to understand; unclear		x15	
E. Volume	Emitted a clear, audible voice for the audience present	Emitted a somewhat clear, audible voice for audience present	Emitted a barely audible voice for the audience present		x15	
NON-VERBAL COMMUNICATION - 300 POINTS						
A. Attention (eye contact)	Eye contact consistently used as an effective connection Constantly looks at the entire audience (90-100% of the time)	Eye contact is mostly effective and consistent Mostly looks around the audience (60-80% of the time)	Eye contact does not always allow connection with the speaker Occasionally looks at someone or some groups (less than 50% of the time)		x15	
B. Mannerisms	Does not have distracting mannerisms that affect the effectiveness No nervous habits	Sometimes has distracting mannerisms that pull from the presentation Sometimes exhibits nervous habits or ticks	Has mannerisms that pull from the effectiveness of the presentation Displays some nervous habits - fidgets or anxious ticks		x15	
C. Gestures	Gestures are purposeful and effective Hand motions are expressive and used to emphasize talking points Great posture (confident) with positive body language	Usually uses purposeful gestures Hands are sometimes used to express or emphasize talking points Occasionally slumps; sometimes negative body language	Occasionally gestures are used effectively Hands are not used to emphasize talking points; hand motions are sometimes distracting Lacks positive body language; slumps		x15	
D. Well poised	Is extremely well poised Poised and in control at all times	Is usually well poised Poised and in control most of the time; rarely loses composure	Isn't always well poised Sometimes seems to lose composure		x15	

SPANISH CREED SPEAKING - Individual Scorecard (2)



Chapter Name: _____ Student Name: _____ Area: _____

VERBAL QUESTION AND ANSWER - 300 POINTS						
Indicators	Very strong evidence skill is present: 5-4 points	Moderate Evidence skill is present: 3-2 points	Evidence skill is not present: 1-0 points	Points Earned	Weight	Total Score
A. Detail oriented	Is able to stay fully detail oriented Always provides details which support answers/basis of the question	Is mostly detail oriented Usually provides details which are supportive of the answers/basis of the questions	Has difficulty being detail oriented Sometimes overlooks details that could be very beneficial to the answers/basis of the question		x20	
B. Speaks unrehearsed	Speaks unrehearsed with comfort and ease Is able to speak quickly with organized thoughts and concise answers	Mostly speaks unrehearsed with comfort and ease, but sometimes seems nervous or unsure Is able to speak effectively but has to stop and think and sometimes gets off focus	Shows nervousness or seems unprepared when speaking unrehearsed Seems to ramble or speaks before thinking		x20	
C. Examples used in response to questions	Examples are vivid, precise and clearly explained Examples are original, logical and relevant	Examples are usually concrete, but sometimes needs clarification Examples are effective, but need more originality or thought	Examples are abstract or not clearly defined Examples are sometimes confusing, leaving the listeners with questions		x20	
Gross Total Points						
Time Deduction (-1 point per second over)						
Accuracy Deduction (-20 points per word, determined from the accuracy judges)						
Net Total Points						
Rank						

SPANISH CREED SPEAKING - Judges Scorecard

[illegible]

PURPOSE

The purpose of the Texas FFA Broadcasting Event is to develop students' communication, teamwork, and media production skills through the creation and presentation of agricultural news and information. This event strengthens career readiness skills aligned with the Texas Essential Knowledge and Skills (TEKS) for Agricultural, Food, and Natural Resources education, including public speaking, technology applications, critical thinking, and professional communication.

ELIGIBILITY

Students in 7th, 8th, 9th, 10th, 11th, 12th grade are eligible to compete.

EVENT RULES

1. The team shall consist of three members.
2. The broadcast shall not be less than 6 or more than 8 minutes. (Penalty for violation shall be 10 points per minute or major fraction thereof.) A major fraction of a minute is defined as 31 seconds.
3. The broadcast is to be given out of the judges' view and over a public-address system with three microphones at the state level.
4. An information type of program covering one or more agricultural subjects is to be used. It is to be current in nature and local in content.
5. Skits, plays, weather reports, and artificial sound effects (sounds that cannot be made from a person's mouth) are not to be used.
6. Team members are to retain their individuality and not assume false characterizations.
7. The team is to assume that its chapter has a regularly scheduled non-commercial audio broadcast (examples include: podcast, local radio, webinar, etc.). The broadcast provides an announcer to introduce the program and to sign it off the air. One team member may serve as moderator or discussion leader but should not be designated as a broadcast director.
8. Teams must upload a Statement of Originality to Judging Card at the time of registration.
9. This event requires original work by the team's members and their advisor(s); thus, plagiarism is not permitted. **Plagiarism** is defined as:
 - a. Reproducing, an existing script developed by another chapter, someone else's sentences more or less verbatim, and presenting them as your own
10. The advisor/designee will be provided an explanation from the judges or contest provider covering which knobs may be adjusted and given a brief overview of how to operate the system.
11. At the conclusion of the explanation, team members will be allowed to enter the contest room and will have a maximum of 6 minutes to set up and test the microphones before performing the broadcast. Team advisors/designees may assist in testing equipment. At the conclusion of the setup/sound check it is the responsibility of the advisor/designee to notify the judges of their readiness.
12. When the program has ended, the team needs to gather their materials and leave the room.
13. Teams are required to use the mics, mic stand, cables, and system that the host provides and cannot bring their own. In the event of faulty equipment, the judges & superintendent have discretion on a team receiving the opportunity to re-run their presentation.

SCORING

Subject Matter	(250 points)
Countiunity	(400 points)
Listener Importance	(350 points)

TIEBREAKER

Ties will be broken by counting the total number of top-ranks. The team with the most top-ranks will be declared the winner. For example:

- Team 1 rankings: 7, 7, 9
- Team 2 rankings: 6, 5, 12

Since Team 2 has two higher rankings (5 and 6) compared to Team 1's highest rankings (7 and 7), Team 2 wins the tie. If a tie still exists then the team's raw scores will be totaled. The team with the greatest total of raw points will be declared the winner. If a tie still exists, then the event superintendent will add up the team score on the listener importance section. The team with the highest score will be declared the winner

FFA BROADCASTING - Judges Scorecard

[illegible]

FFA BROADCASTING - Judges Notes



Chapter: _____

Judge's Printed Name/Email/Phone # _____

Part I. Subject Matter (250)
A. Unity of organization (50)
B. Relevance to agriculture topic (50)
C. General effectiveness (150)
Part II. Continuity (400)
A. Exchange between students (pause) (100)
B. Volume of broadcast (100)
C. Participation by team members (100)
D. Background noises (100)
Part III. Effectiveness of Delivery (350)
A. Student's ability to pronounce words properly (100)
B. Motivation of student's presentation (100)
C. Student's ability to hold audience (Tone, Voice Inflection) (150)
<i>Penalty Deduction</i> [10 points @ major fraction of a minute]
<i>Set up/Tear Down Penalty</i>

PURPOSE

The purpose of the Texas FFA Public Relations Event is to develop students' communication, leadership, and promotional skills through the creation and presentation of materials that effectively advocate for agricultural education, FFA, and the agriculture industry. This event supports career readiness and skill development aligned with the Texas Essential Knowledge and Skills (TEKS) for Agricultural, Food, and Natural Resources education, including professional communication, teamwork, technology applications, and strategic messaging.

ELIGIBILITY

Students in 7th, 8th, 9th, 10th, 11th, 12th grade are eligible to compete.

EVENT RULES The Texas FFA Public Relations team's presentation before the judging committee during the state competition will be based on the following scenario. The target audience for this event is changed each year.

2027: Parents

2030: Business and Industry

2028: Community Supporters

2031: Members of the Media

2029: Incoming Ag Students

1. Each presentation will be 6 to 9 minutes in length. Teams will be penalized for any discrepancy in time. The penalty for violation shall be -10 points per minute or major fraction thereof. A major fraction of a minute is defined as 31 seconds.
2. Teams will consist of 3 or 4 members from the same FFA Chapter. Eligible students must meet LDE eligibility requirements outlined in the LDE general rules.
3. Technology may be used during the presentation. Judges WILL NOT discriminate against teams that do not use technology.
4. Teams MUST wear official dress as described in the Official FFA Manual, but according to Texas Standards (black dress boots are acceptable).
 - a. Teams may not wear costumes.
 - i. Costumes are described as any garment worn other than official dress.
 - ii. Required Personal Safety Equipment is allowed.
5. Teams are allowed a maximum of 5 minutes for set up and 5 minutes for tear down. Set up and tear down may only be completed by the presenting members and advisors/designees. The penalty for violation shall be -10 points per minute or major fraction thereof. A major fraction of a minute is defined as 31 seconds. A one minute warning will be given from the judges for setup and tear down.
6. Team members may only represent themselves as FFA members and not assume false characterization.
7. No items shall be given to the judges.
8. FFA Advisors will have the opportunity to send in questions to go into a question bank. To be considered, questions must be submitted by March 15th of the year before. From there, a final 20 question bank will be developed annually by the Texas FFA Association.
[Click here for the link to the form to submit to the question bank.](#)
 - a. Each participant will be asked only one question from the provided 20 question list with a maximum of one minute to respond per question.
 - i. Questions are to be randomly drawn by judges at the time they are asked, ie, the same questions shall not be asked of all teams.
 - ii. Judges shall direct questions to a specific contestant and only that contestant may respond.
 - iii. Once time is called, participants must stop speaking.
 - iv. Time will begin at the completion of the question being asked by the judge.

SCORING

Presentation Content	(275 points)
Overall Presentation Effectiveness	(275 points)
Communication Ability	(275 points)
Response to Question	(175 points)

TIEBREAKER

Ties will be broken by counting the total number of top-ranks. The team with the most top-ranks will be declared the winner.

For example:

- Team 1 rankings: 7, 7, 9
- Team 2 rankings: 6, 5, 12

Since Team 2 has two higher rankings (5 and 6) compared to Team 1's highest rankings (7 and 7), Team 2 wins the tie. If a tie still exists, then the event superintendent will add up the team's response to questions points. The team with the highest score will be declared the winner. If a tie still exists then the team's raw scores will be totaled. The team with the greatest total of raw points will be declared the winner.

PUBLIC RELATIONS RUBRIC



Chapter: _____

Judge's Printed Name/Email/Phone # _____

Category/Point Value	High Points	Mid Points	Low Points	Judge's Score
Presentation Content (275 Points Total)				
FFA Knowledge (75 points)	75-65 points Strong, accurate knowledge with detailed examples.	64-40 points General understanding, some inaccuracies	39-0 points Little or inaccurate knowledge	
Promotes Local Program (75 points)	75-65 points Effectively highlights local chapter activities with specific examples and activity names.	64-40 points Mentions program and activities but with limited detail	39-0 points Little/no mention or irrelevant claims.	
Relevance to Target Audience (100 points)	100-85 points Content connects directly to audience.	84-50 points Some relevance but inconsistent.	49-0 points Does not connect to audience.	
Addresses Target Audience (25 points)	25-22 points Consistently engaging, tailored language.	21-12 points Occasionally acknowledges the audience.	11-0 points Rarely or never addresses audience.	
Comments				

Overall Presentation Effectiveness (275 Points Total)				
Organization & Clarity (75 points)	75-65 points Well-structured, logical, smooth transitions.	64-40 points Generally organized, some unclear parts.	39-0 points Disorganized, confusing.	
Equal Member Participation (50 points)	50-45 points All members contribute equally.	44-25 points Uneven participation.	24-0 Very limited participation in 1-2 members vs. the other 2-3 members.	
Interest Holding Ability (50 points)	50-45 points Captivating throughout.	44-25 points Holds interest some of the time.	24-0 points Fails to engage.	
Professionalism (50 points)	50-45 points Professional and confident, with proper grooming.	44-25 points Acceptable posture and poise. Some lapses in confidence. Grooming is not completely appropriate.	24-0 points Lacks posture and poise. Poor or distracting grooming.	
Innovation & Creativity (50 points)	50-45 points Highly original and impactful.	44-25 points Some creativity, not well developed.	24-0 points Little/no creativity.	
Comments				

Communication Ability (275 Points Total)				
Grammar, Absence of Mannerisms (75 points)	75-65 points Correct grammar, polished and no distracting mannerisms	64-40 points Occasional errors, minimal distracting mannerisms	39-0 points Frequent mistakes and distracting mannerisms	
Vocal Quality, Pitch, Tone, Force (100 points)	100-85 points Clear, strong, varied tone in voice.	84-50 points Generally clear, limited variety.	49-0 points Weak or monotone.	
Expression, Fluency, Sincerity, Emphasis (100 points)	100-85 points Fluent, sincere, impactful expression.	84-50 points Adequate but somewhat flat not as impactful expression.	49-0 points Robotic, unconvincing and not sincere expression.	
Comments				

PUBLIC RELATIONS RUBRIC (2)



Category/Point Value	High Points	Mid Points	Low Points	Judge's Score
Response to Questions (175 Points Total)				
General Effectiveness (50 points)	50-45 points Clear, thorough responses.	44-25 points Adequate but lacking detail.	24-0 points Incomplete or off-topic.	
Equal Participation (25 points)	25-22 points All participate equally.	21-12 points Unequal participation.	11-0 points One or two dominate.	
Accuracy of Response (50 points)	50-45 points Accurate facts and information in response.	44-25 points General knowledge, limited depth, incorrect facts or information.	24-0 points Lacks accuracy of response.	
Ability to Think Quickly (5 points)	50-45 points Responds promptly, remains composed.	44-25 points Adequate but hesitant.	24-0 points Struggles to respond.	
Comments				

Time Deduction				
Penalty Deduction for set up/tear down The penalty for violation shall be -10 points per minute or major fraction thereof for being over 5 minutes. A major fraction of a minute is defined as 31 seconds. _____ X -1 = _____	100-70 points Select the number of points for the penalty.	60-40 Select the number of points for the penalty.	30-0 Select 0 for no deduction ---->	
Presentation Time Deduction The violation shall be -10 points per minute or major fraction thereof for being less than 6 minutes or over 9 minutes. A major fraction of a minute is defined as 31 seconds. _____ X -1 = _____	100-70 points Select the number of points for the penalty.	60-40 Select the number of points for the penalty.	30-0 Select 0 for no deduction ---->	

PURPOSE

The purpose of the FFA Job Interview Event is for FFA members to develop, practice and demonstrate skills needed while seeking employment in the agricultural industry. Each part of the event simulates "real world" activities that will be used by real world employers.

The event is developed to help participants in their current job search (for SAE projects, part-time and full-time employment). Therefore, the job description, cover letter, résumé and references submitted by the participants must reflect their current skills and abilities and must be targeted to a realistic agricultural job or internship for which they are qualified to apply. Participants cannot develop a fictitious résumé for a fictitious job or internship; instead they must utilize their actual experience. They are expected to target the résumé toward a real job for which they presently qualify.

ELIGIBILITY

Students in 7th, 8th, 9th, 10th, 11th, 12th grade are eligible to compete.

EVENT RULES

1. This event is limited to one member per chapter.
2. The contest site will provide all equipment and paper necessary, except writing pens.
3. All cover letters, resumes, and job descriptions (on Texas FFA job description form) must be submitted electronically to contest officials at Sam Houston State University via the judgingcard.com entry system as a PDF file, no later than 5:00 p.m. on the Monday preceding the state events. The electronic material is what the judges will score - the judges will NOT be scoring any documents turned in after the deadline.
 - a. Equipment
 - i. Contestants may bring to all areas of the contest:
 1. Writing utensils
 2. Blank paper
 3. Résumé
 4. Cover letter
 5. Business cards
 6. Padfolio
 7. Notes written during the interview are permitted in the follow up letter room.
 - ii. The following items are **not** permitted:
 1. Letters of reference
 2. Samples of work
 3. Pictures
 4. Personal pages
4. Job Description -A fully completed Job Description is to be turned in prior to the contest. Anything less than a fully completed Job Description will result in a 25 point deduction in the overall score. Contestants must use the provided Job Interview LDE Job Description Form.
5. Cover Letter - (100 points)
 - a. The contestants must submit a single-spaced résumé using 8½" x 11" bright *white resume OR copy* paper.
 - b. The paper is to be single-sided only, typed using 11-point Times New Roman font and left justified.
 - c. The letter is to be addressed to Jennifer Jackson, Executive Director of Texas FFA and dated for the day of the event. The following address should be used: 614 E. 12th Street, Austin, Texas 78701
 - d. Greeting should be addressed to: Dear Jennifer Jackson.

6. Résumé - (100 points)
 - a. The contestants must submit a single-spaced résumé using 8½" x 11" bright *white resume OR copy* paper.
 - b. The résumé is to be single-sided only, typed and not to exceed two pages total.
 - c. The body of the résumé shall be in 11-point Times New Roman font. The contestants name may be a larger font.
 - d. The overall format or style of the resume will not be evaluated. However, layout elements including spacing, alignment, organization, and clarity will be scored. Content remains the primary basis for evaluation.
 - e. The résumé must be non-fictitious and based upon their work and educational history.
7. Application - (100 points)
 - a. Contestants will complete either an electronic or paper job application on-site, prior to the personal interview. The application will be provided by the provider and is not a set or standard application. Contestants should be prepared for any application.
 - b. "N/A" may be used by the contestant to indicate that an entire section of the application is not applicable. No points shall be deducted for only putting one "N/A" in a section.
 - c. The application completion will last a maximum of thirty (30) minutes.
 - d. Pens must be provided by the contestant.
 - e. All applicants will begin the application process at the same time.
8. Telephone Interview - (100 points)
 - a. Contestants will interview with one of the following three (3) people:
 - i. Human, Fiscal and Resource personnel director
 - ii. Employer's Assistant
 - iii. Employer
 - b. The telephone interview will last a maximum of three (3) minutes.
 - c. Contestants should interview with the thought that the company has already received their cover letter and résumé.
 - d. The judges will initiate the telephone interview.
 - e. One of the judges will be designated as the interviewer.
 - f. The judge will offer a personal interview to the contestant
 - g. All judges will evaluate the telephone interview individually.
9. Personal Interview - (500 points)
 - a. The personal interview will consist of an interview in front of a panel of judges. Each interview will last a maximum of ten (10) minutes. A timekeeper will notify the judges and contestants when the time elapsed reaches the 7 and 9 minute marks. The notification will be a silent reminder using a numbered sign to be held by the timekeeper for everyone in the interview room to see.
 - b. All judges should ask questions during the personal interview.
 - c. At the conclusion of the 10 minute interview, if the contestant has not been afforded the opportunity to ask questions, an additional two minutes will be allowed for the contestant to ask questions. The timekeeper will announce the end of the two-minute period and effectively end the interview. The contestant will stop talking when the time limit is called.
10. Follow-Up Correspondence - (100 points)
 - a. Contestants will submit a follow-up correspondence after the interview. A computer/printer or thank you cards/notes will be provided. No prewritten or pre-printed follow-up letters will be accepted or allowed to be taken into the contest room. Cover letters are permitted. The site provider will declare the type of Follow Up Correspondence that will be used as each contestant goes into the phone interview.
 - b. The letter should be addressed to Jennifer Jackson, Executive Director of Texas FFA and dated for the day of the event. The following address should be used: 614 E. 12th Street Austin, Texas 78701
 - c. The Follow Up Correspondence should be appropriate as to its type, an email will not need to use the physical address and a contestant will only be graded on who the email is addressed to and the body of the email and the closing. A contact email address for Jennifer Jackson is not needed.
 - d. The letter should be a response to their interview.
 - e. The contestant will have twenty (20) minutes to complete the follow up correspondence.

11. Official dress is required as outlined in the Official FFA Manual but according to Texas Standards (black dress boots are acceptable).
12. This contest is not open to the public.
13. Initial résumé, cover letter and application scores will be carried through to the Final Round.
14. The state rules shall be followed at the district and area levels

SCORING

Cover Letter	(100 points)
Résumé	(100 points)
Application	(100 points)
Telephone Interview	(100 points)
Personal Interview	(500 points)
Follow-Up Correspondence	(100 points)

TIEBREAKER

Ties will be broken by counting the total number of top-ranks. The contestant with the most top-ranks will be declared the winner. For example:

- Contestant 1 rankings: 7, 7, 9
- Contestant 2 rankings: 6, 5, 12

Since contestant 2 has two higher rankings (5 and 6) compared to contestant 1's highest rankings (7 and 7), contestant 2 wins the tie. If a tie still exists, then the event superintendent will add up the contestant's telephone interview points. The contestant with the highest score will be declared the winner. If a tie still exists, then the event superintendent will add up the contestant's follow-up letter points. The contestant with the highest score will be declared the winner.

REFERENCES

The list of references is not intended to be inclusive. Other sources may be utilized and teachers are encouraged to make use of the very best instructional materials available. Make sure to use discretion when selecting website references by only using reputable, proven sites. The following list contains references that may prove helpful during event preparation. The most current edition of resources will be used.

Past CDE materials and other resources FFA.org

Open Colleges – How to Write a Resume.

<http://www.opencolleges.edu.au/careers/resumes/how-to-write-a-resume>

The Best Resume Format Guide <https://theinterviewguys.com/best-resume-format-guide/>

Subtle Ways to Ace the Interview.

<http://www.businessinsider.com/subtle-ways-to-ace-the-interview-2015-2>

Killer Questions Candidates Ought to Ask the Interviewer.

<http://theundercoverrecruiter.com/9-killer-questions-candidatesought-ask-interviewer/>

Keys to Telephone Job Interview Success. <https://www.job-hunt.org/phone-interview-tips/>

Sending Your Thank You After the Job Interview.

http://www.job-hunt.org/job_interviews/job-interview-thank-you.shtml

10 Questions to Ask After an Interview.

<https://www.indeed.com/career-advice/interviewing/questions-after-interview>

References from the career center at the land-grant university in your respective state

FFA resume generator FFA.org



JOB INTERVIEW
Job Description Form



Applicant Name:

Chapter:

Area:

Name of Company:

Title of Job/Internship:

Description:

Duties & Responsibilities:

1.

2.

3.

4.

5.

Estimated Salary:

Length of Job/Internship:

Job/Internship Start Date:

Job/Internship End Date:

Required Certifications:

(Write N/A if not applicable to the position)

JOB INTERVIEW RUBRIC - Job Description



Chapter: _____ Student Name: _____ Area: _____

Judge's Printed Name/Email/Phone # : _____

Completed Job Description	No Deduction	
Incomplete Job Description	-25 Points	
Total Deductions		

JOB INTERVIEW RUBRIC - Cover Letter



Chapter: _____ Student Name: _____ Area: _____

Judge's Printed Name/Email/Phone # : _____

INDICATOR	Very strong evidence of skill is present 5-4 points	Moderate evidence of skill is present 3-2 points	Weak evidence of skill is present 1-0 points	Points Earned	Weight	Total Points
Format and General Appearance	Does not exceed one page without overcrowding Margins are 1" and single spaced; font size is 11 pt. and Times New Roman font Uses appropriate business format, date and address at top Addressed to appropriate person Appropriate signature block IF PRINTED: On plain white paper, single sided	Does not exceed one page without overcrowding Margins are 1" and NOT single spaced; font size is 11 pt. and Times New Roman Uses mostly appropriate business format, date and address at top Not addressed to appropriate person Inappropriate signature block. IF PRINTED: On plain white paper	Exceeds one page Margins are not 1"; font size is either larger or smaller than 11pt and style is not Times New Roman *No signature; no date or address No inside address; not the appropriate business format IF PRINTED: Not on plain white paper		x4	
Introductory Paragraph	Identifies position they are applying for States why they are interested in the position Uses wording to attract reader's attention	Identifies position that they are applying for Vaguely describes why they are interested in the job Introduction is bland and not attention catching	Does not clearly identify position they are seeking Does not grab the reader's attention		x4	
Skills and Experiences	Identifies two to three strongest qualifications for the job Indicates how education and/ or experience has prepared them for this job States why you are interested in the position; skills and experiences are consistent with resume Makes reference to resume	Identifies one to two qualifications for the job Briefly Indicates how education and/or experience has prepared them for this job Provides a vague explanation of why interested in the job Skills and experiences are somewhat consistent with resume Makes reference to resume	Does not identify relevant qualifications for the job Does not indicate how education and/or experience has prepared them for this job Does not state why they are interested in the job Skills and experiences are not consistent with resume Does not mention resume		x4	
Closing Paragraph	Thanks reader for taking time to read Provides appropriate contact information for follow up (email & phone)	Thanks reader for taking time to read Provides incomplete contact information	Does not thank reader Does not provide any contact information		x3	
Spelling/ Grammar/ Punctuation	Spelling, grammar, and punctuation are extremely high quality with two or less errors in the document	Spelling, grammar, and punctuation are adequate with three to five errors in the document	Spelling, grammar, and punctuation are less than adequate with six or more errors in the document		x5	
TOTAL POINTS (100 points)						

JOB INTERVIEW RUBRIC - Resume



Chapter: _____ Student Name: _____ Area: _____

Judge's Printed Name/Email/Phone # : _____

INDICATOR	Very strong evidence of skill is present 5-4 points	Moderate evidence of skill is present 3-2 points	Weak evidence of skill is present 1-0 points	Points Earned	Weight	Total Points
Contact Information	Includes name, address, professional email address, and phone number Name stands out on resume with larger than 11 font.	Name does not stand out Email address is too casual	Missing name, address, email address, or phone number Email used is inappropriate or unprofessional		x1	
Employment Objective	Focused objective that states how employee will help company achieve its goals	Focused objective that states what you want from the company	No objective identified		x3	
Education or Relevant Coursework	Contains complete information Dates listed in reverse chronological order (Ex: 2026, 2025, 2024, 2023, etc.) Relevant courses listed GPA in correct format (identify the scale you are using, Ex: 3.0 / 4.0 or 98/100)	Contains information listed in reverse chronological order (Ex: 2026, 2025, 2024, 2023, etc.) Relevant courses listed Inappropriate GPA listed or No GPA scale listed	Information not listed in reverse chronological order Important information missing Information not listed in correct format		x3	
Relevant Experience and Skills	Entries are listed in reverse chronological order (Ex: 2026, 2025, 2024, 2023, etc.) Company name, title, location, and dates are included Strong action verbs used with correct verb tense Irrelevant words are omitted Bullets are concise, direct and indicate one's impact/accomplishments	Entries are listed in reverse chronological order (Ex: 2026, 2025, 2024, 2023, etc.); entries have a pattern of one type of error May show gaps in work history; Action verbs are weak Verb tenses are inconsistent Bullets are not concise or direct and do not indicate impact Bullets are written in complete sentences	Entries are not in reverse chronological order; most entries do not include company name, dates, location, or position title; bullets are written in complete sentences Verb tenses are inconsistent Bullets are wordy, vague, or do not indicate one's impact Bullets are not listed in order or importance to the reader Irrelevant or outdated information is listed		x4	
Achievements and Honors	Appropriate and relevant achievements and honors listed Achievements and honors related to career goal Provides specific details for related to achievements and honors Listed in reverse chronological order (Ex: 2026, 2025, 2024, 2023, etc.)	Irrelevant achievements and honors listed Achievements and honors unrelated to career goal Lacks specific details for related to achievements and honors Not listed in reverse chronological order	Achievements and honors not listed in reverse chronological order No achievement or honors are listed		x3	

RESUME RUBRIC (CONTINUED)

INDICATOR	Very strong evidence of skill is present 5-4 points	Moderate evidence of skill is present 3-2 points	Weak evidence of skill is present 1-0 points	Points Earned	Weight	Total Points
References	3 references with reference title listed Provide complete contact information for references	Not all contact information for references is included Less than 3 references listed No reference title given	No references listed; no contact information listed		x1	
Spelling/ Grammar/ Punctuation	Spelling, grammar, and punctuation are extremely high quality with <i>two or less</i> errors in the document	Spelling, grammar, and punctuation are adequate with <i>three to five</i> errors in the document	Spelling, grammar, and punctuation are less than adequate with <i>six or more</i> errors in the document		x3	
Format	Does not exceed two pages Margins are 1" and single spaced; font size is 11 pt., Times New Roman font Headings reflect content and content substantiates headings; resume is targeted to job Layout elements are organized IF PRINTED: Plain white paper, single sided	Does not exceed two pages Margins are 1", single spaced; font size is 11 pt., Times New Roman font Headings don't necessarily reflect content and content substantiates headings; resume is targeted to job Layout elements are somewhat organized IF PRINTED: Plain white paper, single sided	Exceeds two pages Margins are larger or smaller than 1", not single spaced, font is larger or smaller than 11 pt. not Times New Roman Content seems fictitious and does not match cover letter Layout elements are not organized IF PRINTED: Not on Plain white paper, double sided		x2	
TOTAL POINTS (100 points)						

JOB INTERVIEW RUBRIC - Employment Application

(Dist./Area/State may use paper or online applications.)

Chapter: _____ Student Name: _____ Area: _____

Judge's Printed Name/Email/Phone # : _____

INDICATOR	Very strong evidence of skill is present 5-4 points	Moderate evidence of skill is present 3-2 points	Weak evidence of skill is present 1-0 points	Points Earned	Weight	Total Points
Consistent with Resume	Name, education, experience and other personal information matches information provided on resume Application was consistent and appropriately highlighted the candidate's qualifications for the position.	Name, education, experience and other personal information generally, matches information provided on resume	Name, education, experience and other personal information do not match information provided on resume		x5	
Grammar/Punctuation/Spelling	Spelling, grammar and punctuation are extremely high quality with two or less errors in the document	Spelling, grammar and punctuation are adequate with three to five errors in the document	Spelling, grammar and punctuation are less than adequate with six or more errors in the document		x5	
Form Completed	Entire application was completed with "N/A" indicated where appropriate. (Every blank category/section not applicable must have an N/A, but not every box within category/section has to have a "N/A")	Two or less boxes of the application were left blank. (Every blank category/section not applicable must have an N/A, but not every box within category/section has to have a "N/A")	Three or more boxes are left blank. (Every blank category/section not applicable must have an N/A, but not every box within category/section has to have a "N/A")		x5	
Overall Impression	IF HANDWRITTEN, all parts are neat and legible No strike throughs or corrections.	Application was consistent and generally highlighted candidate's qualifications for the position. IF HANDWRITTEN, most parts are neat and legible Two or less strike throughs or corrections	The application was not consistent and did not highlight the candidate's qualifications for the position. IF HANDWRITTEN, all parts are NOT neat and legible Three or more strike throughs or corrections		x5	
TOTAL POINTS (100 points)						

JOB INTERVIEW RUBRIC - Initial Phone Interview



Chapter: _____ Student Name: _____ Area: _____

Judge's Printed Name/Email/Phone # : _____

INDICATOR	Very strong evidence of skill is present 5-4 points	Moderate evidence of skill is present 3-2 points	Weak evidence of skill is present 1-0 points	Points Earned	Weight	Total Points
First Impression	Introduced self when answering the phone Spoke articulately with no hesitation Appropriate tone, speaks at right pace to be clear, pronunciation of words very clear and intent is apparent Confident tone, no nervousness	Incomplete introduction Speaks articulately, but with some hesitation Appropriate tone is usually consistent, speaks at right pace, but shows some nervousness Pronunciation of words is usually clear, sometimes vague	Did not introduce self upon answering the phone Appropriate tone, but frequently hesitates Has difficulty using appropriate tone, pace is too fast, nervous Pronunciation of words is difficult to understand or unclear		x6	
Response to Questions	After the judge offers the personal interview, the student Confirmed date, time and location along with contact person/ information (student should NOT initiate the personal interview) Provided complete, accurate and concise answers Used correct terminology Communicated knowledge of the related industry Used time efficiently	Did not confirm all needed information for interview Provided some answers, some incomplete, rambled occasionally Some question as to correct terminology Seemed to have holes in knowledge of related industry	Caller had to offer interview and provide information Unable to answer questioned asked Used incorrect terminology for event Did not have a firm knowledge of the related industry		x8	
Overall Impression	Exhibited poise (cool under pressure) Was pleasant, professional and courteous Ended call appropriately and smoothly (thanked caller) Did not have distracting mannerisms that affected their effectiveness	Seemed nervous under pressure which impacted poise, pleasantness Used incorrect grammar which distracted from interview Mannerisms distracted from interview (use of "ums" and you know")	Very nervous, not poised (cracks under pressure) Ended call awkwardly and abruptly, did not thank caller-just hung up Distracted from interview by mannerisms (excessive "ums" or "you know")		x6	
TOTAL POINTS (100 points)						

JOB INTERVIEW RUBRIC - Personal Interview



Chapter: _____ Student Name: _____ Area: _____

Judge's Printed Name/Email/Phone # : _____

INDICATOR	Very strong evidence of skill is present 5-4 points	Moderate evidence of skill is present 3-2 points	Weak evidence of skill is present 1-0 points	Points Earned	Weight	Total Points
Appearance	Professional dress/groomed Follows standard dress code Polished shoes (heels or flats are appropriate) Clothes pressed Conservative accessories	Dress appropriately, Students appearance is somewhat professional "put together" Shoes clean, but not polished	Very disheveled: Jacket not zipped up, not in appropriate official dress. Wearing too much jewelry, not well groomed		x10	
First Impression	Greeting: Appropriate salutation and firm handshake Introduction: States name and shakes hands with interviewers Body Language: Smiling and pleasant, does not sit until invited, confident in manner	Greeting: Confident but uneasy, soft handshake Introduction: States name only when asked or does not shake hands Body Language: Rarely smiles, cologne or perfume is distracting	Greeting: Does not use salutation, very informal Introduction: Fails to introduce self, fails to shake hands with interviewer Body Language: Obnoxious cologne or perfume, chewing gum		x15	
Response to Questions	Used appropriate language for career Cited relevant examples, evidence knowledge of career field (talk the talk) Knows education and experience required for position, discussed skills gained through school or past jobs and how they are relevant to position applied, abilities described match the resume Responses concise and logically communicated Responses do not sound rehearsed provided in-depth description of skills, not just a list Provides in-depth responses to questions, not yes/no responses	Seemed to know terms associated with career Some holes, cited several relevant examples, but list incomplete, knew about career, but conveyed incomplete picture unsure of education or experience required for position Incomplete list of skills gained through school and past jobs and relevance to position applied, abilities mostly match resume Responses seemed rehearsed and somewhat disorganized, provided some depth to description of job skills, some listing Provided some depth to responses to question, some yes/no, was able to tie some abilities together to form a picture of qualifications	Knew some of the language of position, but used incorrectly or did not show understanding of terms Unable to cite or few relevant examples, position education and requirements not known or do not match applicant's skill set, unable to relate skills learned in school or past jobs and relevance to position applied Abilities hardly match resume Responses seemed rehearsed with little logical progression Mainly provided list of skills with little explanation, provided yes/no responses, unable to see a-person's abilities		x30	

INDICATOR	Very strong evidence of skill is present 5-4 points	Moderate evidence of skill is present 3-2 points	Weak evidence of skill is present 1-0 points	Points Earned	Weight	Total Points
Communication Skills	Persuasive Led the interview in a direction that enabled them to expand so their skills were expressed, took initiative to add information beyond question asked Confident Exhibited confidence in self with body language and verbally. Appropriate volume Spoke with proper volume for room to be heard clearly; not too loud, not too soft Enunciation Pronounces words clearly and distinctly; doesn't slur words together Pronunciation Pronunciation of words is very clear, and intent is apparent. Concise Avoided run on sentences and answered with logical and organized thoughts Sincere Expressed true interest in the position they are seeking Poise avoids distracting mannerisms such as drumming fingers or overuse of "uhm" and "you know" Professionalism Shared appropriate information and exhibited professionalism at all times	Persuasive Was able to expand somewhat on skills that are a fit for the position, volunteered some additional information to questions asked Confident Exhibited some nervousness, but covered well, voice and body language showed some uncertainty Appropriate volume Did not modulate volume to express answers, could hear sometimes, but quiet when unsure of response and hard to hear Enunciation Mostly pronounces words clearly and distinctly; occasionally slurs words together. Pronunciation Pronunciation of words is usually clear; sometimes vague. Concise Some questions were answered in a rambling fashion, but point was made. Thoughts were logical, but somewhat disorganized Poise Seemed comfortable with some nervousness, caught self before exhibiting distracting mannerisms, rarely used "uhm" or "you know" Professionalism Professional most of the time	Persuasive Answered yes or no to most questions, did not expand on skill set Confident Did not appear comfortable, nervous, slouched in chair Appropriate volume Hard to hear answers or volume too loud for room Enunciation/grammar Often does not pronounce words clearly and distinctly; regularly slurs words together. Pronunciation Pronunciation of words is difficult to understand. Concise Rambled and used run on sentences or were very short. Answers were poorly organized and thought not clearly expressed Sincere Seemed uninterested in the position and distracted Poise demonstrated distracted mannerisms such as tapping foot, drumming fingers, cracking knuckles, etc., Excessive use of "uhm" and "you know" Professionalism Unprofessional throughout the interview.		X30	
Conclusion	Posed appropriate questions of interviewer and solidified the next steps of the interview process. Appropriate handshake, thank you and exit	Some questions appeared unrelated to the candidate's role or the interview focus Incomplete inquiry of the next steps in the interview process Thanks interviewer and awkwardly shook hands but seemed uncertain how to end the interview and exit	Asks no questions: If questions asked, have no relevance to next steps in the interview process Ends interview abruptly or awkwardly, exits without thanks or shaking hands		X15	
TOTAL POINTS						

JOB INTERVIEW RUBRIC - Personal Interview



Chapter: _____ Student Name: _____ Area: _____

Judge's Printed Name/Email/Phone # : _____

INDICATOR	Very strong evidence of skill is present 5-4 points	Moderate evidence of skill is present 3-2 points	Weak evidence of skill is present 1-0 points	Points Earned	Weight	Total Points
Format	The document was directed to the appropriate person with an appropriate address and salutation <i>for the type of correspondence</i> The level of formality was appropriate for the type of correspondence	The document was directed to the appropriate person with an appropriate address and salutation <i>for the type of correspondence</i> with minor errors The level of formality was generally appropriate for the type of correspondence	The document was not directed to the appropriate person No address or salutation was included The level of formality was not appropriate		x4	
Content	Effectively expressed appreciation and appropriately reiterated their qualities Genuinely Expressed interest in the position	Attempted to express appreciation and vaguely reiterated their qualities Generally expressed interest in the position	Did not attempt to express appreciation Did not attempt to reiterate their qualities Did not attempt to express interest in the position		x6	
Grammar/ Punctuation/ Spelling	Spelling, grammar and punctuation are extremely high quality with two or less errors in the document	Spelling, grammar and punctuation are adequate with three to five errors in the document	Spelling, grammar and punctuation are less than adequate with six or more errors in the document		x4	
Overall Impression	Writing (when appropriate) was legible Length was appropriate	Writing (when appropriate) was difficult to read Length was generally appropriate	Writing (when appropriate) was illegible Length was inappropriate		x6	
TOTAL POINTS (100 points)						