

STAR IN AGRICULTURAL PLACEMENT

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Item	Page/Reference	Possible Pts	Full Points	Middle Points	Low/No Points
Performance Review - Getting Started - Motivation	Star Battery Question 1	3	Candidate has given a thorough description of their SAE program and how it relates to the selected award area. They have described a complete process for selection of an SAE program based on planning rather than chance. Shows thought for a future in this industry.	Candidate's description is less than complete, but does show how it relates to the selected award area. They describe how they started, but without showing a planned thought process to future interests in this industry.	Candidate's description is vague and/or does not show relation to this award area. It shows little evidence of a plan or reason for this choice other than chance. Does not address a future in this industry.
Performance Review - Goals & Objectives	Star Battery Question 2	3	Candidate shows a broad understanding of goals and has set forth a measurable series of reasonable, yet challenging goals related to their SAE program.	Candidate has set goals which may be difficult to measure or do not stretch the candidate. Goals may not indicate the need for extensive effort from the candidate.	The candidate has not listed goals, or has listed goals which are already in place or met without any input or effort from the candidate.
Performance Review - Progress - Advantages & Disadvantages	Star Battery Question 3	3	The student has made a thoughtful effort to identify advantages that they have as well as disadvantages they have encountered, or may encounter, and has indicated the influence of these on their SAE program.	The student has thoroughly identified advantages and/or disadvantages that they may have encountered, but have not identified how these impact their SAE program or not communicated this well to the evaluator.	Student has not addressed advantages or disadvantages completely. Student is not connecting advantages and disadvantages to the success or failure of the SAE program.
Performance Review - Progress - Resources	Star Battery Question 4	3	Candidate has given a complete description of placement position(s) in this star area. Included are descriptions of the business, size, equipment, etc.	Candidate has given a description of placement position which may lack completeness in one area, but gives a good idea of the position.	Description has little information and/or describes positions that are not related to the award area. After reading it is unclear what the student's position entails.
Performance Review - Progress - Marketing	Star Battery Question 5	3	Candidate shows substantial progress towards additional/or more advanced responsibilities during placement. There is evidence of student efforts seeking increased responsibilities.	Candidate has had some increase in responsibilities. There may be little evidence of student's own effort to advance program.	Candidate does not show evidence of increase and/or shows a decrease in responsibilities.
Performance Review - Progress - Goal Progress	Star Battery Question 6	3	Progress toward reaching goals is addressed and substantial at the present point in the program considering the student's opportunity, advantages and disadvantages.	Progress toward reaching each goal is less than would be expected considering the advantages, disadvantages, and circumstances communicated within the application.	Achievements related to goals are not fully addressed or progress toward reaching goals indicates little ability to grasp opportunities presented and advantages identified.
Performance Review - Future - Goals	Star Battery Question 7	3	Candidate addresses future goals in areas of education/professional development and career success as well as personal and financial stability. Goals are related to current experiences and continue to challenge the candidate	Candidate addresses goals completely, but these goals are not related to current experiences or candidate does not address complete spectrum of goal areas for success. Goals do not support continued growth in student.	Candidate does not communicate future goals, goals are unrelated to current SAE program, or goals do not set a foundation for future success in the industry.

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Supervised Agricultural Experience Program	Page 2	5	The student shows a consistent expansion into the industry taking into consideration the opportunity and management decisions consistent with potential returns/economic situations in said industry. Expansion is by student's own efforts.	The student consistently expands, without regard for industry trends and consideration of financial trends and opportunities in the industry. Expansion is highly supported by outside influences and student's own efforts are not clearly evident.	Student has not taken advantage of expansion opportunities, or program appears stagnant, or program changes have not mirrored opportunities reflective of the industry.
Income and Expense Summary	Pages 3 & 4	20 NOTE: Summary must be technically accurate when compared to balance sheet and inventories in order to be considered for national recognition	Summary shows expected incomes and expenses. Student returns are from the student's efforts. Incomes and expenses are related to this proficiency award. Net capital transactions are consistent with assets managed.	Summary shows one or more unexplained inconsistency versus the industry standard. Undue returns from outside sources appear and are unexplained. Unexplained gains in net capital transactions appear.	Summary does not show expenses or receipts consistent with the industry and reported efficiencies. Returns do not support management decisions made.
Financial Balance Statement	Pages 9-11	10	Student balance statement shows progress into establishment in the industry. Evidence of good investment and thrift, given the student situation are present. Investment and liabilities shown are consistent with industry standards within presented information.	Student balance sheet shows progress into establishment in the industry but thrift and strong investment philosophy are not evident. Investment takes place outside the SAE program. Liabilities are more or less than expected.	Student balance sheet shows reduction in investments and lack of planned establishment in the industry. Liabilities are excessively high.
Skills, competencies and knowledge	Star Battery	15	Student has identified ten different skills related to their SAE and has identified contributions to success which support decisions made and improvement in financial and/or production efficiencies consistent with those in industry.	Student has identified ten different skills, but has not drawn a relationship between these skills and management decision making or improved efficiencies.	Student has not completely identified skills, has not taken the opportunity to identify skills normally associated with the industry and/or has not identified relationships between the skills and the management decisions or efficiencies.
Photographs	Star Battery- not more than 6 photographs w/captions	10 In no case will more than 6 photos be allowed	Application includes 6 clear photos, each have a related caption which gives a complete explanation of activities and supports facts within the application.	Application has less than 6 clear photos which have relevant captions and support the quality of the application or has 6 photos, some of which do not support quality of application or which are of low photo or caption quality.	Application has less than the number of photographs allowed, are of poor quality, have little or no caption or relativity to the application or are non-existent (score of zero on this section if no photos and captions are submitted).
Personal History	Star Battery- not more than 3 double-spaced pages in length	2	Pages support the knowledge, skills and competencies necessary for success in the agriculture industry. Personal history gives indepth additional information and insight into the candidate's program.	Pages have limited support for knowledge, skills and competencies necessary for success in the agriculture industry. Personal history gives some additional information into the candidate's program.	Pages have little or no support for the application and/or does not give additional information. Pages not included equals a score of zero.

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SAE Agreement	Star Battery	2	Current SAE agreement(s) are included that support candidate's statements, activities and responsibilities. Agreement(s) are complete and signed by all parties involved.	SAE agreement(s) are included, but may not completely support candidate's statements, activities and/or responsibilities. Agreement(s) are mostly complete and signed by all parties involved.	SAE agreement(s) included do not support candidate's statements, activities and/or responsibilities or they are not complete or signed by all parties involved. SAE agreements not present equals score of zero on this section.
Resume and Leadership Activities	Star Battery and Page 12- Not more than 2 pages in length	12	Resume and leadership activities completely addresses categories given within application, supports statements made in the application and supports a broad range of student involvement in school, chapter and community at a variety of levels (local, state, national level).	Resume is slightly incomplete or in conflict with comments in the application. Resume and leadership activities show some range in student involvement in school, chapter and community with some activities at varied levels.	Resume and leadership activities are in conflict with statements made in the application or are substantially incomplete. Resume and leadership activities not present equals score of zero on this section.
Recommendations	Star Battery - 3 recommendations are required 1 must be from advisor	3	Statements emphasizes the student's accomplishments that have been made in their SAE proficiency award area. Statements supports the information included in the application. Names, titles and signatures of the persons making the statements are present.	Statements supports some accomplishments and information provided in the proficiency award application. Names, titles and signatures of persons making the statements are present.	Statements do not/or are extremely limited in supporting the information and accomplishments included in the application. Names, titles and/or signatures of persons making the statements are absent. Statements not included equals zero points.