

# **Wisconsin Association of FFA**

## **Leadership Development Events**

### **Scoring Rubrics**

**Creed Speaking, Prepared Public Speaking  
Extemporaneous Public Speaking, Parliamentary Procedure  
Discussion Meet, Middle School Quiz Bowl  
Employment Skills**

**District Level**

**Sectional Level**

**State Level**

# **FFA LEADERSHIP DEVELOPMENT EVENT SCORING**

## ***INSTRUCTIONS FOR JUDGES' SCORE SHEETS***

Enclosed you will find the judging sheets for each of the FFA Leadership Development Events. There will be 3 judges per contest. **PLEASE MAKE COPIES FOR EACH JUDGE BASED ON THE NUMBER OF PARTICIPANTS IN EACH EVENT.** Each contestant would have 3 scorecards per contest - one for each judge.

In all the leadership development events except Parliamentary Procedure and Quiz Bowl, the winner is selected by the Sum of the Rank. What this means is that each of the judges will rank the contestants 1st, 2nd, 3rd, etc. At the end of the contest, the ranks from the three judges will be added up and the winner is the individual with the lowest score. For example, if the three judges ranked an individual 1st, 2nd and 1st, their Sum of the Rank Score would be 4 for that contestant compared to an individual who may have been ranked 2nd, 1st, and 2nd with their final score being 5. The contestant with the score of 4 would be named winner.

Enclosed you have a score sheet which can be duplicated and used to tally up the Sum of the Rank for each event.

You will need to make a copy of each score sheet for each contestant that the judge will then use in each event. Please refer to the Parliamentary Procedure Rubrics section as each judge will be judging a specific area of the event (Judge 1 will judge the ability to preside, professionalism and secretary minutes. Judge 2 will judge the motions and questions. Judge 3 will judge debates.) You will need to provide each judge with a full set of score sheets for EACH team.

There is a master comment sheet located on page 8. If a judge does not wish to share their score sheets with the contestants, but would like to share some general comments, they can use the comment sheet you provide them. If the judge says it is fine that the contestant may review the score sheet, please give the score sheets to the students. Always make sure that the judges indicate that it is ok to return the score sheets to the students. Sometimes they may make notes that they do not want the students to see.

**CREED LDE**  
**SUM OF THE RANK**  
**TALLY SHEET**

<b>Contestant</b>	<b>Judge 1 Rank</b>	<b>Judge 2 Rank</b>	<b>Judge 3 Rank</b>	<b>Total Rank</b>	<b>Final Placing</b>
----- 1.					
----- 2.					
----- 3.					
----- 4.					
----- 5.					
----- 6.					
----- 7.					
----- 8.					
----- 9.					
----- 10.					
-----					

**PREPARED LDE  
SUM OF THE RANK  
TALLY SHEET**

<b>Contestant</b>	<b>Judge 1 Rank</b>	<b>Judge 2 Rank</b>	<b>Judge 3 Rank</b>	<b>Total Rank</b>	<b>Final Placing</b>
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					

**EXTEMPORANEOUS LDE  
SUM OF THE RANK  
TALLY SHEET**

<b>Contestant</b>	<b>Judge 1 Rank</b>	<b>Judge 2 Rank</b>	<b>Judge 3 Rank</b>	<b>Total Rank</b>	<b>Final Placing</b>
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					

**DISCUSSION MEET LDE  
SUM OF THE RANK  
TALLY SHEET**

<b>Contestant</b>	<b>Judge 1 Rank</b>	<b>Judge 2 Rank</b>	<b>Judge 3 Rank</b>	<b>Total Rank</b>	<b>Final Placing</b>
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					

**EMPLOYMENT SKILLS LDE  
SUM OF THE RANK  
TALLY SHEET**

<b>Contestant</b>	<b>Judge 1 Rank</b>	<b>Judge 2 Rank</b>	<b>Judge 3 Rank</b>	<b>Total Rank</b>	<b>Final Placing</b>
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					

# FFA DISTRICT LEADERSHIP DEVELOPMENT EVENT JUDGE'S COMMENT CARD

Event Judged \_\_\_\_\_

Contestant Name \_\_\_\_\_ Chapter \_\_\_\_\_

Please share any general comments to help the student improve their speaking abilities and evaluate their performance. This information will be given to the contestant.

Comments:



# Creed Speaking Leadership Development Event Presentation Rubric - 100 points

Contestant Name \_\_\_\_\_

Chapter \_\_\_\_\_

INDICATORS	Very strong evidence of skill is present 5-4 points	Moderate evidence of skill is present 3-2 points	Strong evidence of skill is not present 1-0 points	Points Earned	Weight	Total Points
<b>Oral Communication – 30 points</b>						
<b>Pace</b>	Speaks very articulately at rate that engages audience.	Speaks articulately but occasionally speaks too fast or has long unnecessary hesitations.	Speaks too slow or too fast to engage audience.		X 2	
<b>Tone</b>	Voice is upbeat, impassioned and under control.	Voice is somewhat upbeat, impassioned and under control.	Voice is not upbeat; lacks passion and control.		X 2	
<b>Volume</b>	Emitted a clear, audible voice for the audience present.	Emitted a somewhat clear, audible voice for the audience present.	Emitted a barely audible voice for the audience present.		X 2	
<b>Non-verbal Communication – 30 points</b>						
<b>Eye contact</b>	Eye contact constantly used as an effective connection. Constantly looks at the entire audience (90-100 percent of the time).	Eye contact is mostly effective and consistent. Mostly looks around the audience (60-80 percent of the time).	Eye contact does not always allow connection with the speaker. Occasionally looks at someone or some groups (less than 50 percent of the time).		X 2	
<b>Mannerisms and gestures</b>	Hand motions are expressive and used to emphasize talking points. No nervous habits.	Sometimes exhibits nervous habits. Hands are sometimes used to express or emphasize.	Displays some nervous Habits. Hands are not used to emphasize talking points; hand motions are sometimes distracting.		X 2	
<b>Poise</b>	Portrays confidence and composure through appropriate body language (stance, posture, facial expressions).	Maintains control most of the time; rarely loses composure.	Lacks confidence and composure.		X 2	
<b>Question and Answer—40 points</b>						
<b>Response to questions</b>	Is able to respond with organized thoughts and concise answers.	Is able to speak effectively and sometimes gets off topic. Answer lacks organization.	Response fails to answer question.		X 2	
<b>Support</b>	Always provides details, which support answers/basis of the question.	Usually provides details that are supportive of the answers/basis of the question.	Sometimes overlooks details that could be very beneficial to the answers/basis of the question.		X 3	
<b>Knowledge of agriculture</b>	Answer shows knowledge of agriculture.	Answer shows limited knowledge of agriculture.	Answer shows no knowledge of agriculture.		X 3	
<b>Gross Total Points</b>						
<b>** -1 point per word missed.</b>						<b>Accuracy Deduction**</b>
<b>NET TOTAL POINTS</b>						
Judge's Signature: _____ Date: _____						<b>RANK</b>

**FFA Prepared Public Speaking Leadership Development Event Rubric–PART 1 of 2  
MANUSCRIPT AND COMPOSITION RUBRIC – 200 points**

CONTESTANT NAME

CHAPTER

INDICATOR	Very strong evidence of skill is present 5-4 points	Moderate evidence of skill is present 3-2 points	Strong evidence of skill is not present 1-0 points	Points Earned	Weight	Total Points
<b>Topic relevance</b>	Topic addresses an issue facing the industry of agriculture.	Topic addresses an issue that may show some relationship to the industry of agriculture.	Topic addresses an issue that is unrelated to the industry of agriculture.		x 6	
<b>Persuasive explanation of position on topic</b>	Position clearly stated and ample evidence is provided.	Position is not obvious and evidence is not clearly provided.	Position is not stated and evidence is not provided.		x 8	
<b>Alternative viewpoints recognized</b>	Identifies and counters alternative viewpoints.	Only identifies alternate viewpoints.	Does not identify alternate viewpoints.		x 4	
<b>Logical order and unity of thought</b>	Clearly organized and concise with strong introduction, body and conclusion layout.	Good organization with few statements out of place or lacking in clear construction.	Little to no organization is present; sometimes awkward and lacking construction.		x 4	
<b>Spelling/grammar (sentence structure, verb agreement, etc.).</b>	Spelling and grammar are extremely high quality with two or less errors in the document	Spelling and grammar are adequate with three to five errors in the document.	Spelling and grammar are less than adequate with six or more errors in the document.		x 7	
<b>Quality of resources</b>	Resources are from reputable sources.	Resources are from questionable sources.	Resources are unreliable and invalid.		x 6	
<b>Manuscript written according to guidelines</b>	<b>5 points</b>		<b>0 points</b>			
<b>Double-spaced formatted to 8½” x 11” with 1” margins</b> 12-point serif (Times new roman, Cambria, etc.) or sans serif font (Ariel, Calabria, etc.)				x 1		
<b>Cover page with speech title, participant’s name, state and year</b>				x 1		
<b>APA style for references and citations</b>				x 3		
<b>TOTAL POINTS</b>						

# FFA Prepared Public Speaking Leadership Development Event Rubric – PART 2 of 2

## PRESENTATION AND QUESTION RUBRIC – 800 points

CONTESTANT NAME \_\_\_\_\_

CHAPTER \_\_\_\_\_

INDICATORS	Very strong evidence of skill is present 5-4 points	Moderate evidence of skill is present 3-2 points	Strong evidence of skill is not present 1-0 points	Points Earned	Weight	Total Score
<b>Oral Communication and Non-Verbal Communication</b>						
<b>Supporting evidence</b>	Examples (stories, statistics, etc.) are vivid, precise and clearly explained.	Examples are usually concrete and sometimes need clarification.	Examples are sometimes confusing leaving the listeners with questions.		x 15	
<b>Persuasive use of evidence</b>	Exemplary use of evidence to persuade listeners.	Sufficient use of evidence to persuade listeners.	Has difficulty using evidence to persuade listeners.		x 15	
<b>Pace</b>	Speaks very articulately at rate that engages audience.	Speaks articulately but occasionally speaks too fast or has long unnecessary hesitations.	Speaks too slow or too fast to engage audience.		x 15	
<b>Command of audience</b>	Speaker uses appropriate emphasis and tone to captivate audience.	Speaker presents speech as mere repeating of facts and speech comes across as a report.	Speaker lacks enthusiasm and power to engage audience.		x 20	
<b>Eye contact</b>	Constantly looks at the entire audience (90 to 100 percent of the time).	Mostly looks around the audience (60 to 80 percent of the time).	Occasionally looks at someone or some groups (less than 50 percent of the time).		x 10	
<b>Mannerisms and gestures</b>	No nervous habits are displayed. Hand motions are expressive and used to emphasize talking points.	Sometimes exhibits nervous habits. Hands are sometimes used to express or emphasize.	Displays some nervous habits. Hands are not used to emphasize talking points; hand motions are sometimes distracting.		x 10	
<b>Poise</b>	Portrays confidence and composure through appropriate body language (stance, posture, facial expressions)	Maintains control most of the time; rarely loses composure.	Lacks confidence and composure.		x 15	
<b>Response to Questions</b>						
<b>Response to questions</b>	Is able to respond with organized thoughts and concise answers.	Answers effectively but has to stop and think and sometimes gets off focus.	Rambles or responds before thinking.		x 20	
<b>Knowledge of topic</b>	Answer shows thorough knowledge of the subject and supports answer with strong evidence.	Answer shows some knowledge of the subject but lacks strong evidence.	Answer shows little knowledge of subject and lacks evidence.		x 40	
<b>TOTAL POINTS</b>						

**TOTAL POINTS**

Total Points Manuscript and Composition \_\_\_\_\_

Total Points Presentation and Questions \_\_\_\_\_

Gross Total Points \_\_\_\_\_

\*Less time deductions: (1pt./sec.) - \_\_\_\_\_

Late Manuscript Deduction: - \_\_\_\_\_

NET TOTAL POINTS: \_\_\_\_\_

Rank of Contestant: \_\_\_\_\_

Judge's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## Extemporaneous Public Speaking Leadership Development Event Rubric – 1000 points

INDICATORS	Very strong evidence of skill is present 5-4 points	Moderate evidence of skill is present 3-2 points	Strong evidence of skill is not present 1-0 points	Points Earned	Weight	Total Score
<b>Oral Communication – 600 points</b>						
<b>Examples</b>	Examples are vivid, precise and clearly explained. Examples are original, logical and relevant	Examples are usually concrete, sometimes needs clarification. Examples are effective, but need more originality or thought.	Examples are abstract or not clearly defined. Examples are sometimes confusing, leaving the listeners with questions.		X 10	
<b>Speaking without hesitation</b>	Speaks very articulately without hesitation. Never has the need for unnecessary pauses or hesitation when speaking.	Speaks articulately, but sometimes hesitates. Occasionally has the need for a long pause or moderate hesitation when speaking.	Speaks articulately, but frequently hesitates. Frequently hesitates or has long, awkward pauses while speaking.		X 10	
<b>Tone</b>	Appropriate tone is consistent. Speaks at the right pace to be clear. Pronunciation of words is very clear and intent is apparent.	Appropriate tone is usually consistent. Speaks at the right pace most of the time, but shows some nervousness. Pronunciation of words is usually clear, sometimes vague.	Has difficulty using an appropriate tone. Pace is too fast; nervous. Pronunciation of words is difficult to understand; unclear.		X 10	
<b>Being detail-oriented</b>	Is able to stay fully detail-oriented. Always provides details that support the issue; is well organized.	Is mostly good at being detail-oriented. Usually provides details which are supportive of the issue; displays good organizational skills.	Has difficulty being detail-oriented. Sometimes overlooks details that could be very beneficial to the issue; lacks organization.		X 30	
<b>Connecting and articulating facts and issues</b>	Exemplary in connecting facts and issues and articulating how they impact the issue locally and globally. Possesses a strong knowledge base and is able to effectively articulate information regarding related facts and current issues.	Sufficient in connecting facts and issues and articulating how they impact the issue locally and globally. Possesses a good knowledge base and is able to, for the most part, articulate information regarding related facts and current issues.	Has difficulty with connecting facts and issues and articulating how they impact the issue locally and globally. Possesses some knowledge base but is unable to articulate information regarding related facts and current issues.		X 30	
<b>Speaking unrehearsed (questions &amp; answers)</b>	Speaks unrehearsed with comfort and ease. Is able to speak quickly with organized thoughts and concise answers.	Speaks unrehearsed mostly with comfort and ease, but sometimes seems nervous or unsure. Is able to speak effectively, has to stop and think and sometimes gets off focus.	Shows nervousness or seems unprepared when speaking unrehearsed. Seems to ramble or speaks before thinking.		X 30	
<b>Oral Communications Total Points</b>						

INDICATORS	Very strong evidence of skill is present 5-4 points	Moderate evidence of skill is present 3-2 points	Strong evidence of skill is not present 1-0 points	Points Earned	Weight	Total Score
<b>Non-verbal Communication – 400 points</b>						
<b>Attention (eye contact)</b>	Eye contact constantly used as an effective connection. Constantly looks at the entire audience (90-100% of the time).	Eye contact is mostly effective and consistent. Mostly looks around the audience (60-80% of the time).	Eye contact does not always allow connection with the speaker. Occasionally looks at someone or some groups (less than 50% of the time).		X 20	
<b>Mannerisms</b>	Does not have distracting mannerisms that affect effectiveness. No nervous habits	Sometimes have distracting mannerisms that pull from the presentation. Sometimes exhibits nervous habits or ticks.	Have mannerisms that pull from the effectiveness of the presentation. Displays some nervous habits – fidgets or anxious ticks.		X 20	
<b>Gestures</b>	Gestures are purposeful and effective. Hand motions are expressive and used to emphasize talking points. Great posture (confident) with positive body language.	Usually uses purposeful gestures. Hands are sometimes used to express or emphasize. Occasionally slumps; sometimes-negative body language.	Occasionally gestures are used effectively. Hands are not used to emphasize talking points; hand motions are sometimes distracting. Lacks positive body language; slumps.		X 20	
<b>Well-poised</b>	Is extremely well poised. Poised and in control at all times	Usually is well poised. Poised and in control most of the time; rarely loses composure	Isn't always well poised. Sometimes seems to lose composure.		X 20	
<b>Non-verbal Communication Total Points</b>						
<b>Oral Communication Total Points</b>						
<b>Time Deduction *</b>						
<b>NET TOTAL POINTS</b>						
<b>RANK</b>						

\* –1 point per second under 4 minutes or over 6 minutes, determined by the timekeepers

Judge's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Wisconsin FFA Parliamentary Procedure  
Judge 1 Scoring Rubric

**Ability to Preside**

Motion 1:	Stating motion to assembly:  0-1-2	Facilitating debate:  0-1-2	Results of vote:  0-1-2	6
Motion 2:	Stating motion to assembly:  0-1-2	Facilitating debate:  0-1-2	Results of vote:  0-1-2	6
Motion 3:	Stating motion to assembly:  0-1-2	Facilitating debate:  0-1-2	Results of vote:  0-1-2	6
Motion 4:	Stating motion to assembly:  0-1-2	Facilitating debate:  0-1-2	Results of vote:  0-1-2	6
Motion 5:	Stating motion to assembly:  0-1-2	Facilitating debate:  0-1-2	Results of vote:  0-1-2	6
Motion 6:	Stating motion to assembly:  0-1-2	Facilitating debate:  0-1-2	Results of vote:  0-1-2	6
Motion 7:	Stating motion to assembly:  0-1-2	Facilitating debate:  0-1-2	Results of vote:  0-1-2	6
Motion 8:	Stating motion to assembly:  0-1-2	Facilitating debate:  0-1-2	Results of vote:  0-1-2	6
Motion 9:	Stating motion to assembly:  0-1-2	Facilitating debate:  0-1-2	Results of vote:  0-1-2	6
Motion 10:	Stating motion to assembly:  0-1-2	Facilitating debate:  0-1-2	Results of vote:  0-1-2	6
			Proper use of gavel:	5
			Total Score:	65

**Professionalism:**

Leadership: Chair	Total
Excellent: 13-15, Good 9-12, Average 5-11, poor 0-4	15
Use of Debate: Team	
0-1-2-3-4-5	5
Conclusions: (Did they arrive to a final decision?)	
0-1-2-3-4-5	5
Team Presence: (Poise, speaking ability, annunciation, eye contact, grammar, professionalism, etc)	
Excellent 9-10, Good 6-8, Average 3-5, Poor 0-2	10
<b>Total</b>	<b>35</b>

**Secretary Minutes:**

<b>Complete and Accurate:</b> (Time, date, chapter name, signature included, etc.)	
	20
<b>Format and content:</b> Each motion, clear paragraphs, name of spokesperson, vote counts, etc.)	
	20
<b>Grammar, Style, and legibility:</b> Complete sentences, correct spelling, punctuation, and grammar, readable writing, etc.)	
	10
<b>Total</b>	<b>50</b>

**Notes:**

**Judge 1 Totals:**

	Points Earned	Points Possible
Ability to Preside		65
Professionalism		35
Secretary Minutes		50
<b>TOTAL</b>		<b>150</b>





Questions:

Name:	Comments:	
1.		16
2.		16
3.		16
4.		16
5.		16
Chair:		
		20
		TOTAL
		100

Notes:

### Judge 3 Scoring Rubric

<b>Name</b>		
<b>Debate 1</b>		15
<b>Debate 2</b>		15
<b>Debate 3</b>		15
<b>Debate 4</b>		15
<b>TOTAL</b>		60
<b>Name</b>		
<b>Debate 1</b>		15
<b>Debate 2</b>		15
<b>Debate 3</b>		15
<b>Debate 4</b>		15
<b>TOTAL</b>		60

<b>Name</b>		
<b>Debate 1</b>		15
<b>Debate 2</b>		15
<b>Debate 3</b>		15
<b>Debate 4</b>		15
<b>TOTAL</b>		60
<b>Name</b>		
<b>Debate 1</b>		15
<b>Debate 2</b>		15
<b>Debate 3</b>		15
<b>Debate 4</b>		15
<b>TOTAL</b>		60

<b>Name</b>		
<b>Debate 1</b>		15
<b>Debate 2</b>		15
<b>Debate 3</b>		15
<b>Debate 4</b>		15
<b>TOTAL</b>		60

Team Notes:

## Parliamentary Procedure Total Sheet

### Judge 1 Totals:

	Points Earned	Points Possible
Ability to Preside		65
Professionalism		35
Secretary Minutes		50
<b>TOTAL</b>		150

### Judge 2 Totals:

	Points Earned	Points Possible
Correctness of Motions		100
Questions		100
<b>TOTAL</b>		200

### Judge 3 Totals:

	Points Earned	Points Possible
Debates		300
<b>TOTAL</b>		300

### FINAL TOTALS

	Points	Points Possible
Judge 1		150
Judge 2		200
Judge 3		300
Time deduction (Minus 1 point per second)		XXXXX
<b>TOTAL</b>		650

## DISCUSSION MEET LEADERSHIP DEVELOPMENT EVENT SCORE CARD

**PARTICIPANT'S NAMES  
(LEFT OF MODERATOR)**

**TOPIC**

**PARTICIPANT'S NAMES  
(RIGHT OF MODERATOR)**

PARTICIPANT'S NAMES (LEFT OF MODERATOR)			TOPIC	PARTICIPANT'S NAMES (RIGHT OF MODERATOR)			
			<b>Opening Statement:</b> Definition of topic or problem – Importance, causes, effects, relevancy of problem <b>10 points possible</b>				
			<b>Analysis of topic or problem:</b> Does contestant attempt to identify problem causes and remain on topic? Knowledge, extent and accuracy of facts. <b>20 points possible</b>				
			<b>Problem Solving and Implementation:</b> Ability and judgment in seeking answers and solutions, planning and organizational understanding in implementing action programs. <b>20 points possible</b>				
			<b>Delivery:</b> Voice quality, loudness, clear enunciation, communicativeness, desirable sentence structure and interesting choice of words. <b>10 points possible</b>				
			<b>Cooperative attitude:</b> Listening, asking pertinent questions, airing all points of view, securing major agreement, minimizing major differences, courtesy to other participants. <b>20 points possible</b>				
			<b>FFA Impact:</b> Possible impact FFA could have on the resolution of the topic, effect of various points on FFA, etc. How does this issue affect FFA? <b>10 points possible</b>				
			<b>Closing Statement:</b> Total effectiveness. A general evaluation of overall problem solving performance by the contestants. <b>10 points possible</b>				
			<b>Total</b> (Total score for each contestant is to be tabulated by judge. Any tie scores are to be broken by judge.				
			<b>Rank of each contestant (1 through 7)</b>				

Judge's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

# FFA QUIZ BOWL LEADERSHIP DEVELOPMENT EVENT SCORE SHEET

**Bracket Number:** \_\_\_\_\_

**Competitors: Team A:** \_\_\_\_\_ **Team B:** \_\_\_\_\_

**ROUND ONE**

Team A \_\_\_\_\_

Number Correct \_\_\_\_\_ x 1 Point = \_\_\_\_\_

Team B \_\_\_\_\_

Number Correct \_\_\_\_\_ x 1 Point = \_\_\_\_\_

**ROUND TWO**

Team A – Number Correct \_\_\_\_\_ x 1 Point = \_\_\_\_\_

Team A	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Number Correct															
Number Correct															
Team B	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15

Team B - Number Correct \_\_\_\_\_ x 1 Point = \_\_\_\_\_

**ROUND THREE**

Team A – Number Correct \_\_\_\_\_ x 2 Points = \_\_\_\_\_

Team A	1	2	3	4	5
Number Correct					
Number Correct					
Team B	1	2	3	4	5

Team B - Number Correct \_\_\_\_\_ x 2 Points = \_\_\_\_\_

Total Team A-- Rnd 1 \_\_\_\_\_ + Rnd 2 \_\_\_\_\_ + Rnd 3 \_\_\_\_\_ = Total \_\_\_\_\_

Total Team B-- Rnd 1 \_\_\_\_\_ + Rnd 2 \_\_\_\_\_ + Rnd 3 \_\_\_\_\_ = Total \_\_\_\_\_

# EMPLOYMENT SKILLS LEADERSHIP DEVELOPMENT EVENT RUBRIC - 1 of 4 rubrics

## Employment Application Rubric - 100 points

CONTESTANT NAME		CHAPTER				
Indicator	Very strong evidence of skill is present 5–4 points	Moderate evidence of skill is present 3–2 points	Weak evidence of skill is present 1–0 points	Points Earned	Weight	Total Points
<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.		x 4	
<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.		x 6	
<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.		x 4	
<b>Overall Impression</b>	Application was consistent and appropriately highlighted candidate’s qualifications for the position.	Application was consistent and generally highlighted candidate’s qualifications for the position.	The application was not consistent and did not highlight candidate’s qualifications for the position.		x 6	
<b>TOTAL POINTS</b>						



# EMPLOYMENT SKILLS LEADERSHIP DEVELOPMENT EVENT RUBRIC - 2 of 4 rubrics

## Cover Letter Rubric - 100 points

	CONTESTANT NAME	CHAPTER				
INDICATOR	Very strong evidence of skill is present 5–4 points	Moderate evidence of skill is present 3–2 points	Weak evidence of skill is present 1–0 points	Points Earned	Weight	Total Points
<b>Format and General Appearance</b>	Does not exceed one page without overcrowding; margins are acceptable; font size and style is readable (10-12 pt); uses appropriate business format, date and address at top; addressed to appropriate person; appropriate signature block.	Does not exceed one page without overcrowding; margins are acceptable; font size and style is readable (10-12 pt); uses appropriate business format, date and address at top; not addressed to appropriate person; inappropriate signature block.	Exceeds one page; margins are inappropriate; font style is unreadable; font size is too small or too large; no signature; no date or address; no inside address; not in appropriate business format.		x 4	
<b>Introductory Paragraph</b>	Identifies position they are applying for; states how they heard about the position; states why they are interested in the position; uses wording to attract reader’s attention.	Identifies position that are applying for; does not state how they found the job; vaguely describes why they are interested in the job; introduction is bland and not attention catching.	Does not clearly identify position they are seeking; no description of how you heard about the position; does not grab the reader’s attention.		x 4	
<b>Skills and Experiences</b>	Identifies two to three strongest qualifications for the job; indicates how education has prepared them for this job; states why you are interested in the position; skills and experiences are consistent with resume; makes reference to resume.	Identifies one to two qualifications for the job; indicates how education has prepared them for this job; provides a vague explanation of why interested in the job; skills and experiences are somewhat consistent with resume; makes reference to resume.	Does not identify relevant qualifications for the job; does not indicate how education has prepared them for this job; does not state why they are interested in the job; skills and experiences are not consistent with resume; does not mention resume.		x 4	
<b>Closing Paragraph</b>	Thanks reader for taking time to read; provides appropriate contact information; makes appropriate provisions for follow up.	Thanks reader for taking time to read; provides contact information, but makes reader to assume a follow up.	Does not thank reader; does not mention a plan for follow up; does not provide any contact information.		x 3	
<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.		x 5	
<b>TOTAL POINTS</b>						

# EMPLOYMENT SKILLS LEADERSHIP DEVELOPMENT EVENT RUBRIC – 3 of 4 rubrics

## Resume Rubric - 200 points

CONTESTANT NAME \_\_\_\_\_

CHAPTER \_\_\_\_\_

INDICATOR	Very strong evidence of skill is present 5–4 points	Moderate evidence of skill is present 3–2 points	Weak evidence of skill is present 1–0 points	Points Earned	Weight	Total Points
<b>Contact Information</b>	Includes name, address, email address, and phone number; name stands out on resume; provides professional e-mail address.	Name does not stand out; email address is too casual.	Missing name, address, email address, or phone number; email used is inappropriate or unprofessional.		x 2	
<b>Employment Objective</b>	Focused objective that states how employee will help company achieve its goals.	Focused objective that states what you want from the company.	No objective identified.		x 2	
<b>Education or Relevant Coursework</b>	Contains complete information (listed in reverse chronological order) with relevant courses listed, dates formatted correctly, GPA listed in correct format (if appropriate), includes appropriate honors and awards.	Contains information (listed in reverse chronological order) with relevant courses listed, dates formatted correctly, may show gaps in work history; inappropriate GPA listed, includes appropriate honors and awards.	Information not listed in reverse chronological order, important information missing, information not listed in correct format.		x 7	
<b>Relevant Experience and Skills</b>	Entries are listed in reverse chronological order; company name, title, location, and dates are included; strong action verbs used with correct verb tense; personal pronouns and extraneous words are omitted; bullets are concise, direct and indicate one's impact/accomplishments; results are quantified; bullets are listed in order of importance.	Entries are listed in reverse chronological order; entries have a pattern of one type of error; action verbs are weak; verb tenses are inconsistent; bullets are not concise or direct and do not indicate impact; bullets are written in complete sentences.	Entries are not in reverse chronological order; most entries do not include company name, dates, location, or position title; bullets are written in complete sentences; verb tenses are inconsistent; bullets are wordy, vague, or do not indicate one's impact; bullets are not listed in order or importance to the reader; results are not quantified when appropriate; irrelevant or outdated information is listed.		x 9	
<b>Achievements and Honors</b>	Appropriate and relevant achievements and honors listed; achievements and honors related to career goal; provides specific details related to achievements and honors; listed in reserve chronological order.	Appropriate and relevant achievements and honors listed; achievements and honors related to career goal; lacks specific details related to achievements and honors; listed in reserve chronological order.	Achievements and honors not listed in reverse chronological order; inappropriate or irrelevant achievements listed; no achievement or honors are listed.		x 5	

INDICATOR	Very strong evidence of skill is present 5–4 points	Moderate evidence of skill is present 3–2 points	Weak evidence of skill is present 1–0 points	Points Earned	Weight	Total Points
<b>References</b>	Listed appropriate references and provided complete contact information for references.	References are listed, but not all may be appropriate or not all contact information for references is included.	Inappropriate references are listed; no references listed; no contact information listed.		x 2	
<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.		x 5	
<b>Format and General Appearance</b>	Does not exceed two pages without overcrowding; margins are acceptable; font size and style is readable (10-12 point); headings reflect content and content substantiates headings; resume is targeted to job.	Does not exceed two pages; appears overcrowded; margins are acceptable; font size and style is readable (10-12 point); headings don't necessarily reflect content and content substantiates headings; resume is targeted to job.	Exceeds two pages; margins are inappropriate; font style is unreadable; font size is too small or too large.		x 8	
<b>TOTAL POINTS</b>						

# EMPLOYMENT SKILLS LEADERSHIP DEVELOPMENT EVENT RUBRIC – 4 of 4 rubrics

## Personal Interview Rubric - 500 points

CONTESTANT NAME

CHAPTER

INDICATOR	Very strong evidence of skill is present 5–4 points	Moderate evidence of skill is present 3–2 points	Weak evidence of skill is present 1–0 points	Points Earned	Weight	Total Points
<b>Appearance</b>	<b>Professional dress/groomed:</b> Follows standard dress code, polished shoes, clothes pressed, and conservative accessories.	<b>Dress appropriate:</b> Just not as professional and “put together”, shoes clean, but not polished.	<b>Very disheveled:</b> Dirty shoes, not wearing black shoes.		x 10	
<b>First Impression</b>	<b>Greeting:</b> Appropriate salutation and firm handshake. <b>Introduction:</b> States name <b>Body language:</b> Smiling and pleasant, does not sit until invited, confident in manner.	<b>Greeting:</b> Confidant but uneasy, soft handshake. <b>Introduction:</b> States name only when asked. <b>Body language:</b> Rarely smiles, cologne or perfume is distracting.	<b>Greeting:</b> Does not use salutation, very informal. <b>Introduction:</b> Fails to introduce self, fails to shake hands with interviewer. <b>Body language:</b> Obnoxious cologne or perfume, chewing gum.		x 15	
<b>Response to Questions</b>	<b>Used appropriate language for career:</b> Cited relevant examples; evidence knowledge of career field (talk the talk); knows education and experience required for position; discussed skills gained through school or past jobs and how they are relevant to position applied; abilities described match the resume; responses concise and logically communicated; responses do not sound “canned”, provided in-depth description of skills; not just a list, provides in-depth response to questions; not yes/no responses to questions; establish a “theme” that overall describes their abilities.	<b>Seemed to know terms associated with career:</b> Some holes, cited several relevant examples; but list incomplete, knew about career, but conveyed incomplete picture unsure of education or experience required for position; incomplete list of skills gained through school and past jobs and relevance to position applied; abilities mostly match resume; responses seemed rehearsed and somewhat disorganized; provided some depth to description of job skills, some listing; provided some depth to responses to questions; provides some yes/no responses; was able to tie some abilities together to form a picture of qualifications.	<b>Knew some of the language of position, but used incorrectly or did not show understanding of terms:</b> Unable to cite or few relevant examples; position education and requirements not known or does not match applicants skill set; unable to relate skills learned in school or past jobs and relevance to position applied, abilities hardly match resume; responses seemed “canned” with little logical progression; mainly provided list of skills with little explanation; provided yes/no responses; unable to see an overall theme of persons abilities.		x 30	

INDICATOR	Very strong evidence of skill is present 5–4 points	Moderate evidence of skill is present 3–2 points	Weak evidence of skill is present 1–0 points	Points Earned	Weight	Total Points
<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 self confidence 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. Answers were poorly organized and thoughts 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>		x 30	
<b>Conclusion</b>	<p><b>Posed appropriate questions of interviewer:</b> e.g., when notification of selection will occur and how. Clarified next steps, inquired as to next step in interview process e.g., if there will be additional interviews, etc.</p> <p><b>Appropriate thanks and exit:</b> Asked for business card, thanked interviewer, stands and shakes hands prior to exiting room.</p>	<p><b>Questions posed were somewhat appropriate:</b> Some had no relevance to interview, Incomplete inquiry of the next steps in the interview process, Asked for business card, thanks interviewer and shook hand, but seemed uncertain how to end the interview and exit.</p>	<p><b>Asks no questions:</b> Questions asked (if asked) have no relevance to next steps in the interview process, Ends interview abruptly or awkwardly, exits without thanks or shaking hands.</p>		x 15	
<b>TOTAL POINTS</b>						

**EMPLOYMENT SKILLS LEADERSHIP DEVELOPMENT EVENT**

**FINAL SCORE SUMMARY**

TOTAL POINTS – EMPLOYMENT APPLICATION \_\_\_\_\_

TOTAL POINTS – COVER LETTER \_\_\_\_\_

TOTAL POINTS – RESUME \_\_\_\_\_

TOTAL POINTS – PERSONAL INTERVIEW \_\_\_\_\_

**GROSS TOTAL POINTS:** \_\_\_\_\_

Late Cover Letter/Resume Deduction:      -25 point per day late      \_\_\_\_\_

**NET TOTAL POINTS:** \_\_\_\_\_

Rank of Contestant: \_\_\_\_\_

Judge's Signature: \_\_\_\_\_ Date: \_\_\_\_\_