

# TEXAS FFA ASSOCIATION



## ***LEADERSHIP DEVELOPMENT EVENTS RULES 2022-2026***

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\*Statement of Originality Forms and Official Score Cards are included directly following the rules of their respective event.



**Sam Houston State University**

## **TEXAS FFA LEADERSHIP DEVELOPMENT EVENTS**

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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.

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

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



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## **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, and the statement of originality 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.
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 teams to enter, including alternate teams utilizing a shared document created for this purpose. Forms are available for download on the Texas FFA Association website.
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](http://www.texasffa.org) → About → Membership → 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 on more than two teams, all teams that student participated on will be disqualified.
9. Each area will be entitled to send two teams in each event. A chapter may have one entry in each event.
10. There will be fifteen separate events as follows:
  - a. **Greenhand Division** - Only 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 with the exception of chapter conducting, where the teacher or any active member may serve as advisor.
    - i. Chapter Conducting
    - ii. Agricultural Skill Demonstration
    - iii. Greenhand FFA Quiz
    - iv. Greenhand Creed Speaking (Must be 7<sup>th</sup>, 8<sup>th</sup> or 9<sup>th</sup> grade as per national rules.)
    - v. Greenhand Spanish Creed Speaking
  - b. **Senior Division** - Greenhand 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
11. 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.

12. 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.
13. 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.
14. 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. Medals will be given to each member of the first-place teams. All event participants will receive a certificate of participation.
15. Judges' critique sheets shall be returned for review following the event.
16. 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.
17. 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.
18. The contest provider may use any system of scoring that meets their needs. Judges are encouraged to collaborate on final placing. 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).

19. 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.
20. 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.
21. All event materials must be posted on the Texas FFA website on or before September 1.
22. A violation of any general rules may result in a disqualification.

## **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 and Spanish creed, 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.
3. Judges should sign all critique sheets and submit them with the contest results.

## **CONFLICT RESOLUTION**

1. Appeals concerning district and area standings for recognition and awards shall be resolved by officials at the corresponding levels of competition.
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**

### **Inclement Weather**

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. 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. 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.

### **Lightning Safety**

Lightning may be the most frequently encountered severe storm hazard endangering physically active people each year. Millions of lightning flashes strike the ground annually in the United States, causing nearly 100 deaths and 400 injuries. Three quarters of all lightning casualties occur between May and September, and nearly four fifths occur between 10:00 am and 7:00 pm, which coincides with the hours for most career development events held in field conditions. Providers should postpone or suspend activity if a thunderstorm appears imminent before or during an activity or contest (irrespective of whether lightning is seen or thunder heard) until the hazard has passed. Signs of imminent thunderstorm activity are darkening clouds, high winds, and thunder or lightning activity. Student safety must be the first priority. If the provider deems it necessary to collect and hold scan sheets, students must be moved to a safe location before such collections are conducted.

### **Recommendations for Lightning Safety**

1. Establish a chain of command that identifies who is to make the call to remove individuals from the field.
2. Name a designated weather watcher (A person who actively looks for the signs of threatening weather and notifies the chain of command if severe weather becomes dangerous).
3. Have a means of monitoring local weather forecasts and warnings.
4. Designate a safer shelter for each venue. (See examples below).
5. When thunder is heard within 30 seconds of a visible lightning strike, or a cloud-to-ground lightning bolt is seen, the thunderstorm is close enough to strike your location with lightning. Suspend activities for thirty minutes and take shelter immediately.



6. Once activities have been suspended, wait at least thirty minutes following the last sound of thunder or lightning flash prior to resuming an activity or returning outdoors.
7. Avoid being the highest point in an open field, in contact with, or proximity to the highest point, as well as being on the open water. Do not take shelter under or near trees, flagpoles, or light poles.
8. Assume that lightning safe position (crouched on the ground weight on the balls of the feet, feet together, head lowered, and ears covered) for individuals who feel their hair stand on end, skin tingle, or hear "crackling" noises. Do not lie flat on the ground.
9. Observe the following basic first aid procedures in managing victims of a lightning strike:
  - a. Activate local EMS
  - b. Lightning victims do not "carry a charge" and are safe to touch.
  - c. If necessary, move the victim with care to a safer location.
  - d. Evaluate airway, breathing, and circulation, and begin CPR if necessary.
  - e. Evaluate and treat for hypothermia, shock, fractures, and/or burns.
10. All individuals have the right to leave an event site in order to seek a safe structure if the person feels in danger of impending lightning activity, without fear of repercussions or penalty from anyone.

## **Definitions**

### *Safer Shelter:*

1. A safer location is any substantial, frequently inhabited building. The building should have four solid walls (not a dug out), electrical and telephone wiring, as well as plumbing, all of which aid in grounding a structure.
2. The secondary choice for a safer location from the lightning hazard is a fully enclosed vehicle with a metal roof and the windows completely closed. It is important to not touch any part of the metal framework of the vehicle while inside it during ongoing thunderstorms.
3. It is not safe to shower, bathe, or talk on landline phones while inside of a safer shelter during thunderstorms (cell phones are ok).



## 2025 JUDGES ROTATION

**State FFA Leadership Development Events**  
**Sam Houston State University**  
**Huntsville, Texas**

|                            | <b>HEAT #1</b>        | <b>HEAT #2</b>        | <b>FINALS</b>         |  |
|----------------------------|-----------------------|-----------------------|-----------------------|--|
| <b>EVENT</b>               | <b>JUDGES BY AREA</b> | <b>JUDGES BY AREA</b> | <b>JUDGES BY AREA</b> |  |
| GH Agricultural Skills     | 12, 1, 2,             | 3, 4, 5,              | 2, 4, 12              |  |
| SR Agricultural Skills     | 6, 7, 8               | 9, 10, 11,            | 7, 9, 12              |  |
| GH Chapter Conducting      | 12, 1, 2              | 3, 4, 5               | 1, 3, 5               |  |
| SR Chapter Conducting      | 6, 7, 8               | 9, 10, 11             | 6, 7, 10              |  |
| FFA Broadcasting           | 7, 8, 9               | 10, 11, 12            | 7, 8, 12              |  |
| *Quiz (GH & SR)            | <b>N/A</b>            | <b>N/A</b>            | 2, 4, 6               |  |
| Public Relations           | 1, 2, 3               | 4, 5, 6               | 1, 3, 6               |  |
| GH Creed Speaking          | 12, 1, 2              | 3, 4, 5               | 1, 5, 12              |  |
| SR Creed Speaking          | 6, 7, 8               | 9, 10, 11             | 8, 9, 11              |  |
| *GH Spanish Creed Speaking | 12, 1, 2              | 3, 4, 5               | 2, 4, 5               |  |
| *SR Spanish Creed Speaking | 6, 7, 8               | 9, 10, 11             | 8, 10, 11             |  |
| *Ag Issues                 | 9, 10, 11, 12, 1      | 2, 3, 4, 5, 6         | 5, 6, 9, 10, 12       |  |
| *Job Interview             | 7, 8, 9               | 10, 11, 12            | 7, 8, 11              |  |
| Ag Advocacy                | 1, 2, 3               | 4, 5, 6               | 1, 3, 4               |  |

\* Judges in the Quiz events are only needed in the Finals.

\* Area coordinators are expected to furnish judges for Spanish Creed and Job Interview that represent agribusiness and industry.

\* Ag Issues judges must be current/former AFNR teachers.

- 2023
  - Quiz judges = 8, 10, 12
- 2024
  - Quiz judges = 1, 3, 5
- 2025
  - Quiz judges = 2, 4, 6
- 2026
  - Quiz judges = 7, 9, 11



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This contest will be designed to inform the general public and consumers about the importance and value of the agriculture industry and how agriculture impacts human lives.

### **OBJECTIVES**

- a. To promote agriculture on all levels, from local to the state level.
- b. To educate the designated audience established by the team about the importance and value of agriculture.
- c. 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.
- d. To prepare students to promote agriculture in a professional and effective manner through essential communication and presentation skills.

### **PRESENTATION INFORMATION**

- a. Each presentation will be 5-8 minutes in length. 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.
- b. 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.
- c. Teams will consist of three to five members from the same chapter. Eligible students must meet LDE eligibility requirements outlined in the LDE general rules.
- d. The target audience and topic is established by the presentation and writers are encouraged to use creativity.
- e. 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.
- f. This is a team effort; therefore, the team is encouraged to interact and participate equally.
- g. Presentations may include props, skits, and other creative paraphernalia.
- h. The giving of gifts and memorabilia to judges any time during or at the end of presentation is **NOT** allowed. Teams may only provide information to judges that is relevant to the target audience. Information/materials given to judges may only consist of ONE 8 ½ X 11" paper; front and back of paper may be utilized and paper may be flat or folded. No material other than ink may be attached/applied to paper given to judges.
- i. Technology may be used in the presentation. Judges **WILL NOT** discriminate against teams that do not use technology.
- j. Questions will be asked at the conclusion of the presentation. Questions asked during the interview will include questions about presentations. Questioning should include all team members. An equal or greater number of questions will be asked for the number of students presenting. The question and answer period shall last for five minutes, and the time keeper shall call "time" when five minutes has expired. A contestant speaking when time is called may finish his or her sentence.
- k. A violation of any one or more of rules b, c or h will result in disqualification upon final placing.

### **TIEBREAKER**

Ties will be broken based on the greatest number of low ranks. Team low ranks will be counted and the team with the greatest number of low ranks will be declared the winner. If a tie still exists, then the event superintendent will rank the team's response to questions. The team with the greatest number of low ranks from the response to questions 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 Judges Notes

Chapter: \_\_\_\_\_ Area: \_\_\_\_\_

**Judge's Printed Name/Email/Phone#:** \_\_\_\_\_

|  |
|--|
| A. Conciseness, clarity of presentation (50)   |
| B. Organization of presentation (100)  |
| C. Ability to hold audience's interest (50)  |
| D. Innovativeness, uniqueness, creativity of presentation (150)  |
| E. Power of expression, fluency, sincerity, enthusiasm (125)   |
| F. Equal participation by team members (50)  |
| G. Response to questions (200)   |
| H. Overall quality and effectiveness (125)   |
| I. Agricultural Industry Knowledge and Skill (150)   |
| <b>***Penalty Deduction for set up/tear down</b> (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.) |
| <b>***Presentation Time Deduction</b> (The violation shall be -10 points per minute or major fraction thereof for being less than 5 minutes or over 8 minutes. A major fraction of a minute is defined as 31 seconds.) |
| <b>TOTAL</b> (1000 point possible):  |

## Agricultural Advocacy Scorecard

Chapter: \_\_\_\_\_ Area: \_\_\_\_\_

**Judge's Printed Name/Email/Phone#:** \_\_\_\_\_

| <b>Team Criterion</b>   | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b> | <b>6</b> | <b>7</b> | <b>8</b> | <b>9</b> | <b>10</b> | <b>11</b> | <b>12</b> |
|---|----------|----------|----------|----------|----------|----------|----------|----------|----------|-----------|-----------|-----------|
| A. Conciseness, clarity of presentation (50)  |          |          |          |          |          |          |          |          |          |           |           |           |
| B. Organization of presentation (100)   |          |          |          |          |          |          |          |          |          |           |           |           |
| C. Ability to hold audience's interest (50)   |          |          |          |          |          |          |          |          |          |           |           |           |
| D. Innovativeness, uniqueness, creativity of presentation (150)   |          |          |          |          |          |          |          |          |          |           |           |           |
| E. Power of expression, fluency, sincerity, enthusiasm (125)  |          |          |          |          |          |          |          |          |          |           |           |           |
| F. Equal participation by team members (50)   |          |          |          |          |          |          |          |          |          |           |           |           |
| G. Response to questions (200)  |          |          |          |          |          |          |          |          |          |           |           |           |
| H. Overall quality and effectiveness (125)  |          |          |          |          |          |          |          |          |          |           |           |           |
| I. Agricultural industry knowledge and skill (150)  |          |          |          |          |          |          |          |          |          |           |           |           |
|   |          |          |          |          |          |          |          |          |          |           |           |           |
| <b>GROSS TOTAL POINTS</b><br>(1000 points possible)   |          |          |          |          |          |          |          |          |          |           |           |           |
| <b>SET UP/TEAR DOWN POINT DEDUCTION</b><br>(-10 points or major fraction thereof over 5 minutes)                    |          |          |          |          |          |          |          |          |          |           |           |           |
| <b>PRESENTATION TIME DEDUCTION</b><br>(-10 points or major fraction thereof per minute under 5 mins or over 8 mins) |          |          |          |          |          |          |          |          |          |           |           |           |
| <b>NET TOTAL POINTS</b>   |          |          |          |          |          |          |          |          |          |           |           |           |
| <b>RANK</b>   |          |          |          |          |          |          |          |          |          |           |           |           |



**AGRICULTURAL ISSUES FORUM**  
SAM HOUSTON STATE UNIVERSITY



The purpose of the Agricultural Issues Forum is to: 1) stimulate the study of and interest in agricultural issues among agriculture students and the "non-agricultural" public, and 2) encourage local efforts by providing recognition for those who have demonstrated skills and competencies as a result of instruction in issues analysis.

**OBJECTIVES**

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

**EVENT RULES**

- a. 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. One team member may serve as a non-presenting technician but must answer questions. Such participation of a technician shall not impact participation scores but shall be counted toward the total number of team members.
- b. 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.
- c. 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.
- d. 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.
- e. Guidelines of eligibility for the Agricultural Issues Forum will be consistent with other National FFA Career Development Events. Teams will be certified by respective area coordinators and Texas FFA Association.
- f. 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.
- g. The "Statement of Originality" shall be submitted with the portfolio. The "Statement of Originality" must be signed by the agriscience teacher and each member of the team.
- h. This event requires original work by the team's members and their advisor(s); thus, plagiarism is not permitted. **Plagiarism** is defined as: *Reproducing, an existing script developed by another chapter, someone else's sentences more or less verbatim, and presenting them as your own.*
- i. 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.**
- j. Audience members are not permitted to take pictures, audio or videotape any team's presentation.
- k. A violation of any one or more of rules a, b, d, g or h will result in disqualification upon final placing.

## EVENT FORMAT

- a. Equipment: 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 areas as listed in the Focusing on Agricultural Issues instructional materials:
  - 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 presentation and 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:
    1. List course(s) in which instruction occurred.
    2. Why is this issue important now?
    3. Who is involved in the issue?
    4. How can the issue be defined?
    5. What is the historical background of the issue and what caused it?
    6. What are the pros?
    7. What are the cons?
    8. Is there strong disagreement on how the issue should be solved?
  - 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
- g. 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.
  - i. **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.
  - ii. **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, classroom presentations or presentations given to student-led organizations. Low quality forums will receive zero or minimal points.
- h. 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. A maximum

of five minutes for questions and answers will be allotted. Questions and answers will terminate at the end of five minutes for District, Area and State Semi-Finals. Seven minutes of questions and answers will be allotted for State Finals. Five minutes will be allowed for take down.

- i. The presentations will be designed to be viewed by the judges. The audience at-large will not be of concern to the presenters.
- j. The judges will ask questions of all individuals of the presenting team including the technician. 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 (995 points):
  - i. Introduction (100 points)
  - ii. Pro Viewpoint (200 points)
  - iii. Con Viewpoint (200 points)
  - iv. Summary (100 points)
  - v. Overall presentation (50 points)
  - vi. Questions (250 points total):
    1. Quality of answers (200 points)
    2. Participation by team (50 points)
  - vii. Portfolio Scorecard Total (95 points)
- b. Portfolio shall be scored using the Ag Issues Portfolio Rubric (95 points)
  - i. Cover with Required Information (10 points)
  - ii. Summary of Issue (Quality of Information) (20 points)
  - iii. Bibliography/In-Text Citations (10 points)
  - iv. Grammar/Punctuation (5 points)
  - v. Is this a State or National Issue/Does it Impact the Local Level (5 points)
  - vi. Documentation of Local Forums (20 points)
  - vii. 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.

## **TIEBREAKERS**

Ties will be broken based on the greatest number of low ranks. Team low ranks will be counted and the team with the greatest number of low ranks will be declared the winner. If a tie still exists, then the event superintendent will rank the team's response to questions. The team with the greatest number of low ranks from the response to questions 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. Dropped ranks are excluded from consideration during tiebreakers.

## **REFERENCES**

This 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. See National CDE Rules for a list of possible references.



### AG ISSUES PORTFOLIO RUBRIC (1 of 2)

| Portfolio Section   | Low Points   | Middle Points  | High Points   | Judge's Score |
|---|--|--|---|---------------|
| <b><i>Cover with required information</i></b>                                       | One or more of the required items is missing (0)   | N/A  | All required information is included (10)   |               |
| <b><i>Summary of the issue</i></b>  | 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. (0-9) | 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. (10-15) | 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. (16-20) |               |
| Comments on Summary   |  |  |   |               |
| <b><i>Bibliography/ In-Text Citations</i></b>                                       | 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. (0-4)   | 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. (5-9)  | A minimum of 10 sources are cited correctly using APA format. In-text citations in the summary are present and used correctly. (10)   |               |
| Comments on Bibliography/In-Text Citations  |  |  |   |               |
| <b><i>Grammar/ Punctuation</i></b>  | More than 10 grammatical or punctuation errors. (0)  | Between 5 and 9 grammatical or punctuation errors. (1-4)   | Less than 5 grammatical or punctuation errors. (5)  |               |
| Comments on Grammar/Punctuation   |  |  |   |               |
| <b><i>Is this a state or national issue and does it impact the local level?</i></b> | This is a state or national issue, but does not affect the local community in any way. (0)   | This is a state or national issue that somewhat affects the local community, but not directly. (1-4)   | The issue is a state or national issue and directly impacts the local community. (5)  |               |
| Comments on the relevance of the issue  |  |  |   |               |

**AG ISSUES PORTFOLIO RUBRIC (2 of 2)**

|   |   |  |  |  |
|---|---|--|--|--|
| <b>Documentation of Local Forums</b>                  | 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 flighting 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 on local forums                              |   |  |  |  |
| <b>Overall: Neatness, Organization and Creativity</b> | The portfolio significantly lacks neatness or Organization at all and has no logical flow of information or organization which limits readability and lacks creativity. (0-5)   | 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. (6-14) | 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. (15-25) |  |
| Comments on neatness, organization and creativity     |   |  |  |  |
| <b>Total Portfolio Score:</b>                         |   |  |  |  |
| <b>Judge's Printed Name<br/>Email/Phone #:</b>        |   |  |  |  |

Additional Comments:

**AG ISSUES PERFORMANCE RUBRIC (1 of 2)**

| <b>Performance Section</b>          | <b>Low Points</b>  | <b>Middle Points</b>  | <b>High Points</b>  | <b>Judge's Score</b> |
|-------------------------------------|--|---|---|----------------------|
| <b><i>Introduction</i></b>          | Issue is not stated clearly and in the form of a question, or does not address importance now, or is not a local issue. (0-24) | 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. (25-84) | Issue is clearly stated in the form of a question, is definitely relevant today, and is clearly a local issue. (85-100) |                      |
| Comments on Intro                   |  |   |   |                      |
| <b><i>Pro Viewpoints</i></b>        | Pro viewpoints are not clearly identified. Two or more of the points are not relevant to the discussion. (0-49)                | Pro viewpoints are somewhat clearly identified. One of the points is not relevant to the discussion. (50-169)                               | All pro viewpoints are clearly identified and relevant to the discussion. (170-200)                                     |                      |
| Comments: Pro Viewpoints            |  |   |   |                      |
| <b><i>Con Viewpoints</i></b>        | Con viewpoints are not clearly identified. Two or more of the points are not relevant to the discussion. (0-49)                | Con viewpoints are somewhat clearly identified. One of the points is not relevant to the discussion. (50-169)                               | All con viewpoints are clearly identified and relevant to the discussion. (170-200)                                     |                      |
| Comments: Con Viewpoints            |  |   |   |                      |
| <b><i>Summary of Viewpoints</i></b> | Viewpoints are not reviewed and summarized. (0-24)   | Some viewpoints are partially reviewed and summarized. (25-84)  | All viewpoints are clearly reviewed and summarized. (85-100)  |                      |
| Comments: Summary of Viewpoints     |  |   |   |                      |

**AG ISSUES PERFORMANCE RUBRIC (2 of 2)**

|  |  |   |  |  |
|--|--|---|--|--|
| <b>Overall Presentation</b>                | Members did not participate equally, little creativity, quality and power were lacking, was hard to understand and too fast or slow. Many distractions or gestures that looked out of place. No poise and confidence was lacking. (0-15) | Members mostly participated equally, creativity was present, quality and power were average, was understandable and pace was appropriate. Few distractions of gestures that were out of place. Poise and confidence was adequate. (16-39) | Members all participated equally, very creative, high quality and very powerful speakers, pace was understandable and varied based on the purpose of the speaker, All gestures made sense and added to the discussion. Extremely well poised and very confident. (40-50) |  |
| Comments:<br>Overall presentation          |  |   |  |  |
| <b>Questions: Response Quality</b>         | Responses to all questions showed a severe lack of knowledge of the topic presented. (0-49)  | 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. (50-169)  | Most responses were very knowledgeable and responded directly to the question asked. (170-200)   |  |
| Comments:<br>Quality of responses          |  |   |  |  |
| <b>Questions: Participation</b>            | More than 2 team members did not answer during the question period. (0-19)   | 1-2 team members did not answer during the question. (20-49)  | All team members answered at least once during the question period. (50)   |  |
| Comments:<br>Question participation        |  |   |  |  |
| <b>Judge's Printed Name/Email/Phone #:</b> |  |   | <b>Total Performance Score:</b>  |  |
|  |  |   | <b>Total Portfolio Score:</b>  |  |
|  |  |   | <b>Total Team Score:</b>   |  |

Additional Comments:



**AGRICULTURAL SKILL DEMONSTRATION**  
**Senior & Greenhand Division**  
*SAM HOUSTON STATE UNIVERSITY*



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**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.

**TIEBREAKER**

If a tie exists after the teams' scores are totaled by all judges, 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.

## SCORING RUBRIC - AGRICULTURAL SKILL DEMONSTRATION (1 of 2)

**TEAM:** \_\_\_\_\_

**JUDGE'S PRINTED NAME/EMAIL/PHONE #:** \_\_\_\_\_

|  | Little/No Evidence   | Moderate Evidence  | Very Strong Evidence Points   | Weight     | Total Score |
|--|--|--|---|------------|-------------|
| <b>Introduction</b>  |  |  |   |            |             |
| <b>Skill is introduced and justified</b>   | (0-1) Skill is not introduced and/or justification is unclear  | (2-3) Skill is introduced but lacks explanation  | (4-5) Skill is introduced and importance is clearly defined   | <b>x5</b>  |             |
| <b>Team members and FFA chapter are introduced</b>                                 | (0) Team members/chapter not introduced  |  | (5) Team members/chapter introduced   | <b>x5</b>  |             |
| <b>Preparation/set-up/ props efficient &amp; appropriate for viewing by judges</b> | (0-1) Inefficient use of time/props not appropriate for viewing by judges  | (2-3) Could improve efficiency or view for judges  | (4-5) Efficient set-up and props are highly appropriate for view by judges  | <b>x10</b> |             |
| <b>Introduction Total:</b>   |  |  |   |            |             |
| <b>Performance</b>   |  |  |   |            |             |
| <b>Tools/equipment/ materials are introduced/ explained to judges</b>              | (0-1) Necessary supplies are not addressed   | (2-3) Necessary supplies are partially addressed, could improve  | (4-5) Necessary supplies are fully addressed to judges  | <b>x10</b> |             |
| <b>Safety is addressed and adhered to during entire presentation</b>               | (0-1) Basic safety protocols are not addressed or are ignored  | (2-3) Safety protocols are present but could be improved   | (4-5) Safety is obviously addressed and adhered to during the presentation  | <b>x10</b> |             |
| <b>Equal participation</b>   | (0-1) Some members do not participate  | (2-3) Group members somewhat demonstrate equal levels of involvement or skill                                    | (4-5) All team members are actively involved and contribute to the demonstration  | <b>x10</b> |             |
| <b>Explanation of skill</b>  | (0-1) Explanation is weak, inadequate or skit-based instead of instructional in nature. Skill is too basic with few components | (2-3) Skill is partially explained, but leaves gaps or questions for the viewer. Skill contains basic components | (4-5) Explanation is instructional, detailed & clear. Skill contains multiple components. Judges would feel confident performing activity after viewing the skill | <b>x40</b> |             |
| <b>Performance of skill</b>  | (0-1) Skill does not work or has problems preventing completion  | (2-3) Skill partially works as intended, but has problems  | (4-5) Skills works and is complete as intended  | <b>x40</b> |             |
| <b>Performance Total:</b>  |  |  |   |            |             |

## SCORING RUBRIC - AGRICULTURAL SKILL DEMONSTRATION (2 of 2)

| <b>Communication</b>  |  |  |   |            |  |
|---|--|--|---|------------|--|
| <b>Pace</b>   | (0-1) Extremely long pauses or very fast speaking  | (2-3) Occasionally hesitation or moderately fast pace  | (4-5) Speaks at appropriate pace without hesitation   | <b>x10</b> |  |
| <b>Tone and volume</b>  | (0-1) Unpleasant tone, difficulty with appropriate volume, incorrect pronunciation   | (2-3) Inconsistent tone/volume among team members. Pronunciation is usually clear.                 | (4-5) Consistent tone among team members with appropriate volume. Pronunciation is very clear.                          | <b>x10</b> |  |
| <b>Command of audience</b>  | (0-1) Lacks enthusiasm, power, eye contact, confidence. Seems nervous and unsure.  | (2-3) Displays some enthusiasm & power. Could improve eye contact & confidence.                    | (4-5) Engages and captivates the audience with excellent enthusiasm, confidence, power, eye contact & poise.            | <b>x20</b> |  |
| <b>Mannerisms and gestures</b>  | (0-1) Distracting mannerisms and ineffective gestures that reduce effectiveness of presentation. Fidgeting, nervous, anxious | (2-3) Use of mannerisms & gestures could be improved to increase effectiveness of the presentation | (4-5) No distracting mannerisms, gestures are purposeful and effective. No nervous habits. Talking points are enhanced. | <b>x10</b> |  |
| <b>Communication Total:</b>   |  |  |   |            |  |
| <b>Summary/Clean Up</b>   |  |  |   |            |  |
| <b>Summary/ conclusion</b>  | (0-1) Missing/inadequate   | (2-3) Partial/ incomplete  | (4-5) Adequate and concise  | <b>x10</b> |  |
| <b>Clean up</b>   | (0-1) Inadequate or not performed  | (2-3) Partially completed or inefficient   | (4-5) Efficient. Conscientious effort was made to make area as clean or cleaner than when students entered              | <b>x10</b> |  |
| <b>Summary/Clean Up Total:</b>  |  |  |   |            |  |
| <b>(Introduction, Performance, Communication, Summary/Clean Up - 1000 points maximum)</b> |  |  |   |            |  |
| <b>Gross Score:</b>   |  |  |   |            |  |
| <b>Time: _____ Time Penalty Deduction:</b>  |  |  |   |            |  |
| <b>Total Score:</b>   |  |  |   |            |  |
| <b>Judge's Notes:</b>   |  |  |   |            |  |



**SENIOR FFA QUIZ**  
SAM HOUSTON STATE UNIVERSITY



**EVENT RULES**

- a. 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.
- b. The questions will be of two types:
  - i. Multiple Choice
  - ii. True or False
- c. Section headers will be used to divide section questions by resource.
- d. The questions will be taken from:
  - i. 30 questions from the Official FFA Manual pulled from the National FFA Website and posted to the Texas FFA LDE page on January 15th. Will be limited to the following sections:
    1. Mission and Strategies
    2. FFA History
    3. FFA Tradition
    4. FFA Ceremonies
    5. FFA Chapter Operations (with the exception of the Summary of Parliamentary Motions)
    6. Teacher Outreach
    7. FFA Program and Platforms
    8. FFA Awards and Recognitions
  - ii. 30 questions from Jarrell D. Gray's *Parliamentary Guide for FFA* (4th edition).
    1. **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:

|   |                          |
|---|--------------------------|
| Adjourn                                 | Close Nominations        |
| Postpone to a Certain Time (Definitely) | 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 Standing Rules                  | Rescind                  |
| Division of the Assembly                | Main Motion              |

2. **ALL** materials from Jarrell D. Gray's *Parliamentary Guide* (4<sup>th</sup> 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.

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

- iii. The Current Events Brief should be limited to no more than 10 total pages of information with text no smaller than 12 point font.
- iv. 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.



- v. Leadership Guide content EXCLUDES the Texas FFA Association Constitution and By Laws sections.
  - vi. Test wording should be updated each year to reflect the most current issue of each resource.
  - vii. Section headers will be used to divide section questions by resource. If using an online test bank system, each individual question shall state the resource used at the end of the question.
- e. Questions used in the area events will be considered in the selection of questions for the state event.
- f. Teams may begin the event at the designated start time or at any time thereafter until 10:00 a.m. All members of the same team must begin the event at the same time. Junior and Senior teams from the same chapter may enter the room separately, but the one entering first may not leave until the other enters the room.
- g. The following procedure will be used for breaking ties:
- i. Team or individual with the high score on Parliamentary Procedure section wins,
  - ii. If still tied, the team or individual with high score on FFA manual section wins,
  - iii. If still tied, the team or individual with high score on Leadership Guide section wins,
  - iv. If still tied, the team or individual with high score on Farm Facts section wins,
  - v. If still tied, the team or individual with high score on Issue and Current Events section wins,
  - vi. 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.
- h. 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.
- i. The following format shall be used for the selection of questions:
    - 1. **TRUE/FALSE**
      - a. FFA Manual = 15 questions
      - b. Parli Pro Guide = 15 questions
      - c. Leadership Guide = 15 questions
      - d. Farm Facts = 15 questions
      - e. Ag Issues Briefs = 15 questions
    - 2. **MULTIPLE CHOICE**
      - a. FFA Manual = 15 questions
      - b. Parli Pro Guide = 15 questions
      - c. Leadership Guide = 15 questions
      - d. Farm Facts = 15 questions
      - e. Ag Issues Briefs = 15 questions
  - ii. Answer choices shall **NOT** include the following options:
    - 1. "None of the above"
    - 2. "All of the above/all of these"
- i. 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.
- j. Quizzes will be returned after the state contest



**GREENHAND FFA QUIZ**  
SAM HOUSTON STATE UNIVERSITY



**EVENT RULES**

- a. 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.
- b. The questions will be of two types with equal distribution and equal weight:
  - i. Multiple Choice
  - ii. True or False
    1. Section headers will be used to divide section questions by resource. If using an online test bank system with randomized format, each individual question shall state the resource used at the end of the question.
- c. The questions will be taken from:
  - i. 30 questions from the Official FFA Manual pulled from the National FFA Website and posted to the Texas FFA LDE page on January 15th. Will be limited to the following sections:
    1. Mission and Strategies
    2. FFA History
    3. FFA Tradition
    4. FFA Ceremonies
    5. FFA Chapter Operations (with the exception of the Summary of Parliamentary Motions)
    6. Teacher Outreach
    7. FFA Program and Platforms
    8. FFA Awards and Recognitions
  - ii. 30 questions from Jarrell D. Gray's *Parliamentary Guide for FFA* (4th edition).
    1. **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:

|   |                          |
|---|--------------------------|
| Adjourn                                 | Close Nominations        |
| Postpone to a Certain Time (Definitely) | 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 Standing Rules                  | Rescind                  |
| Division of the Assembly                | Main Motion              |

2. **ALL** materials from Jarrell D. Gray's *Parliamentary Guide* (4<sup>th</sup> 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.

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

- iii. 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.

- d. Questions used in the area events will be considered in the selection of questions for the state event.
- e. Teams may begin the event at the designated start time or at any time thereafter until 10:00 a.m. All members of the same team must begin the event at the same time. Junior and senior teams from the same chapter may enter the room separately, but the one entering first may not leave until the other enters the room.
- f. The following procedure will be used for breaking ties:
  - i. Team or individual with the high score on the Parliamentary Procedure section wins. If still tied, the team or individual with the high score on the FFA manual section wins.
  - ii. If still tied, the team or individual with high score on the Leadership Guide for District Officer Candidates section wins.
  - iii. 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.
- g. 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.
  - i. Questions shall be selected using the following format:
    - 1. **TRUE/FALSE**
      - a. FFA Manual = 17 questions
      - b. Parli Pro Guide = 17 questions
      - c. District Officer Study Guide = 16 questions
    - 2. **MULTIPLE CHOICE**
      - a. FFA Manual = 17 questions
      - b. Parli Pro Guide = 17 questions
      - c. District Officer Study Guide = 16 questions
  - ii. Answer choices shall **NOT** include the following options:
    - 1. "None of the above/these"
    - 2. "All of the above/these"
- h. 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.

**EVENT RULES**

- a. 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.
- b. References: **Jarrell D. Gray's Parliamentary Guide for FFA (4th edition) will be used.**
  - i. Opening and closing ceremonies, the current edition of the *Official FFA Manual*.
  - ii. Parliamentary problems will be taken from Jarrell D. Gray's *Parliamentary Guide for FFA* (4th edition)
  - iii. Questions following parliamentary problems will be taken from *Questions and Answers from Jarrell D. Gray's Parliamentary Guide for FFA* (4th edition).
    - 1. Questions for Postpone to a Certain Time (Definitely) will be taken from the addendum posted on the Texas FFA Website:  
[https://texasffa.org/docs/Postpone%20Defintely%20Questions\\_79569.pdf](https://texasffa.org/docs/Postpone%20Defintely%20Questions_79569.pdf)
  - iv. The following chapters of Jarrell D. Gray's *Parliamentary Guide for FFA* (4th edition) will be used in LDEs:

|  |   |
|--|---|
| Chapter 1: Importance of Teaching Parliamentary Procedure    | Chapter 12: Suspend the Standing Rules              |
| Chapter 2: Teaching Parliamentary Procedure                  | Chapter 13: Division of the Assembly                |
| Chapter 3: Fundamental Parliamentary Practices               | Chapter 14: Nominations and Elections               |
| Chapter 4: Classification and Order of Precedence of Motions | Chapter 15: Parliamentary Inquiry                   |
| Chapter 5: Main Motion                                       | Chapter 16: Withdraw or Modify a Motion             |
| Chapter 6: Lay on the Table                                  | Chapter 17: Adjourn                                 |
| Chapter 7: Previous Question                                 | Chapter 18: Take from the Table                     |
| Chapter 8: Refer to a Committee                              | Chapter 19: Discharge a Committee                   |
| Chapter 9: Amend   | Chapter 20: Reconsider                              |
| Chapter 10: Point of Order                                   | Chapter 21: Rescind                                 |
| Chapter 11: Appeal from the Decision of the Chair            | Chapter 27: Postpone to a Certain Time (Definitely) |
|  | Chapter 31: Miscellaneous                           |

- v. The following chapters of Jarrell D. Gray's *Parliamentary Guide for FFA* (4th edition) will be **NOT** used in LDEs:

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

**vi. 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      |

vii. **ALL** materials from Jarrell D. Gray's *Parliamentary Guide for FFA* (4th 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 |                                       |

- c. 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.
- d. 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.
- e. Each team shall consist of not more than ten or fewer than seven members (including the advisor) without penalty.
- f. The person serving as the advisor is limited in participation to opening and closing ceremonies only.
- g. At the state contest, each judge is required to sign the scoresheet that he/she marks.
- h. 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.
- i. Though parliamentary law does not require it, the president is to sign minutes, but signing of the committee and officer reports is optional.
- j. A motion to adjourn does not eliminate any of the closing ceremonies.
- k. 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.

- l. Parliamentary problems and parliamentary questions will be different in Greenhand and Chapter FFA divisions.
- m. Students will not be penalized for calling "question."
- n. Only Sam Houston State University will be allowed to furnish station markers. Gavels will be furnished by each chapter participating.
- o. Team members may not write on the problem.
- p. Problems may not be removed from the competition room by team members or advisors.
- q. 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.
- r. Communication among team members during the study period or competition is grounds for automatic disqualification.

### **TIEBREAKER**

Ties will be broken based on the greatest number of low ranks. Team low ranks will be counted and the team with the greatest number of low ranks will be declared the winner. If a tie still exists, then the event superintendent will rank the team's response to questions. The team with the greatest number of low ranks from the response to the questions 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 SCORECARD - PAGE 1**

**JUDGE'S PRINTED NAME/EMAIL/PHONE #:** \_\_\_\_\_

|   | TEAMS:        | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|---|---------------|---|---|---|---|---|---|---|---|---|----|----|----|
| <b>Part I. Opening Ceremony (140 points)</b>  | <b>Points</b> |   |   |   |   |   |   |   |   |   |    |    |    |
| 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            |   |   |   |   |   |   |   |   |   |    |    |    |
| <b>Part II. Order of Business (60 points)</b>   |               |   |   |   |   |   |   |   |   |   |    |    |    |
| A. Minutes of the previous meeting, -3 pts per missed item<br>a. Date of last meeting<br>b. End balance in minutes = Beginning balance of Treasurer<br>c. Last Treasurer's report<br>d. Business from last meeting<br>e. Signature of President and Secretary | 15            |   |   |   |   |   |   |   |   |   |    |    |    |
| B. Report of the Treasurer, -3 pts per missed item<br>a. Current date<br>b. Balance on hand at date of last report<br>c. Receipts & disbursements since last report<br>d. Present balance<br>e. Treasurer's signature   | 15            |   |   |   |   |   |   |   |   |   |    |    |    |
| C. Committee Reports  |               |   |   |   |   |   |   |   |   |   |    |    |    |
| 1. Report from a standing committee<br>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<br>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<br>a. If they are not filed during the 20 minute time period, -5 pts  |               |   |   |   |   |   |   |   |   |   |    |    |    |

**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 SCORECARD - PAGE 2

**JUDGE'S PRINTED NAME/EMAIL/PHONE #:** \_\_\_\_\_

| TEAMS:  |             | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|---|-------------|---|---|---|---|---|---|---|---|---|----|----|----|
| <b>Part III. New Business (Parliamentary Problems) (650 points)</b> At this point the team members will take up parliamentary problems previously presented by the judges.  |             |   |   |   |   |   |   |   |   |   |    |    |    |
| A. Satisfactory participation by all team members*<br>a. Minimum of 3 participation marks per team member for full credit<br>b. The VP receives 1 participation mark per problem they chair<br>c. A 2 <sup>nd</sup> is not participation<br>d. Sentinel informing President counts for 1 participation mark   | 50          |   |   |   |   |   |   |   |   |   |    |    |    |
| B. Information and understanding shown<br>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<br>a. Using correct parliamentary procedure with consideration given to alternative methods to working the problem.<br>b. Realistic and quality discussion and debate<br>i. Only takes one to discuss<br>ii. It takes at least two to debate with opposite opinions<br>iii. Heated debate should be strong<br>iv. Heavily debated = more than 2 discussions and having different opinions<br>c. Correct terminologies on motions = -2 pts per error | 50          |   |   |   |   |   |   |   |   |   |    |    |    |
| <b>Part IV. Closing Ceremony (50 points)</b>  |             |   |   |   |   |   |   |   |   |   |    |    |    |
| 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          |   |   |   |   |   |   |   |   |   |    |    |    |
| <b>Part V. Parliamentary Questions (100 points)</b>   |             |   |   |   |   |   |   |   |   |   |    |    |    |
| A. Answers to ten questions from the judges on parliamentary procedure<br>B. To receive full credit - answers must be verbatim<br>C. Partial credit should be given for correct responses that are not verbatim   | 100         |   |   |   |   |   |   |   |   |   |    |    |    |
| <b>Total Points</b>   | <b>1000</b> |   |   |   |   |   |   |   |   |   |    |    |    |
| <b>Penalty Deduction (-10 pts at major fraction of a minute)</b>  |             |   |   |   |   |   |   |   |   |   |    |    |    |
| <b>Final Score</b>  |             |   |   |   |   |   |   |   |   |   |    |    |    |
| <b>Ranking</b>  |             |   |   |   |   |   |   |   |   |   |    |    |    |

**\*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 point



Judge's Printed Name/Email/Phone #: \_\_\_\_\_

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

**Time Deductions:**  
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 22:31 to 23:30 = - 30 points 25:31 to 26:30 = - 60 points 28:31 to 29:30 = - 90 points

**Judge's Printed Name/Email/Phone #:** \_\_\_\_\_

**PARLIAMENTARY QUESTIONS**

| TEAM                | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|---------------------|---|---|---|---|---|---|---|---|---|----|----|----|
| Question #1         |   |   |   |   |   |   |   |   |   |    |    |    |
| Question #2         |   |   |   |   |   |   |   |   |   |    |    |    |
| Question #3         |   |   |   |   |   |   |   |   |   |    |    |    |
| Question #4         |   |   |   |   |   |   |   |   |   |    |    |    |
| Question #5         |   |   |   |   |   |   |   |   |   |    |    |    |
| Question #6         |   |   |   |   |   |   |   |   |   |    |    |    |
| Question #7         |   |   |   |   |   |   |   |   |   |    |    |    |
| Question #8         |   |   |   |   |   |   |   |   |   |    |    |    |
| Question #9         |   |   |   |   |   |   |   |   |   |    |    |    |
| Question #10        |   |   |   |   |   |   |   |   |   |    |    |    |
| <b>TOTAL POINTS</b> |   |   |   |   |   |   |   |   |   |    |    |    |

**PARTICIPATION BY MEMBERS**

| TEAM           | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|----------------|---|---|---|---|---|---|---|---|---|----|----|----|
| President      |   |   |   |   |   |   |   |   |   |    |    |    |
| Vice President |   |   |   |   |   |   |   |   |   |    |    |    |
| Secretary      |   |   |   |   |   |   |   |   |   |    |    |    |
| Treasurer      |   |   |   |   |   |   |   |   |   |    |    |    |
| Reporter       |   |   |   |   |   |   |   |   |   |    |    |    |
| Sentinel       |   |   |   |   |   |   |   |   |   |    |    |    |
| Member #1      |   |   |   |   |   |   |   |   |   |    |    |    |
| Member #2      |   |   |   |   |   |   |   |   |   |    |    |    |
| Member #3      |   |   |   |   |   |   |   |   |   |    |    |    |

**Time Deductions:**

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**GREENHAND CREED SPEAKING**  
SAM HOUSTON STATE UNIVERSITY



*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.*

**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 current edition of the Official FFA Manual.
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. At the time of the event, the judges will be seated in different sections of the room in which the event is held. They will score each participant on the delivery of the Creed, using the score sheet provided.
10. 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.

**TIEBREAKER**

Ties will first be broken by total net scores and then by the score for answers to the questions.

**ELIGIBILITY**

The Greenhand Creed Speaking Event will be limited to students in grades 7, 8, or 9



## SENIOR CREED SPEAKING SAM HOUSTON STATE UNIVERSITY



*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.*

### **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 current edition of the Official FFA Manual.
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. At the time of the event, the judges will be seated in different sections of the room in which the event is held. They will score each participant on the delivery of the Creed, using the score sheet provided.
10. 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.

### **TIEBREAKER**

Ties will first be broken by total net scores and then by the score for answers to the questions.

### **ELIGIBILITY**

The Senior FFA Creed Speaking Leadership Development Event is open to all members



## FFA CREED SPEAKER SCRIPT

Speaker #: \_\_\_\_\_

|   |   |
|---|---|
| <p><b>THE FOLLOWING IS EXACTLY WHAT MUST BE RECITED:</b></p> <p>“The FFA Creed by E.M. Tiffany</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>Thank you”</p> | <p><b>ALL RECITATION ERRORS</b></p> <p>(MISSED WORDS) MUST BE CIRCLED</p> <p>Total # of Recitation Errors: _____<br/>(missed, added or switched words)</p> <p>Question Time: _____</p> <hr/> <p><b>DETERMINATION OF DEDUCTIONS</b></p> <p style="text-align: right;">Number of errors _____ x 20 =<br/>_____ Total</p> <p>Deduction: _____</p> <hr/> <p><b>NOTES:</b></p> |
|---|---|

**Judge's Printed Name/Email/Phone #:** \_\_\_\_\_

**CREED SPEAKING SCORESHEET - PAGE 1**

| <b>ORAL COMMUNICATION - 400 POINTS</b>       |   |   |   |                      |               |                    |
|--|---|---|---|----------------------|---------------|--------------------|
| <b>Indicators</b>                            | <b>Very strong evidence skill is present: 5-4 points</b>  | <b>Moderate Evidence skill is present: 3-2 points</b>   | <b>Evidence skill is not present: 1-0 points</b>  | <b>Points Earned</b> | <b>Weight</b> | <b>Total Score</b> |
| A. Speaks without hesitation                 | *Speaks very articulately without hesitation<br>*Never has the need for unnecessary pauses or hesitation when speaking  | *Speaks articulately, but sometimes hesitates<br>*Occasionally has the need for a long pause or moderate hesitation when speaking                               | *Speaks articulately, but frequently hesitates<br>*Frequently hesitates or has long, awkward pauses while speaking  |                      | <b>X 25</b>   |                    |
| 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   |                      | <b>X 10</b>   |                    |
| 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   |                      | <b>X 15</b>   |                    |
| 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   |                      | <b>X 15</b>   |                    |
| 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  |                      | <b>X 15</b>   |                    |
| <b>NON-VERBAL COMMUNICATION - 300 POINTS</b> |   |   |   |                      |               |                    |
| A. Attention (eye contact)                   | *Eye contact consistently used as an effective connection<br>*Constantly looks at the entire audience (90-100% of the time)   | *Eye contact is mostly effective and consistent<br>*Mostly looks around the audience (60-80% of the time)   | *Eye contact does not always allow connection with the speaker<br>*Occasionally looks at someone or some groups (less than 50% of the time)                                     |                      | <b>X 15</b>   |                    |
| B. Mannerisms                                | *Does not have distracting mannerisms that affect the effectiveness<br>*No nervous habits   | *Sometimes has distracting mannerisms that pull from the presentation<br>*Sometimes exhibits nervous habits or ticks  | *Has mannerisms that pull from the effectiveness of the presentation<br>*Displays some nervous habits - fidgets or anxious ticks  |                      | <b>X 15</b>   |                    |
| C. Gestures                                  | *Gestures are purposeful and effective<br>*Hand motions are expressive and used to emphasize talking points<br>*Great posture (confident) with positive body language | *Usually uses purposeful gestures<br>*Hands are sometimes used to express or emphasize talking points<br>*Occasionally slumps; sometimes negative body language | *Occasionally gestures are used effectively<br>*Hands are not used to emphasize talking points; hand motions are sometimes distracting<br>*Lacks positive body language; slumps |                      | <b>X 15</b>   |                    |
| D. Well poised                               | *Is extremely well poised<br>*Poised and in control at all times  | *Is usually well poised<br>*Poised and in control most of the time; rarely loses composure  | *Isn't always well poised<br>*Sometimes seems to lose composure   |                      | <b>X 15</b>   |                    |

**Judge's Printed Name/Email/Phone #:** \_\_\_\_\_

**CREED SPEAKING SCORESHEET - PAGE 2**

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

Judge's Printed Name/Email/Phone #: \_\_\_\_\_

**GREENHAND/SENIOR/SPANISH FFA CREED SCORECARD**

| <b>ORAL COMMUNICATION - 400 POINTS</b>   |          |          |          |          |          |          |          |          |          |           |           |           |
|--|----------|----------|----------|----------|----------|----------|----------|----------|----------|-----------|-----------|-----------|
| <b>Team</b>  | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b> | <b>6</b> | <b>7</b> | <b>8</b> | <b>9</b> | <b>10</b> | <b>11</b> | <b>12</b> |
| A. Speaks without hesitation [125]   |          |          |          |          |          |          |          |          |          |           |           |           |
| B. Pace [50]   |          |          |          |          |          |          |          |          |          |           |           |           |
| C. Tone [75]   |          |          |          |          |          |          |          |          |          |           |           |           |
| D. Pronunciation [75]  |          |          |          |          |          |          |          |          |          |           |           |           |
| E. Volume [75]   |          |          |          |          |          |          |          |          |          |           |           |           |
| <b>NON-VERBAL COMMUNICATION - 300 POINTS</b>   |          |          |          |          |          |          |          |          |          |           |           |           |
| A. Attention (eye contact) [75]  |          |          |          |          |          |          |          |          |          |           |           |           |
| B. Mannerisms [75]   |          |          |          |          |          |          |          |          |          |           |           |           |
| C. Gestures [75]   |          |          |          |          |          |          |          |          |          |           |           |           |
| D. Well poised [75]  |          |          |          |          |          |          |          |          |          |           |           |           |
| <b>VERBAL QUESTION AND ANSWER - 300 POINTS</b>                                       |          |          |          |          |          |          |          |          |          |           |           |           |
| A. Detail oriented [100]   |          |          |          |          |          |          |          |          |          |           |           |           |
| B. Speaks unrehearsed [100]  |          |          |          |          |          |          |          |          |          |           |           |           |
| C. Examples used in response to questions [100]                                      |          |          |          |          |          |          |          |          |          |           |           |           |
| <b>Gross Total Points</b>  |          |          |          |          |          |          |          |          |          |           |           |           |
| <b>Time Deduction</b> (-1 point per second over)                                     |          |          |          |          |          |          |          |          |          |           |           |           |
| <b>Accuracy Deduction</b> (-20 points per word, determined from the accuracy judges) |          |          |          |          |          |          |          |          |          |           |           |           |
| <b>Net Total Points</b>  |          |          |          |          |          |          |          |          |          |           |           |           |
| <b>Rank</b>  |          |          |          |          |          |          |          |          |          |           |           |           |





**GREENHAND SPANISH CREED SPEAKING**  
SAM HOUSTON STATE UNIVERSITY



*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.*

### **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. 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. At the time of the event, the judges will be seated in different sections of the room in which the event is held. They will score each participant on the delivery of the Creed, using the score sheet provided.
8. 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.
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.

### **TIE BREAKER**

Ties will first be broken by the high rank method, followed by total net scores and then by the score for answers to the questions.

### **ELIGIBILITY**

The Greenhand Spanish Creed Speaking Event will be limited to students in grades 7, 8, or 9



## SENIOR SPANISH CREED SPEAKING SAM HOUSTON STATE UNIVERSITY



*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.*

### **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. 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. At the time of the event, the judges will be seated in different sections of the room in which the event is held. They will score each participant on the delivery of the Creed, using the score sheet provided.
8. 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.
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.

### **TIE BREAKER**

Ties will first be broken by the high rank method, followed by total net scores and then by the score for answers to the questions.

### **ELIGIBILITY**

The Senior Spanish Creed Speaking Leadership Development Event is open to all members.



## FFA SPANISH CREED SPEAKER SCRIPT

Speaker #: \_\_\_\_\_

|   |  |
|---|--|
| <p><b>THE FOLLOWING IS EXACTLY WHAT MUST BE RECITED:</b></p> <p>“El Credo de FFA por E.M. Tiffany</p> <p>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.</p> <p>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 profesó una devoción que no le negaré ni siquiera en las horas de infortunio.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>Gracias</p> | <p><b>ALL RECITATION ERRORS</b></p> <p>(MISSED WORDS) MUST BE CIRCLED</p> <p>Total # of Recitation Errors: _____<br/>(missed, added or switched words)</p> <p>Question Time: _____</p> <hr/> <p><b>DETERMINATION OF DEDUCTIONS</b></p> <p>Number of errors _____ x 20 = _____<br/>Total</p> <p>Deduction: _____</p> <hr/> <p><b>NOTES:</b></p> |
|---|--|

Judge's Printed Name/Email/Phone #: \_\_\_\_\_

**CREED SPEAKING SCORESHEET - PAGE 1**

| <b>ORAL COMMUNICATION - 400 POINTS</b>       |   |   |   |                      |               |                    |
|--|---|---|---|----------------------|---------------|--------------------|
| <b>Indicators</b>                            | <b>Very strong evidence skill is present: 5-4 points</b>  | <b>Moderate Evidence skill is present: 3-2 points</b>   | <b>Evidence skill is not present: 1-0 points</b>  | <b>Points Earned</b> | <b>Weight</b> | <b>Total Score</b> |
| A. Speaks without hesitation                 | *Speaks very articulately without hesitation<br>*Never has the need for unnecessary pauses or hesitation when speaking  | *Speaks articulately, but sometimes hesitates<br>*Occasionally has the need for a long pause or moderate hesitation when speaking                               | *Speaks articulately, but frequently hesitates<br>*Frequently hesitates or has long, awkward pauses while speaking  |                      | <b>X 25</b>   |                    |
| 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   |                      | <b>X 10</b>   |                    |
| 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   |                      | <b>X 15</b>   |                    |
| 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   |                      | <b>X 15</b>   |                    |
| 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  |                      | <b>X 15</b>   |                    |
| <b>NON-VERBAL COMMUNICATION - 300 POINTS</b> |   |   |   |                      |               |                    |
| A. Attention (eye contact)                   | *Eye contact consistently used as an effective connection<br>*Constantly looks at the entire audience (90-100% of the time)   | *Eye contact is mostly effective and consistent<br>*Mostly looks around the audience (60-80% of the time)   | *Eye contact does not always allow connection with the speaker<br>*Occasionally looks at someone or some groups (less than 50% of the time)                                     |                      | <b>X 15</b>   |                    |
| B. Mannerisms                                | *Does not have distracting mannerisms that affect the effectiveness<br>*No nervous habits   | *Sometimes has distracting mannerisms that pull from the presentation<br>*Sometimes exhibits nervous habits or ticks  | *Has mannerisms that pull from the effectiveness of the presentation<br>*Displays some nervous habits - fidgets or anxious ticks  |                      | <b>X 15</b>   |                    |
| C. Gestures                                  | *Gestures are purposeful and effective<br>*Hand motions are expressive and used to emphasize talking points<br>*Great posture (confident) with positive body language | *Usually uses purposeful gestures<br>*Hands are sometimes used to express or emphasize talking points<br>*Occasionally slumps; sometimes negative body language | *Occasionally gestures are used effectively<br>*Hands are not used to emphasize talking points; hand motions are sometimes distracting<br>*Lacks positive body language; slumps |                      | <b>X 15</b>   |                    |
| D. Well poised                               | *Is extremely well poised<br>*Poised and in control at all times  | *Is usually well poised<br>*Poised and in control most of the time; rarely loses composure  | *Isn't always well poised<br>*Sometimes seems to lose composure   |                      | <b>X 15</b>   |                    |

Chapter Name: \_\_\_\_\_ Student Name: \_\_\_\_\_ Area: \_\_\_\_\_

Judge's Printed Name/Email/Phone #: \_\_\_\_\_

**CREED SPEAKING SCORESHEET - PAGE 2**

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

**Judge's Printed Name/Email/Phone #:** \_\_\_\_\_

**GREENHAND/SENIOR/SPANISH FFA CREED SCORECARD**

| <b>ORAL COMMUNICATION - 400 POINTS</b>  |          |          |          |          |          |          |          |          |          |           |           |           |
|---|----------|----------|----------|----------|----------|----------|----------|----------|----------|-----------|-----------|-----------|
| <b>Team</b>   | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b> | <b>6</b> | <b>7</b> | <b>8</b> | <b>9</b> | <b>10</b> | <b>11</b> | <b>12</b> |
| A. Speaks without hesitation [125]  |          |          |          |          |          |          |          |          |          |           |           |           |
| B. Pace [50]  |          |          |          |          |          |          |          |          |          |           |           |           |
| C. Tone [75]  |          |          |          |          |          |          |          |          |          |           |           |           |
| D. Pronunciation [75]   |          |          |          |          |          |          |          |          |          |           |           |           |
| E. Volume [75]  |          |          |          |          |          |          |          |          |          |           |           |           |
| <b>NON-VERBAL COMMUNICATION - 300 POINTS</b>  |          |          |          |          |          |          |          |          |          |           |           |           |
| A. Attention (eye contact) [75]   |          |          |          |          |          |          |          |          |          |           |           |           |
| B. Mannerisms [75]  |          |          |          |          |          |          |          |          |          |           |           |           |
| C. Gestures [75]  |          |          |          |          |          |          |          |          |          |           |           |           |
| D. Well poised [75]   |          |          |          |          |          |          |          |          |          |           |           |           |
| <b>VERBAL QUESTION AND ANSWER - 300 POINTS</b>  |          |          |          |          |          |          |          |          |          |           |           |           |
| A. Detail oriented [100]  |          |          |          |          |          |          |          |          |          |           |           |           |
| B. Speaks unrehearsed [100]   |          |          |          |          |          |          |          |          |          |           |           |           |
| C. Examples used in response to questions [100]   |          |          |          |          |          |          |          |          |          |           |           |           |
| <b>Gross Total Points</b>   |          |          |          |          |          |          |          |          |          |           |           |           |
| <b>Time Deduction</b><br>(-1 point per second over)                                     |          |          |          |          |          |          |          |          |          |           |           |           |
| <b>Accuracy Deduction</b><br>(-20 points per word, determined from the accuracy judges) |          |          |          |          |          |          |          |          |          |           |           |           |
| <b>Net Total Points</b>   |          |          |          |          |          |          |          |          |          |           |           |           |
| <b>Rank</b>   |          |          |          |          |          |          |          |          |          |           |           |           |



## 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 the Judging Card at the time of registration. Since both students and teachers make significant contributions to the script, the script is property of the chapter.
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. Team members will have an opportunity to test the microphones before performing the broadcast. Team advisors/designees may assist in testing equipment prior to performance. A maximum of three minutes will be allowed for such testing, timer will begin when the students begin speaking. Following the three-minute set-up time, the timekeeper will provide a brief orientation. After this orientation, the team will then be allotted a maximum of one minute to begin the broadcast. The time for the 6-8 minutes allotted for broadcast will begin at the conclusion of this minute or on the first word of the broadcast, whichever occurs first.
11. 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.

## TIEBREAKER

Ties will be broken based on the greatest number of low ranks. Team low ranks will be counted and the team with the greatest number of low ranks 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 Name: \_\_\_\_\_ Area: \_\_\_\_\_

Judge's Printed Name/Email/Phone #: \_\_\_\_\_

**FFA BROADCASTING SCORECARD**

|  | TEAM | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|--|------|---|---|---|---|---|---|---|---|---|----|----|----|
| <b>Part I. Subject Matter (250 points)</b>   |      |   |   |   |   |   |   |   |   |   |    |    |    |
| A. Unity of organization   | 50   |   |   |   |   |   |   |   |   |   |    |    |    |
| B. Relevance to agriculture  | 50   |   |   |   |   |   |   |   |   |   |    |    |    |
| C. General effectiveness   | 150  |   |   |   |   |   |   |   |   |   |    |    |    |
| <b>Part II. Continuity (400 points)</b>  |      |   |   |   |   |   |   |   |   |   |    |    |    |
| A. Exchange between students (pause)   | 100  |   |   |   |   |   |   |   |   |   |    |    |    |
| B. Volume of broadcast   | 100  |   |   |   |   |   |   |   |   |   |    |    |    |
| C. Participation by team members   | 100  |   |   |   |   |   |   |   |   |   |    |    |    |
| D. Background noises   | 100  |   |   |   |   |   |   |   |   |   |    |    |    |
| <b>Part III. Listener Importance (350 points)</b>  |      |   |   |   |   |   |   |   |   |   |    |    |    |
| A. Student's ability to pronounce words properly   | 100  |   |   |   |   |   |   |   |   |   |    |    |    |
| B. Motivation of student's presentation  | 100  |   |   |   |   |   |   |   |   |   |    |    |    |
| C. Student's ability to hold audience  | 150  |   |   |   |   |   |   |   |   |   |    |    |    |
| <b>Total Points 1000</b>   |      |   |   |   |   |   |   |   |   |   |    |    |    |
| <b>Penalty Deduction</b><br><small>[10 points per minute or major fraction]</small>  |      |   |   |   |   |   |   |   |   |   |    |    |    |
| <b>Set up/Tear Down Penalty</b><br><small>[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.]</small> |      |   |   |   |   |   |   |   |   |   |    |    |    |
| <b>Final Score</b>   |      |   |   |   |   |   |   |   |   |   |    |    |    |
| <b>Ranking</b>   |      |   |   |   |   |   |   |   |   |   |    |    |    |



Chapter Name: \_\_\_\_\_ Area: \_\_\_\_\_

Judge's Printed Name/Email/Phone #: \_\_\_\_\_

**FFA BROADCASTING JUDGE'S NOTE SHEET**

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



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## **PRESENTATION INFORMATION**

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.

- 2022: Million Dollar Donors (ex: Business, Industry, Foundations, etc)
- 2023: Incoming Ag Students
- 2024: Service Organization
- 2025: School Administrators (ex: School Board, Superintendent, Principals)
- 2026: Elected Officials (ex: Commissioner, City Council, Mayor, Congress, etc)

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 2 to 4 members from the same FFA Chapter.
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.
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. Judges shall direct questions to a specific contestant and only that contestant may respond.
9. Violation of any one or more of rules 2, 4, 6 or 7 will result in disqualification.

## **EVALUATION INFORMATION**

### District, Area and State Competitions:

1. A 20 question bank will be developed annually by the Texas FFA Association.
  - 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. Once time is called, participants must stop speaking.
    - iii. Time will begin at the completion of the question being asked by the judge.

## **TIEBREAKER**

Ties will be broken based on the greatest number of low ranks. Team low ranks will be counted and the team with the greatest number of low ranks will be declared the winner. If a tie still exists, then the event superintendent will rank the team's response to questions. The team with the greatest number of low ranks from the response to questions 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: \_\_\_\_\_ Area: \_\_\_\_\_

Judge's Printed Name/Email/Phone #: \_\_\_\_\_

**PUBLIC RELATIONS SCORECARD**

|  | TEAM | 1           | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|--|------|-------------|---|---|---|---|---|---|---|---|----|----|----|
| <b>Part I. Presentation Content (275 points)</b>   |      |             |   |   |   |   |   |   |   |   |    |    |    |
| A. FFA Knowledge   | 75   |             |   |   |   |   |   |   |   |   |    |    |    |
| B. Promotes Local Program  | 75   |             |   |   |   |   |   |   |   |   |    |    |    |
| C. Relevance to Target Audience  | 100  |             |   |   |   |   |   |   |   |   |    |    |    |
| D. Addresses Target Audience   | 25   |             |   |   |   |   |   |   |   |   |    |    |    |
| <b>Part II. Overall Presentation Effectiveness (275 points)</b>  |      |             |   |   |   |   |   |   |   |   |    |    |    |
| A. Organization and Clarity of Presentation  | 75   |             |   |   |   |   |   |   |   |   |    |    |    |
| B. Equal Member Participation  | 50   |             |   |   |   |   |   |   |   |   |    |    |    |
| C. Interest Holding Ability  | 50   |             |   |   |   |   |   |   |   |   |    |    |    |
| D. Grooming, Dress, Posture, Poise   | 50   |             |   |   |   |   |   |   |   |   |    |    |    |
| E. Innovation and Creativity   | 50   |             |   |   |   |   |   |   |   |   |    |    |    |
| <b>Part III. Communication Ability (275 points)</b>  |      |             |   |   |   |   |   |   |   |   |    |    |    |
| A. Grammar, Absence of Speech Mannerisms   | 75   |             |   |   |   |   |   |   |   |   |    |    |    |
| B. Vocal Quality, Pitch, Tone, Force   | 100  |             |   |   |   |   |   |   |   |   |    |    |    |
| C. Power of Expression, Fluency, Sincerity, Emphasis   | 100  |             |   |   |   |   |   |   |   |   |    |    |    |
| <b>Part IV. Response to Questions (175 points)</b>   |      |             |   |   |   |   |   |   |   |   |    |    |    |
| A. General Effectiveness   | 50   |             |   |   |   |   |   |   |   |   |    |    |    |
| B. Equal Participation   | 25   |             |   |   |   |   |   |   |   |   |    |    |    |
| C. Familiarity with the Subject  | 50   |             |   |   |   |   |   |   |   |   |    |    |    |
| D. Ability to Think Quickly  | 50   |             |   |   |   |   |   |   |   |   |    |    |    |
| <b>Total Points</b>  |      | <b>1000</b> |   |   |   |   |   |   |   |   |    |    |    |
| <b>Penalty Deduction</b> [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.] |      |             |   |   |   |   |   |   |   |   |    |    |    |
| <b>Final Score</b>   |      |             |   |   |   |   |   |   |   |   |    |    |    |
| <b>Ranking</b>   |      |             |   |   |   |   |   |   |   |   |    |    |    |

Chapter: \_\_\_\_\_ Area: \_\_\_\_\_

Judge's Printed Name/Email/Phone #: \_\_\_\_\_

### PUBLIC RELATIONS JUDGE'S NOTES

#### **Presentation Content (275 Points Total)**

- FFA Knowledge (75 points)
- Promotes Local Program (75 points)
- Relevance to Target Audience (100 points)
- Addresses Target Audience (25 points)

#### **Overall Presentation Effectiveness (275 Points Total)**

- Organization and Clarity of Presentation (75 points)
- Equal Member Participation (50 points)
- Interest Holding Ability (50 points)
- Grooming, Dress, Posture, Poise (50 points)
- Innovation and Creativity (50 points)

#### **Communication Ability (275 Points Total)**

- Grammar, Absence of Speech Mannerisms (75 points)
- Vocal Quality, Pitch, Tone, Force (100 points)
- Power of Expression, Fluency, Sincerity, Emphasis (100 points)

#### **Response to Questions (175 Points Total)**

- General Effectiveness (50 points)
- Equal Participation (25 points)
- Familiarity with the Subject (50 points)
- Ability to Think Quickly (50 points)

**Penalty Deduction** (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.)



## JOB INTERVIEW

SAM HOUSTON STATE UNIVERSITY



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.

### FORMAT

- a. The contest site will provide all equipment and paper necessary, except writing pens. B. There are seven (7) sections to this event:
  1. Job Description
  2. Cover Letter
  3. Résumé
  4. Application
  5. Telephone Interview
  6. Personal Interview
  7. Follow-Up Correspondence

### RULES

- a. This event is limited to one member per chapter.
- b. All cover letters, job descriptions and résumés must be submitted electronically to contest officials at Sam Houston State University via the [judgingcard.com](http://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.
  - i. Equipment
    1. Contestants may bring to all areas of the contest, including the follow-up letter:
      - a. Writing utensils
      - b. Blank paper
      - c. Résumé
      - d. Cover letter
      - e. Business cards
      - f. Padfolio
    2. The following items are **not** permitted:
      - a. Letters of reference
      - b. Samples of work
      - c. Pictures
      - d. Personal pages
- c. Job Description - 25 points
  - i. The contestant must submit a single – spaced, 500-word maximum job description using 8 1/2" x 11" white paper with 1" margins and be Times New Roman font size 11 point. Headings may be bold, underlined, italics or larger in size to call attention to information, in order for the judges to evaluate the contestant's knowledge of the job, how well they fit the job, and how they are best qualified for the job.
  - ii. The job description MUST include the following:
    - a. Student Name and Chapter Name (as a header)
    - b. Name of company
    - c. Title of job
    - d. Description of duties & responsibilities
    - e. Salary (if applicable)
    - f. Length of time of internship (if applicable)
    - g. Start date
    - h. Requirements of certification (maximum of 5, if applicable)
  - iii. Sources for job descriptions can be found by looking in the various forms of printed media,

newspapers, online through job search websites, or company websites. (Sample Job Descriptions: Monster.com hiring.monster.com/hr.)

- iv. The relevant personal characteristics and skills listed in the job description will be evaluated during the Personal Interview, indicator "Response to Questions."
- d. Cover Letter - (100 points)
  - i. The contestants must submit a single-spaced letter of intent [cover letter] using 8½" x 11" *white* paper.
  - ii. The paper is to be single-sided only, typed using 11-point Times New Roman font and left justified.
  - iii. The letter is to be addressed to Dr. Doug Ullrich, Superintendent, Job Interview LDE and dated for the day of the event. The following address should be used: P.O. Box 2088, Huntsville, Texas 77341.
  - iv. Greeting should be addressed to: Dear Dr. Ullrich.
- e. Résumé - (200 points)
  - i. The contestants must submit a single-spaced résumé using 8½" x 11" *white* paper.
  - ii. The résumé is to be single-sided only, typed and not to exceed two pages total.
  - iii. The body of the résumé shall be in 11-point Times New Roman font.
  - iv. The résumé must be non-fictitious and based upon their work and educational history.
- f. Application - (75 points)
  - i. Contestants will complete either an electronic or paper job application on-site, prior to the personal interview. Contestants may use their résumé to complete the application. The application will be provided by the provider and is not a set or standard application. Contestants should be prepared for any application.
  - ii. The application completion will last a maximum of thirty (30) minutes.
  - iii. Pens must be provided by the contestant.
  - iv. Paper will be provided by the contest site.
  - v. All applicants will begin the application process at the same time.
- g. Telephone Interview - (50 points)
  - i. Contestants will interview with one of the following three (3) people:
    1. Human, Fiscal and Resource personnel director
    2. Employer's Assistant
    3. Employer
  - ii. The telephone interview will last a maximum of three (3) minutes.
  - iii. Contestants are to position themselves so that they obtain a personal interview with the employer.
  - iv. Contestants should interview with the thought that the company has already received their cover letter and résumé.
  - v. The judges will initiate the telephone interview.
  - vi. One of the judges will be designated as the interviewer.
  - vii. All judges will evaluate the telephone interview individually.
- h. Personal Interview - (500 points)
  - i. 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.
  - ii. All judges should ask questions during the personal interview.
  - iii. 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.
- i. Follow-Up Correspondence - (50 points)
  - i. 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.

- ii. The letter should be addressed to Dr. Doug Ullrich, Superintendent, Job Interview LDE and dated for the day of the event. The following address should be used: PO Box 2088, Huntsville, Texas 77341.
- iii. 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 Dr. Doug Ullrich is not needed.
- iv. The letter should be a response to their interview.
- v. The contestant will have fifteen (15) minutes to complete the follow up correspondence.
- j. Official dress is required as outlined in the Official FFA Manual but according to Texas Standards (black dress boots are acceptable).
- k. This contest is not open to the public.
- l. Initial résumé, cover letter and application scores will be carried through to the Final Round.
- m. These are state rules. District and Area rules may vary.
- n. Rules are based on the National FFA Employment Skills CDE rubrics for the Job Interview contest.

### **TIEBREAKERS**

In the event of a tie, the ranks of the contestant's personal interview will be utilized to break the tie. If further tiebreakers are necessary, the following should be used in order: 1) Telephone Interview; 2) Follow- Up Correspondence; 3) Application; 4) Résumé; 5) Cover Letter; 6) Job Description; 7) Match.

### **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](http://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](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](http://FFA.org)

## JOB DESCRIPTION RUBRIC - 25 POINTS

Chapter: \_\_\_\_\_ Student Name: \_\_\_\_\_ Area: \_\_\_\_\_

Judge's Printed Name/Email/Phone # : \_\_\_\_\_

| INDICATOR                            | Very strong evidence of skill is present<br>5-4 points  | Moderate evidence of skill is present<br>3-2 points  | Weak evidence of skill is present<br>1-0 points  | Points Earned | Weight    | Total Points |
|--------------------------------------|---|--|--|---------------|-----------|--------------|
| <b>Format and General Appearance</b> | *Font is 11 point, Times New Roman, Margins are 1" and information is single spaced.<br>*Headings can be bold, underlined or larger font<br>*Contestant name and Chapter are at top of page   | *Font is 11 point, Times New Roman, Margins are 1" and information is single spaced.<br>*Headings are not distinguished from rest of information with bold, underlined or larger font<br>*Contestant name and Chapter are at top of page   | *Font is not 11 point, or Times New Roman, Margins are not 1" and information is not single spaced.<br>*There are no headings<br>*Contestant does not have name and Chapter at top of page   |               | <b>X1</b> |              |
| <b>Content of Information</b>        | *Information given includes:<br>Name of company<br>Title of Job<br>Description of Duties & Responsibilities (Maximum of 5)<br>Salary (If applicable)<br>Length of time (if applicable)<br>Start Date<br>Requirements of Certification (If applicable, maximum of 5) | *Information is missing 2-3 of the following:<br>Name of company<br>Title of Job<br>Description of Duties & Responsibilities (Maximum of 5)<br>Salary (If applicable)<br>Length of time (if applicable)<br>Start Date<br>Requirements of Certification (If applicable, maximum of 5) | *Information is missing more than <b>HALF</b> of the following:<br>Name of company<br>Title of Job<br>Description of Duties & Responsibilities (Maximum of 5)<br>Salary (If applicable)<br>Length of time (if applicable)<br>Start Date<br>Requirements of Certification (If applicable, maximum of 5) |               | <b>X3</b> |              |
| <b>Grammar/Punctuation/Spelling</b>  | *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.   |               | <b>X1</b> |              |
|                                      |   |  |  |               |           |              |
| <b>TOTAL POINTS</b>                  |   |  |  |               |           |              |



# COVER LETTER RUBRIC - 100 POINTS

Chapter: \_\_\_\_\_ Student Name: \_\_\_\_\_ Area: \_\_\_\_\_

Judge's Printed Name/Email/Phone # : \_\_\_\_\_

| INDICATOR                             | Very strong evidence of skill is present<br>5-4 points   | Moderate evidence of skill is present<br>3-2 points  | Weak evidence of skill is present<br>1-0 points   | Points Earned | Weight    | Total Points |
|---------------------------------------|--|--|---|---------------|-----------|--------------|
| <b>Format and General Appearance</b>  | <ul style="list-style-type: none"> <li>*Does not exceed one page without overcrowding</li> <li>*Margins are 1" and single spaced; font size is 11 pt. and Times New Roman font</li> <li>*Uses appropriate business format (left justified)</li> <li>*Date and address at top</li> <li>*Addressed to appropriate person</li> <li>*Appropriate signature block</li> <li>*IF PRINTED: On plain white paper, single sided</li> </ul> | <ul style="list-style-type: none"> <li>*Does not exceed one page without overcrowding</li> <li>*Margins are 1" and NOT single spaced; font size is 11 pt. and Times New Roman</li> <li>*Uses appropriate business format, date and address at top</li> <li>*Not addressed to appropriate person</li> <li>*Inappropriate signature block.</li> <li>*IF PRINTED: On plain white paper</li> </ul> | <ul style="list-style-type: none"> <li>*Exceeds one page</li> <li>*Margins are not 1"; font size is either larger or smaller than 11pt and style is not Times New Roman</li> <li>*No signature; no date or address</li> <li>*No inside address; not the appropriate business format</li> <li>*IF PRINTED: Not on plain white paper</li> </ul>   |               | <b>X4</b> |              |
| <b>Introductory Paragraph</b>         | <ul style="list-style-type: none"> <li>*Identifies position they are applying for</li> <li>*States how they heard about the position</li> <li>*States why they are interested in the position</li> <li>*Uses wording to attract reader's attention</li> </ul>  | <ul style="list-style-type: none"> <li>*Identifies position that are applying for</li> <li>*Does not state how they found the job</li> <li>*Vaguely describes why they are interested in the job</li> <li>*Introduction is bland and not attention catching</li> </ul>   | <ul style="list-style-type: none"> <li>*Does not clearly identify position they are seeking</li> <li>*No description of how you heard about the position</li> <li>*Does not grab the reader's attention</li> </ul>  |               | <b>X4</b> |              |
| <b>Skills and Experiences</b>         | <ul style="list-style-type: none"> <li>*Identifies two to three strongest qualifications for the job</li> <li>*Indicates how education has prepared them for this job</li> <li>*States why you are interested in the position; skills and experiences are consistent with resume</li> <li>*Makes reference to resume</li> </ul>  | <ul style="list-style-type: none"> <li>*Identifies one to two qualifications for the job</li> <li>*Indicates how education has prepared them for this job</li> <li>*Provides a vague explanation of why interested in the job</li> <li>*Skills and experiences are somewhat consistent with resume</li> <li>*Makes reference to resume</li> </ul>  | <ul style="list-style-type: none"> <li>*Does not identify relevant qualifications for the job</li> <li>*Does not indicate how education has prepared them for this job</li> <li>*Does not state why they are interested in the job</li> <li>*Skills and experiences are not consistent with resume</li> <li>*Does not mention resume</li> </ul> |               | <b>X4</b> |              |
| <b>Closing Paragraph</b>              | <ul style="list-style-type: none"> <li>*Thanks reader for taking time to read</li> <li>*Provides appropriate contact information</li> <li>*Makes appropriate provisions for follow up</li> </ul>   | <ul style="list-style-type: none"> <li>*Thanks reader for taking time to read</li> <li>*Provides contact information, but makes reader to assume a follow up</li> </ul>  | <ul style="list-style-type: none"> <li>*Does not thank reader</li> <li>*Does not mention a plan for follow up</li> <li>*Does not provide any contact information</li> </ul>   |               | <b>X3</b> |              |
| <b>Spelling/ Grammar/ Punctuation</b> | <ul style="list-style-type: none"> <li>*Spelling, grammar, and punctuation are extremely high quality with two or less errors in the document</li> </ul>   | <ul style="list-style-type: none"> <li>*Spelling, grammar, and punctuation are adequate with three to five errors in the document</li> </ul>   | <ul style="list-style-type: none"> <li>*Spelling, grammar, and punctuation are less than adequate with six or more errors in the document</li> </ul>  |               | <b>X5</b> |              |
| <b>TOTAL POINTS</b>                   |  |  |   |               |           |              |

## RESUME RUBRIC - 200 POINTS

Chapter: \_\_\_\_\_ Student Name: \_\_\_\_\_ Area: \_\_\_\_\_

Judge's Printed Name/Email/Phone # : \_\_\_\_\_

| INDICATOR                               | Very strong evidence of skill is present<br>5-4 points   | Moderate evidence of skill is present<br>3-2 points  | Weak evidence of skill is present<br>1-0 points   | Points Earned | Weight    | Total Points |
|---|--|--|---|---------------|-----------|--------------|
| <b>Contact Information</b>              | <ul style="list-style-type: none"> <li>*Includes name, address, email, and phone number</li> <li>*Name stands out on resume</li> <li>*Provides professional email</li> </ul>   | <ul style="list-style-type: none"> <li>*Name does not stand out</li> <li>*Email is too casual</li> </ul>   | <ul style="list-style-type: none"> <li>*Missing name, address, email, or phone number</li> <li>*Email used is inappropriate or unprofessional</li> </ul>  |               | <b>X2</b> |              |
| <b>Employment Objective</b>             | <ul style="list-style-type: none"> <li>*Focused objective that states how employee will help company achieve its goals</li> </ul>  | <ul style="list-style-type: none"> <li>*Focused objective that states what you want from the company</li> </ul>  | <ul style="list-style-type: none"> <li>*No objective identified</li> </ul>  |               | <b>X2</b> |              |
| <b>Education or Relevant Coursework</b> | <ul style="list-style-type: none"> <li>*Contains complete information (listed in reverse chronological order)</li> <li>*relevant courses listed</li> <li>*dates formatted correctly</li> <li>*GPA in correct format</li> </ul>   | <ul style="list-style-type: none"> <li>*Contains information (listed in reverse chronological order)</li> <li>*relevant courses listed</li> <li>*dates formatted correctly</li> <li>*inappropriate GPA listed</li> </ul>   | <ul style="list-style-type: none"> <li>*Information not listed in reverse chronological order</li> <li>*Important information missing</li> <li>*Information not listed in correct format</li> </ul>   |               | <b>X7</b> |              |
| <b>Relevant Experience and Skills</b>   | <ul style="list-style-type: none"> <li>*Entries are listed in reverse chronological order</li> <li>*Company name, title, location, and dates are included</li> <li>*Strong action verbs used with correct verb tense</li> <li>*Personal pronouns and extraneous words are omitted</li> <li>*Bullets are concise, direct and indicate one's impact/accomplishments</li> <li>*Results are quantified; bullets are listed in order of importance</li> </ul> | <ul style="list-style-type: none"> <li>*Entries are listed in reverse chronological order; entries have a pattern of one type of error</li> <li>*May show gaps in work history; action verbs are weak</li> <li>*Verb tenses are inconsistent</li> <li>*Bullets are not concise or direct and do not indicate impact</li> <li>*Bullets are written in complete sentences</li> </ul> | <ul style="list-style-type: none"> <li>*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</li> <li>*Verb tenses are inconsistent; bullets are wordy, vague, or do not indicate one's impact</li> <li>*Bullets are not listed in order or importance to the reader</li> <li>*Results are not quantified when appropriate</li> <li>*Irrelevant or outdated information is listed</li> </ul> |               | <b>X9</b> |              |

**RESUME RUBRIC (CONTINUED)**

Chapter: \_\_\_\_\_ Student Name: \_\_\_\_\_ Area: \_\_\_\_\_

**Judge's Printed Name/Email/Phone # :** \_\_\_\_\_

| INDICATOR                             | Very strong evidence of skill is present<br>5-4 points   | Moderate evidence of skill is present<br>3-2 points   | Weak evidence of skill is present<br>1-0 points  | Points Earned | Weight    | Total Points |
|---------------------------------------|--|---|--|---------------|-----------|--------------|
| <b>Achievements and Honors</b>        | *Appropriate and relevant achievements and honors listed<br>*Achievements and honors related to career goal<br>*Provides specific details for related to achievements and honors<br>*Listed in reverse chronological order   | *Appropriate and relevant achievements and honors listed<br>*Achievements and honors related to career goal<br>*Lacks specific details for related to achievements and honors<br>*Listed in reverse chronological order   | *Achievements and honors not listed in reverse chronological order<br>*Inappropriate or Irrelevant achievements listed<br>*No achievement or honors are listed   |               | <b>X5</b> |              |
| <b>References</b>                     | *Listed appropriate and number of references (three)<br>*Provide complete contact information for references   | *References are listed but not all may be appropriate<br>*Not all contact information for references is included  | *Inappropriate references are listed<br>*No references listed; no contact information listed   |               | <b>X2</b> |              |
| <b>Spelling/ Grammar/ Punctuation</b> | *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   |               | <b>X5</b> |              |
| <b>Format and General Appearance</b>  | *Does not exceed two pages without overcrowding<br>*Margins are 1" and single spaced; font size is 11 pt., Times New Roman font<br>*Headings reflect content and content substantiates headings; resume is targeted to job<br>*IF PRINTED: Plain white paper, single sided | *Does not exceed two pages; appears crowded<br>*Margins are 1", single spaced; font size is 11 pt., Times New Roman font<br>*Headings don't necessarily reflect content and content substantiates headings; resume is targeted to job<br>*IF PRINTED: Plain white paper, single sided | *Exceeds two pages<br>*Margins are larger or smaller than 1", not single spaced, font is larger or smaller than 11 pt. and not Times New Roman<br>*Content seems fictitious and does not match cover letter<br>*IF PRINTED: Not on Plain white paper, double sided |               | <b>X8</b> |              |
| <b>TOTAL POINTS</b>                   |  |   |  |               |           |              |

**EMPLOYMENT APPLICATION RUBRIC - 75 POINTS**

(Dist./Area/State will use paper applications. National contest will use electronic applications.)

Chapter: \_\_\_\_\_ Student Name: \_\_\_\_\_ Area: \_\_\_\_\_

**Judge's Printed Name/Email/Phone # :** \_\_\_\_\_

| INDICATOR                           | Very strong evidence of skill is present<br>5-4 points  | Moderate evidence of skill is present<br>3-2 points  | Weak evidence of skill is present<br>1-0 points   | Points Earned | Weight    | Total Points |
|-------------------------------------|---|--|---|---------------|-----------|--------------|
| <b>Consistent with Resume</b>       | *Name, education, experience and other personal information matches information provided on resume  | *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   |               | <b>X2</b> |              |
| <b>Grammar/Punctuation/Spelling</b> | *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   |               | <b>X4</b> |              |
| <b>Form Completed</b>               | *Entire application was completed with "N/A" indicated where appropriate  | *Majority of the application was completed with few blank fields   | *Several blank spaces and missing information   |               | <b>X3</b> |              |
| <b>Overall Impression</b>           | *Application was consistent and appropriately highlighted candidate's qualifications for the position.<br>*If HANDWRITTEN, all parts are neat and legible | *Application was consistent and generally highlighted candidate's qualifications for the position.<br>*If HANDWRITTEN, most parts are neat and legible | *The application was not consistent and did not highlight candidate's qualifications for the position.<br>*If HANDWRITTEN, all parts are NOT neat and legible |               | <b>X6</b> |              |
| <b>TOTAL POINTS</b>                 |   |  |   |               |           |              |

## INITIAL PHONE INTERVIEW RUBRIC - 50 POINTS

Chapter: \_\_\_\_\_ Student Name: \_\_\_\_\_ Area: \_\_\_\_\_

Judge's Printed Name/Email/Phone # : \_\_\_\_\_

| INDICATOR                    | Very strong evidence of skill is present<br>5-4 points  | Moderate evidence of skill is present<br>3-2 points   | Weak evidence of skill is present<br>1-0 points  | Points Earned | Weight    | Total Points |
|------------------------------|---|---|--|---------------|-----------|--------------|
| <b>First Impression</b>      | <ul style="list-style-type: none"> <li>*Introduced self when answering the phone</li> <li>*Spoke articulately with no hesitation</li> <li>*Appropriate tone, speaks at right pace to be clear, pronunciation of words very clear and intent is apparent</li> <li>*Confident tone, no nervousness</li> </ul>   | <ul style="list-style-type: none"> <li>*Incomplete introduction</li> <li>*Speaks articulately, but with some hesitation</li> <li>*Appropriate tone is usually consistent, speaks at right pace, but shows some nervousness</li> <li>*Pronunciation of words is usually clear, sometimes vague</li> </ul>  | <ul style="list-style-type: none"> <li>*Did not introduce self upon answering the phone</li> <li>*Appropriate tone, but frequently hesitates</li> <li>*Has difficulty using appropriate tone, pace is too fast, nervous</li> <li>*Pronunciation of words is difficult to understand or unclear</li> </ul>                            |               | <b>X3</b> |              |
| <b>Response to Questions</b> | <ul style="list-style-type: none"> <li>*Confirmed date, time and location along with contact person/ information</li> <li>*Provided complete, accurate and concise answers</li> <li>*Sold themselves without being pushy</li> <li>*Used correct terminology</li> <li>*Communicated knowledge of the related industry</li> <li>*Used time efficiently</li> </ul> | <ul style="list-style-type: none"> <li>*Did not confirm all needed information for interview</li> <li>*Provided some answers, some incomplete, rambled occasionally</li> <li>*Seemed off-putting at times in an attempt to sell themselves</li> <li>*Some question as to correct terminology</li> <li>*Seemed to have holes in knowledge of related industry</li> </ul> | <ul style="list-style-type: none"> <li>*Caller had to offer interview and provide information</li> <li>*Unable to answer questioned asked</li> <li>*Off-putting presentation (tried to sell self too hard)</li> <li>*Used incorrect terminology for event</li> <li>*Did not have a firm knowledge of the related industry</li> </ul> |               | <b>X5</b> |              |
| <b>Overall Impression</b>    | <ul style="list-style-type: none"> <li>*Exhibited poise (cool under pressure)</li> <li>*Was pleasant, professional and courteous</li> <li>*Ended call appropriately and smoothly (thanked caller, said good-bye)</li> <li>*Did not have distracting mannerisms that affected their effectiveness</li> </ul>   | <ul style="list-style-type: none"> <li>*Seemed nervous under pressure which impacted poise, pleasantness</li> <li>*Used incorrect grammar which distracted from interview</li> <li>*Mannerisms distracted from interview (use of "ums" and you know")</li> <li>*Ended call without thanking caller or Somewhat appropriately (not sure what to do)</li> </ul>           | <ul style="list-style-type: none"> <li>*Very nervous, not poised (cracks under pressure)</li> <li>*Ended call awkwardly and abruptly, did not thank caller or say good-bye, just hung up</li> <li>*Distracted from interview by mannerisms (excessive "ums" or "you know")</li> </ul>  |               | <b>X2</b> |              |
| <b>TOTAL POINTS</b>          |   |   |  |               |           |              |

## PERSONAL INTERVIEW RUBRIC - 500 POINTS

Chapter: \_\_\_\_\_ Student Name: \_\_\_\_\_ Area: \_\_\_\_\_

Judge's Printed Name/Email/Phone # : \_\_\_\_\_

| INDICATOR                    | Very strong evidence of skill is present<br>5-4 points  | Moderate evidence of skill is present<br>3-2 points  | Weak evidence of skill is present<br>1-0 points  | Points Earned | Weight     | Total Points |
|------------------------------|---|--|--|---------------|------------|--------------|
| <b>Appearance</b>            | <ul style="list-style-type: none"> <li>*Professional dress/groomed</li> <li>*Follows standard dress code</li> <li>*polished shoes</li> <li>*clothes pressed</li> <li>*conservative accessories</li> </ul>   | <ul style="list-style-type: none"> <li>*Dress appropriate:<br/>* <i>Just not as professional</i></li> <li>*“put together”</li> <li>*shoes clean, but not polished</li> </ul>   | <ul style="list-style-type: none"> <li>*Very disheveled:</li> <li>*Jacket not zipped up, not in appropriate official dress.</li> <li>*Wearing too much jewelry, not well groomed</li> </ul>  |               | <b>X10</b> |              |
| <b>First Impression</b>      | <ul style="list-style-type: none"> <li>* <b>Greeting :</b> Appropriate salutation and firm handshake</li> <li>* <b>Introduction :</b> States name and chapter</li> <li>* <b>Body Language :</b> Smiling and pleasant, does not sit until invited, confident in manner</li> </ul>  | <ul style="list-style-type: none"> <li>* <b>Greeting :</b> Confident but uneasy, soft handshake</li> <li>* <b>Introduction :</b> States name only when asked</li> <li>* <b>Body Language :</b> Rarely smiles, cologne or perfume is distracting</li> </ul>   | <ul style="list-style-type: none"> <li>* <b>Greeting :</b> Does not use salutation, very informal</li> <li>* <b>Introduction :</b> Fails to introduce self, fails to shake hands with interviewer</li> <li>* <b>Body Language :</b> Obnoxious cologne or perfume, chewing gum</li> </ul>   |               | <b>X15</b> |              |
| <b>Response to Questions</b> | <ul style="list-style-type: none"> <li>*Used appropriate language for career</li> <li>*Cited relevant examples, evidence knowledge of career field (talk the talk)</li> <li>*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</li> <li>*Responses concise and logically communicated</li> <li>*Responses do not sound “canned” provided in-depth description of skills, not just a list</li> <li>*Provides in-depth responses to questions, not yes/no responses</li> <li>*Do responses provided establish a “theme” that overall describes their abilities</li> </ul> | <ul style="list-style-type: none"> <li>*Seemed to know terms associated with career</li> <li>*Some holes, cited several relevant examples, but list incomplete, knew about career, but conveyed incomplete picture unsure of education or experience required for position</li> <li>*Incomplete list of skills gained through school and past jobs and relevance to position applied, abilities mostly match resume</li> <li>*Responses seemed rehearsed and somewhat disorganized, provided some depth to description of job skills, some listing</li> <li>*Provided some depth to responses to question, some yes/no, was able to tie some abilities together to form a picture of qualifications</li> </ul> | <ul style="list-style-type: none"> <li>*Knew some of the language of position, but used incorrectly or did not show understanding of terms</li> <li>*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</li> <li>*Abilities hardly match resume</li> <li>*Responses seemed “canned” with little logical progression</li> <li>*Mainly provided list of skills with little explanation, provided yes/no responses, unable to see an overall theme of person's abilities</li> </ul> |               | <b>X30</b> |              |

**PERSONAL INTERVIEW (CONTINUED)**

Chapter: \_\_\_\_\_ Student Name: \_\_\_\_\_ Area: \_\_\_\_\_

Judge's Printed Name/Email/Phone # : \_\_\_\_\_

| INDICATOR                   | Very strong evidence of skill is present<br>5-4 points  | Moderate evidence of skill is present<br>3-2 points   | Weak evidence of skill is present<br>1-0 points  | Points Earned | Weight     | Total Points |
|-----------------------------|---|---|--|---------------|------------|--------------|
| <b>Communication Skills</b> | <p>* <b>Persuasive:</b> Led the interview in a direction that enabled them to expand so their skills were expressed, took initiative to add information beyond question asked</p> <p>* <b>Confident:</b> Exhibited confidence in self with body language and verbally.</p> <p>* <b>Appropriate volume:</b> Spoke with proper volume for room to be heard clearly; not too loud, not too soft</p> <p>* <b>Enunciation/grammar:</b> Avoided words like “git” versus “get” and “agin” versus “again”, used proper words when speaking (didn’t use 10 dollar words when a five-dollar word will do)</p> <p>* <b>Concise:</b> Avoided run on sentences and answered with logical and organized thoughts</p> <p>* <b>Sincere:</b> Expressed true interest in the position they are seeking</p> <p>* <b>Poise:</b> avoids distracting mannerisms such as drumming fingers or overuse of “uhm” and “you know”</p> <p>* <b>Discretion/Tact:</b> Shared appropriate information and did not create an awkward situation through responses</p> | <p>* <b>Persuasive:</b> Was able to expand somewhat on skills that are a fit for the position, volunteered some additional information to questions asked</p> <p>* <b>Confident:</b> Exhibited some nervousness, but covered well, voice and body language showed some uncertainty</p> <p>* <b>Appropriate volume:</b> Did not modulate volume to express answers, could hear sometimes, but quiet when unsure of response and hard to hear</p> <p>* <b>Enunciation/grammar:</b> Some language not appropriate for position applied, used some slang and exhibited some “dialect”</p> <p>* <b>Concise:</b> Some questions answered in a rambling fashion, but point was able to be made. Thoughts were logical, but somewhat disorganized</p> <p>* <b>Poise:</b> Seemed comfortable with some nervousness, caught self before exhibiting distracting mannerisms, rarely used “uhm” or “you know”</p> <p>* <b>Discretion/Tact:</b> Most Professional in tone and shared information that created little if any awkwardness</p> | <p>* <b>Persuasive:</b> Answered yes or no to most questions, did not expand on skill set</p> <p>* <b>Confident:</b> Did not appear comfortable, nervous, slouched in chair</p> <p>* <b>Appropriate volume:</b> Hard to hear answers or volume too loud for room</p> <p>* <b>Enunciation/grammar:</b> Used overly complex or simplistic language, sprinkled in words like “git” versus “get” and “agin” versus “again”</p> <p>* <b>Concise:</b> Rambled and used run on sentences or were very short. Answers were poorly organized and thought not clearly expressed</p> <p>* <b>Sincere:</b> Seemed uninterested in the position and distracted</p> <p>* <b>Poise:</b> demonstrated distracted mannerisms such as tapping foot, drumming fingers, cracking knuckles, etc., Excessive use of “uhm” and “you know”</p> <p>* <b>Discretion/Tact:</b> Shared information that may be seen as personal about someone else creating awkwardness, appeared unprofessional</p> |               | <b>X30</b> |              |
| <b>Conclusion</b>           | <p>*Posed appropriate questions of interviewer:</p> <p>*When notification of selection will occur and how</p> <p>*Clarified next steps, inquired as to next step in interview process (if there will be additional interviews, etc.)</p> <p>* <b>Appropriate thanks and exit:</b></p> <p>* <i>Asked to exchange business cards</i> , thanked interviewer, stands and shakes hands prior to exiting room</p>   | <p>*Questions posed were somewhat appropriate:</p> <p>*Some had no relevance to interview</p> <p>*Incomplete inquiry of the next steps in the interview process</p> <p>* <i>Asked to exchange business card</i> , thanks interviewer and shook hand but seemed uncertain how to end the interview and exit</p>  | <p>*Asks no questions:</p> <p>*If questions asked, have no relevance to next steps in the interview process</p> <p>*Ends interview abruptly or awkwardly, exits without thanks or shaking hands</p>  |               | <b>X15</b> |              |
| <b>TOTAL POINTS</b>         |   |   |  |               |            |              |

## FOLLOW UP CORRESPONDENCE RUBRIC - 50 POINTS

Chapter: \_\_\_\_\_ Student Name: \_\_\_\_\_ Area: \_\_\_\_\_

Judge's Printed Name/Email/Phone # : \_\_\_\_\_

| INDICATOR                                     | Very strong evidence of skill is present<br>5-4 points   | Moderate evidence of skill is present<br>3-2 points   | Weak evidence of skill is present<br>1-0 points   | Points Earned | Weight    | Total Points |
|---|--|---|---|---------------|-----------|--------------|
| <b>Format</b>                                 | *The document was directed to the appropriate person with an appropriate address and salutation<br><i>for the type of correspondence</i><br>*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 with minor errors<br>*The level of formality was generally appropriate for the type of correspondence | *The document was not directed to the appropriate person<br>*No address or salutation was included<br>*The level of formality was not appropriate                   |               | <b>X2</b> |              |
| <b>Content</b>                                | *Effectively expressed appreciation and appropriately reiterated their qualities<br>*Expressed interest and appropriately stated provisions for follow-up  | *Attempted to express appreciation and generally reiterated their qualities<br>*Generally expressed interest and attempted to state provisions for follow up  | *Did not attempt to express appreciation<br>*Did not attempt to reiterate their qualities<br>*Did not attempt to express interest or state provisions for follow-up |               | <b>X3</b> |              |
| <b>Grammar/<br/>Punctuation/<br/>Spelling</b> | *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   |               | <b>X2</b> |              |
| <b>Overall Impression</b>                     | *Writing (when appropriate) was legible<br>*Length was appropriate   | *Writing (when appropriate) was difficult to read<br>*Length was generally appropriate  | *Writing (when appropriate) was illegible<br>*Length was inappropriate  |               | <b>X3</b> |              |
| <b>TOTAL POINTS</b>                           |  |   |   |               |           |              |





# Leadership Development Events

## STATEMENT OF ORIGINALITY



LDE Event: \_\_\_\_\_

Chapter: \_\_\_\_\_

Date: \_\_\_\_\_

We certify that this script is the original work of the chapter presenting **OR** that we have obtained explicit permission from the original author to use this script. Please note that any founded protests or disputes regarding your authorization to use this script may result in your disqualification from the contest. If the protest or dispute is requested under false pretenses both teams may be disqualified.

**All members of the team, including alternates, must sign below.  
We understand you may not fill all the lines.**

|  |  |
|--|--|
| _____  | _____  |
| Agriculture, Food & Natural Resources<br>Teacher Signature | Agriculture, Food & Natural Resources<br>Teacher Signature |
| _____  | _____  |
| Member Signature   | Member Signature   |
| _____  | _____  |
| Member Signature   | Member Signature   |
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| Member Signature   | Member Signature   |
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| Member Signature   | Member Signature   |

*Note: The statement of originality should be uploaded to the registration website prior to the team performance at SHSU. It is not necessary to submit a copy to the state office.*