Star Award Program
Nebraska Handbook

Effective 2018-2021
Draft 2017-2018 award year
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Star Award Areas and Description

The Nebraska FFA State Star Awards represent the best of the best among Nebraska FFA Degree recipients. Finalists for the awards have mastered skills in production, finance, management and/or research.

Who can apply?
Candidates who are applying for the Nebraska State FFA Degree have the option to also apply for a Star Award. Applicants must meet all State FFA Degree requirements to be considered for Star Awards. Applicants must apply for Star Awards in the same year as applying for the Nebraska FFA Degree.

The Nebraska FFA Degree application has been designed to collect the information necessary for determining if the member has reached, or exceeded, all the minimum requirements to receive the degree. Candidates who wish to compete for one of the Nebraska FFA Star Awards are required to include additional information with their application. It is necessary to provide more information and detail about your SAE program and leadership activities so that evaluators can make selections based on the best information. FFA members who wish to be considered as a Star Award recipient MUST submit two consecutive years of record books, the State Degree application, and all required Star Award application materials at the time of the district level State FFA Degree review.

The Nebraska FFA Star Award Program will recognize students in four areas: Star in Production, Star in Agribusiness, Star in Agriculture Placement and Star in Agriscience. Only nationally-recognized SAEs, based on the National FFA Proficiency Award list, can be applied toward the Star Award application.

Star award areas
Nebraska FFA Association recognizes four categories for applicants. The categories include:

- **Star in Production:** SAE consists of an entrepreneurship program in production agriculture—the student must own and/or operate his or her program. Note: only entrepreneurship SAE information will be considered for Star in Production selection.

- **Star in Agribusiness:** Entrepreneurship SAE in a non-production agriculture area—the student owns and operates a non-production agriculture based business. Note: only entrepreneurship (ownership) SAE information will be considered for Star in Agribusiness selection.

- **Star in Agricultural Placement:** Placement SAE may be in production agriculture, agribusiness, or directed lab that is not agriscience-based.
This placement does not have to be a paid position, although the student must have enough earnings and investment from their SAE to qualify to receive the State FFA Degree. Note: only SAE placement information will be considered for Star in Agricultural Placement selection.

- **Star in Agriscience:** SAE in natural resources, a research/experimentation based SAE, or science-based directed lab SAE. (These may be entrepreneurship or placement experiences). This placement does not have to be a paid position, but the student must have enough earnings and investment from their SAE to qualify to receive the State FFA Degree. Note: Star in Agriscience can be placement or entrepreneurship (ownership).
District Star Award Evaluation

Reviewing the Application
Each District FFA Board Representative shall coordinate their own district level Star Award evaluation. Reference District Manuals at http://neaged.org/district-manuals-dates-more.html for details on district specific evaluation processes.

Critique forms are available for use during district level evaluation can be located at http://neaged.org/FFA-degree-program.html. Critique forms are not required to be completed at the district level. Critique forms are not to be submitted with the applications that advance to state. If a district critique form is submitted with an application by mistake, it will be returned to chapters in the envelope they receive at convention registration. Reviewers are to reference the application review checklist to ensure that all components of the application are included and complete. The checklist will be a page included in the pdf generated with the application from AET.

Each district will be able to nominate two candidates per area, or 10% of the star applicants in that area—whichever is greater, to advance to the state level. Districts may not send star candidates in areas that do not have applicants at the time of district review, and districts are not required to send applicants in any or in each area. Applications that are not of high quality should not advance to the state level.

Responsibilities of the District FFA Board Representative
The District FFA Board Representative shall be responsible for the following:

- Collect all applications by predesignated district due date.
- Arrange for district level evaluation of application including logistics and coordinating evaluators.
- Record district results in “State Degree Results” spreadsheet provided by state staff. This spreadsheet will be emailed to District FFA Board Representatives prior to district evaluations. All field of the spreadsheet must be completed for all applications.
  - Forward the completed results spreadsheet to Krystl Knabe at Krystl.Knabe@nebraska.gov as soon as possible after district review. Double check that all names are spelled correctly and that membership is current for all applicants. The spelling of names on this sheet is how it will appear on certificates.
- Distribute applications back to advisors immediately following district evaluation.
  - Applications qualifying for state may be edited following district review, prior to submitting to state.
  - Advisors will be responsible for shipping or delivering their own chapter’s state qualifying applications to the state office on or before March 1.
Note: All applicants must be members in good standing.

**Directions for District FFA Board Representatives for completing State Degree Results spreadsheet**

When completing the State Degree Results spreadsheet, each field should be completed appropriately. Please note the following:

- There should only be spaces between words or names **NOT** after them. Do not use multiple spaces or tabs anywhere.
- Include the chapter name only, i.e., Aurora—do not include the words “FFA Chapter”.
- In the District field, use a number (i.e., 5) not a Roman numeral.
- Designate which state degree applicants were also star applicants, not advancing to state, by placing an X in the respective cell and designate which star applicants are advancing to state by typing “State Qualifier” in the respective cell.
- **ALL STUDENT NAME SPELLINGS MUST BE ACCURATE.** Only one database will be created for use in all printed materials (certificates, program book, etc.) for the state convention.
State Evaluation

What is to be completed by applicants?
Advisors will be responsible for shipping or delivering their own chapter’s state advancing Star Award application, state degree application, and corresponding record books (compiled in a 1” binder, no larger) to the state office on or before March 1st. Applications can be edited following district review and prior to sending the application to the state office by March 1st.

In addition to completing and submitting the Star Award application, all applicants advancing to the state level must complete the Star Biography form on-line by March 1st. The link to the form can be located at http://neaged.org/FFA-degree-program.html.

Preliminary Evaluation
Applications, and additional required materials, forwarded to the state level will be reviewed by a panel of non-partial agriculture industry stakeholders and narrowed down to 24 Star Award finalists. Star Preliminary Scoring Rubrics will be utilized by evaluators to guide the selection process. There is no designated number of Star finalists for each area. For instance, one year there may be seven Production finalists, nine Placement finalists, six Agribusiness finalists and two Agriscience finalists. The next year there may be a different number configuration. The goal is that the 24 best Star Award applicants advance to the final state review.

State staff will notify advisors of finalists and scheduled interview times through the Nebraska Agricultural Education Listserv as well as posting the interview schedule at http://neaged.org/proficiency-awards.html. Any scheduling conflicts are to be sent to Krystl Knabe at krystl.knabe@nebraska.gov by the schedule conflict deadline designated on the Nebraska Agricultural Education website.

State Finals
The 24 finalists will interview and applications reviewed during the Nebraska FFA Convention. Members have the option to reference their record books and/or application at any time during the interview. No other materials may be brought into the interview room. Interviews will last no longer than 15 minutes. A timer will announce when the interview may begin and when time has expired. Evaluators will select one Star Award winner in each area. All 24 finalists will be recognized on stage at the state convention and the Star Award winners in each area will be announced from the group.

State Finalists will be invited to attend the Star Finalist Reception during the Nebraska FFA Convention. Parent(s) and Advisor(s) are invited to join members and sponsors for this event. Details regarding this event will be posted on the Nebraska Agricultural Education website when finalized closer to the event.
Recognition

Awards for star applications:

District level
• To be determined by district FFA advisors

State level
• Each state finalist receives a plaque and pin.
• Finalist and/or state winner cash awards are contingent upon sponsorship.
# Star Award Final Ruling Process at State Evaluation

<table>
<thead>
<tr>
<th>Missing application pages</th>
<th>Nebraska Policy</th>
<th>National Policy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Receives a 0 score for missing portion</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Wrong category of application</th>
<th>Nebraska Policy</th>
<th>National Policy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not eligible as a finalist</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Data added after published deadline</th>
<th>Nebraska Policy</th>
<th>National Policy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not eligible as a finalist</td>
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<table>
<thead>
<tr>
<th>Version #'s on the application pages do not match</th>
<th>Nebraska Policy</th>
<th>National Policy</th>
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</thead>
<tbody>
<tr>
<td>Not eligible as a finalist</td>
<td>Application ranked Participant</td>
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</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Missing Parent/ Administration/ Adult Sponsor/ Applicant Signature</th>
<th>Nebraska Policy</th>
<th>National Policy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Look within the application for verification, if not found contact advisor with deadline to respond. If no response is received by the deadline, application will not be eligible as a finalist.</td>
<td>Look within the application for verification, if not found contact advisor and state staff with deadline to respond. If no response is received by the deadline, application will be ranked Participant.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Late Application and/or Report Submission</th>
<th>Nebraska Policy</th>
<th>National Policy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not eligible as a finalist</td>
<td>Application will be ranked Participant</td>
<td></td>
</tr>
</tbody>
</table>

*Extreme circumstances will be handled by state staff on an individual basis.

<table>
<thead>
<tr>
<th>Plagiarism</th>
<th>Nebraska Policy</th>
<th>National Policy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disqualified</td>
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<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Altering of application</th>
<th>Nebraska Policy</th>
<th>National Policy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disqualified</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Error on the check sheet</th>
<th>Nebraska Policy</th>
<th>National Policy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not eligible as a finalist</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan vs. Agreements for required attachment</th>
<th>Nebraska Policy</th>
<th>National Policy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Either will be sufficient for minimum requirements. These documents may be located within the record books.</td>
<td></td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Application is not accompanying State Degree Application</th>
<th>Nebraska Policy</th>
<th>National Policy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disqualified (based on Policy and Procedure Manual)</td>
<td></td>
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</tr>
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</table>
# Nebraska Star Agribusiness Award Scoring Rubric

<table>
<thead>
<tr>
<th>Area</th>
<th>Section</th>
<th>Total Points Possible</th>
<th>High Points 14-11</th>
<th>Mid Points 10-6</th>
<th>Low Points 5-0</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SAE size, scope, responsible, growth</strong></td>
<td>American Degree Application: (1) SAE Entr. Details Or (2) SAE Hrs/Wages Attached SAE Agreements</td>
<td>6</td>
<td>(Aspect 1) Includes a complete SAE description, size, scope, responsibilities or hours and/or income. (2)</td>
<td>(Aspect 1) Limited inclusion SAE description, size, scope, responsibilities or hours and/or income. (1)</td>
<td>(Aspect 1) Little to no SAE description, size, scope and responsibilities or hours and/or income. (.5 - 0)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>(Aspect 2) Shows significant growth, in diversification, responsibilities or hours and/or income and engagement over time period and opportunities represented. (4)</td>
<td>(Aspect 2) Shows limited growth, in diversification, responsibilities or hours and/or income and engagement over time period and opportunities represented. (3 - 2)</td>
<td>(Aspect 2) Shows little or no growth, in diversification, responsibilities or hours and/or income and engagement over time period and opportunities represented. (1.5 - 0)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>SAE Explanation and relation to award area</strong></td>
<td>Performance Review A, Question 1</td>
<td>3</td>
<td>Response demonstrates a clear understanding of their SAE program. (3)</td>
<td>Response demonstrates a limited understanding of their SAE program. (2)</td>
<td>Response demonstrates little or no understanding of their SAE program. (1)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Income and Expenses, Current and Non-Current Ending Inventories</strong></td>
<td>American Degree App.: Income and Expense American Degree App.: Income and Expense</td>
<td>14</td>
<td>Financial records (revenue and expenses) and net income from operations are very reasonable for the size and type of agriculturally related program reported (also review SAE details). Also, the net noncurrent transactions and Annual Review of Non-Current Inventory and Operating Profit (#6) are reasonable for the size and type of operations listed. (14 - 11)</td>
<td>Financial records (revenue and expenses) and net income from operations are reasonable for the size and type of agriculturally related program reported (also review SAE details). Also, the net noncurrent transactions and Annual Review of Non-Current Inventory and Operating Profit (#6) are somewhat reasonable for the size and type of operations listed. (10 - 6)</td>
<td>Financial records (revenue and expenses) and net income from operations are not reasonable for the size and type of agriculturally related program reported (also review SAE details). Also, the net noncurrent transactions and Annual Review of Non-Current Inventory and Operating Profit (#6) are not reasonable for the size and type of operations listed. (5 - 0)</td>
</tr>
</tbody>
</table>

**Judge’s Signature** ________________________________  
Revised 12/28/16
# Nebraska Star Agribusiness Award Scoring Rubric

<table>
<thead>
<tr>
<th>American Degree Application: Ending Current Inventory American Degree App: Ending Current Inventory</th>
<th>High Points 3</th>
<th>Mid Points 2</th>
<th>Low Points 1-0</th>
<th>Points Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>The listing of Ending Current Inventory are reasonable for the size and type of SAE program and correspond to information listed in SAE explanation. (Note: Lack of current inventory may be appropriate for the SAE(s) and if explained in Performance A 1 &amp; 2, full credit maybe given in this area). (3)</td>
<td>The listing of item(s) in Ending Non-Current Inventory, their total value, depreciation claimed (if applicable) and cost are somewhat reasonable for the size and type of SAE program and correspond to information listed in SAE explanation. (Note: Lack of inventory may be appropriate for the SAE(s), but not well explained in Performance A 1 &amp; 2). (2)</td>
<td>The listing of item(s) in Ending Non-Current Inventory, their total value, depreciation claimed (if applicable) and cost are not reasonable for the size and type of SAE program and correspond to information listed in SAE explanation. (Note: Lack of inventory is not appropriate for the SAE(s), and not explained in Performance A 1 &amp; 2). (1-0)</td>
<td>________</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>American Degree Application: Ending Non-Current Inventory</th>
<th>High Points 9-7</th>
<th>Mid Points 6-3</th>
<th>Low Points 2-0</th>
<th>Points Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>The listing of item(s) in Ending Non-Current Inventory, their total value, depreciation claimed (if applicable) and cost are reasonable for the size and type of SAE program and correspond to information listed in SAE explanation. (Note: Lack of inventory may be appropriate for the SAE(s) if explained in Performance A 1 &amp; 2, full credit maybe given in this area). (9)</td>
<td>The listing of item(s) in Ending Non-Current Inventory, their total value, depreciation claimed (if applicable) and cost are somewhat reasonable for the size and type of SAE program and correspond to information listed in SAE explanation. (Note: Lack of inventory may be appropriate for the SAE(s), but not well explained in Performance A 1 &amp; 2). (6-3)</td>
<td>The listing of item(s) in Ending Non-Current Inventory, their total value, depreciation claimed (if applicable) and cost are not reasonable for the size and type of SAE program and correspond to information listed in SAE explanation. (Note: Lack of inventory is not appropriate for the SAE(s), and not explained in Performance A 1 &amp; 2). (2-0)</td>
<td>________</td>
</tr>
</tbody>
</table>
# Nebraska Star Agribusiness Award Scoring Rubric

<table>
<thead>
<tr>
<th>Area</th>
<th>Section</th>
<th>Total Points Possible</th>
<th>High Points</th>
<th>Mid Points</th>
<th>Low Points</th>
<th>Points Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>SAE explanation and relation to award area</td>
<td>Performance Review A, Question 1</td>
<td>3</td>
<td>Response demonstrates a clear understanding of their SAE program. (3)</td>
<td>Response demonstrates a limited understanding of their SAE program. (2)</td>
<td>Response demonstrates little or no understanding of their SAE program. (1)</td>
<td>________</td>
</tr>
<tr>
<td>Roles and responsibilities and/or management decisions made</td>
<td>Performance Review A, Question 2</td>
<td>3</td>
<td>Response demonstrates a clear description of roles, responsibilities and/or management decisions made related to their SAE program. (1.5)</td>
<td>Response demonstrates a limited description of roles, responsibilities and/or management decisions made related to their SAE program. (1)</td>
<td>Response demonstrates no change or progression (growth) of roles, responsibilities and/or management decisions made related to their SAE program. (.5)</td>
<td>________</td>
</tr>
<tr>
<td>Challenges</td>
<td>Performance Review A, Question 3</td>
<td>3</td>
<td>Response demonstrates a complete explanation of the challenge and steps utilized to address the challenge. (1.5)</td>
<td>Response demonstrates a limited explanation of the challenge and steps utilized to address the challenge. (1)</td>
<td>Response demonstrates little to no explanation of the challenge and steps utilized to address the challenge. (.5)</td>
<td>________</td>
</tr>
<tr>
<td>Progress - Accomplishments</td>
<td>Performance Review B</td>
<td>3</td>
<td>Responses clearly identify three accomplishments related to the award area. (1.5)</td>
<td>Responses vaguely identify three accomplishments related to the award area. (1)</td>
<td>Responses do not identify three accomplishments related to the award area. (.5)</td>
<td>________</td>
</tr>
</tbody>
</table>
# Nebraska Star Agribusiness Award Scoring Rubric

<table>
<thead>
<tr>
<th>Area</th>
<th>Section</th>
<th>Total Points Possible</th>
<th>High Points 10-7</th>
<th>Mid Points 6-4</th>
<th>Low Points 3-0</th>
<th>Points Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Efficiencies or Learning Outcomes</td>
<td>Efficiency Factors or Learning Outcomes</td>
<td>10</td>
<td>5 responses reflective of SAE, each clearly demonstrates (measurable) improvement of efficiencies over time period reported, or clearly identifies how poor efficiencies led to decision improve overall SAE enterprises or activities. (10-7)</td>
<td>1-2 responses, or each listed, partially demonstrates improvements of efficiencies over time period reported, or partially identifies how poor efficiencies led to decision improving overall SAE enterprises or activities. (6-4)</td>
<td>1-0 responses and does not demonstrate or relate improvements of efficiencies to the SAE over time period reported, or does not identify how poor efficiencies lead to decision improving overall SAE enterprises or activities. (3-0)</td>
<td></td>
</tr>
<tr>
<td>Skill Development and Contribution to Success</td>
<td>Skill Development and Contribution to Success</td>
<td>26 Points (2.6 points per skill)</td>
<td>(Aspect 1) All 10 competencies demonstrates skills that are appropriate for the size, scope and responsibilities of the program. (13-10)</td>
<td>(Aspect 1) Some (5-9) of competencies are somewhat appropriate for the size, scope and delivery of responsibilities of the SAE. (9-4)</td>
<td>(Aspect 1) Very few(&lt;5) competencies are listed and are not appropriate for the size, scope and delivery of responsibilities of the SAE. (3.50)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>(Aspect 2) All 10 contributions demonstrates application of skill attainment with significant measurable impact on the overall success of the SAE. (13-10)</td>
<td>(Aspect 2) Some (5-9) of the competencies contributions demonstrates application of skill attainment with incomplete measurable impact on the overall success of the SAE. (9-4)</td>
<td>(Aspect 2) Very (&lt;5) few contributions demonstrates limited application of skill attainment with no measurable impact on the overall success of the SAE. (3.5-0)</td>
<td></td>
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</tbody>
</table>
# Nebraska Star Agribusiness Award Scoring Rubric

<table>
<thead>
<tr>
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<th>Total Points Possible</th>
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<th>Mid Points Possible</th>
<th>Low Points Possible</th>
<th>Points Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Résumé</td>
<td>Résumé</td>
<td>3</td>
<td>3</td>
<td>2</td>
<td>1-0</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Resume provides <strong>relevant</strong> information to support the growth and overall achievement of the candidate.</td>
<td>Resume provides somewhat relevant information to support the growth and overall achievement of the candidate.</td>
<td>Resume provides irrelevant information to support the growth and overall achievement of the candidate.</td>
<td></td>
</tr>
<tr>
<td>Personal History – not more than 3 pages in length</td>
<td>Personal History</td>
<td>3</td>
<td>3</td>
<td>2</td>
<td>1-0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Pages support the knowledge and skills competencies necessary for success in the agriculture industry. Personal history gives in depth additional information and insight into the candidate’s program.</td>
<td>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.</td>
<td>Pages have very little, or no support for the application and/or does not give additional information.</td>
<td></td>
</tr>
<tr>
<td>Photographs and captions</td>
<td>Star Application</td>
<td>6</td>
<td>6-5</td>
<td>4-3</td>
<td>2-0</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Candidate submitted six high quality photos with clearly descriptive captions that demonstrate the overall growth and success of the SAE</td>
<td>Candidate submitted six quality photos with slightly vague captions that demonstrate the overall growth and success of the SAE</td>
<td>Candidate submitted six poor quality photos with non descriptive captions that demonstrate the overall growth and success of the SAE</td>
<td></td>
</tr>
<tr>
<td>Attachments: Recommendation Letters (three total) [Ag Advisor required]; business</td>
<td>Attachments</td>
<td>3</td>
<td>3</td>
<td>2</td>
<td>1-0</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Statements emphasizes the student’s accomplishments that have been made in their Star area. Statements supports the information included in the application.</td>
<td>Statements supports some accomplishments and information provided in the star application.</td>
<td>Statements do not/or are extremely limited in supporting the information and accomplishments included in the application.</td>
<td></td>
</tr>
</tbody>
</table>

Judge’s Signature _______________________________  Revised 12/28/16
# Nebraska Star Agribusiness Award Scoring Rubric

<table>
<thead>
<tr>
<th>Area</th>
<th>Section</th>
<th>Total Points Possible</th>
<th>High Points</th>
<th>Mid Points</th>
<th>Low Points</th>
<th>Points Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spelling and Grammar</td>
<td></td>
<td>2</td>
<td>Candidate makes no errors in grammar or spelling that distracts the reader from the content.</td>
<td>Candidate made limited errors in grammar or spelling that distracts the reader from the content.</td>
<td>Candidate made excessive errors in grammar or spelling that distracts the reader from the content.</td>
<td>________</td>
</tr>
<tr>
<td>Total Points</td>
<td></td>
<td>100 Points</td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

Total Points (Max 100)=

Judge's Signature

Revised 12/28/16
### Nebraska Star Agriscience Award Scoring Rubric

<table>
<thead>
<tr>
<th>Area</th>
<th>Section</th>
<th>Max Points Possible</th>
<th>High Points 6-5</th>
<th>Mid Points 4-3</th>
<th>Low Points 2-0</th>
<th>Points Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>SAE size, scope, responsible, growth (refer to American Degree main application and supported by SAE Agreements)</td>
<td>American Degree Application, Performance A-C, SAE Hrs/Wages and/or Entre Details, or Growth and Diversification</td>
<td>6 points</td>
<td>(Aspect 1) Includes a complete SAE description, size, scope, responsibilities or hours/and/or income. (2)</td>
<td>(Aspect 1) Limited inclusion SAE description, size, scope, responsibilities or hours and/or income. (1)</td>
<td>(Aspect 1) Little to no SAE description, size, scope and responsibilities or hours and/or income. (.5-0)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>(Aspect 2) Shows significant growth, in diversification, responsibilities or hours and/or income and engagement over time period and opportunities represented. (4)</td>
<td>(Aspect 2) Shows limited growth, in diversification, responsibilities or hours and/or income and engagement over time period and opportunities represented. (3-2)</td>
<td>(Aspect 2) Shows little or no growth, in diversification, responsibilities or hours and/or income and engagement over time period and opportunities represented. (1.5-0)</td>
<td></td>
</tr>
<tr>
<td>Expense and Assets Summary</td>
<td>American Degree Application</td>
<td>5 points</td>
<td>Financial records are reasonable for the size and type of agriscience related program reported with no apparent mistakes or omissions. Financial pages provide clear explanations of how funds were earned, used and managed to impact the candidate’s overall financial situation. (5-4)</td>
<td>Financial records do not support the size and type of agriscience related program reported and includes minor mistakes or apparent omissions. Financial pages provide limited explanations of how funds were earned, used and managed to impact the candidate’s overall financial situation. (3)</td>
<td>Financial records lack details regarding the size and type of agriscience related program reported and includes significant mistakes or demonstrates questionable accounting practices. Financial pages provide a significant gap in of how funds were earned, used and managed to impact the candidate’s overall financial situation. (2-0)</td>
<td></td>
</tr>
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Judge's Signature ________________________________________________________  
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## Nebraska Star Agriscience Award Scoring Rubric

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<tr>
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<th>Max Points Possible</th>
<th>High Points 3</th>
<th>Mid Points 2</th>
<th>Low Points 1-0</th>
<th>Points Earned</th>
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<tbody>
<tr>
<td>SAE explanation and relation to award area</td>
<td>Performance Review A, Question 1</td>
<td>3 points</td>
<td>Response demonstrates a clear understanding of their SAE program. (3)</td>
<td>Response demonstrates a limited understanding of their SAE program. (2)</td>
<td>Response demonstrates little or no understanding of their SAE program. (1)</td>
<td></td>
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<tr>
<td>Roles and responsibilities and/or management decisions made</td>
<td>Performance Review A, Question 2</td>
<td>3 points</td>
<td>Response demonstrates a clear description of roles, responsibilities and/or management decisions made related to their SAE program. (1.5)</td>
<td>Response demonstrates a limited description of roles, responsibilities and/or management decisions made related to their SAE program. (1)</td>
<td>Response demonstrates little or no description of roles, responsibilities, and/or management decisions made related to their SAE program. (.5)</td>
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<tbody>
<tr>
<td>Progress Accomplishments</td>
<td>Performance Review B</td>
<td>3 points</td>
<td>(Aspect 1) Responses clearly identify three accomplishments related to the award area. (1.5)</td>
<td>(Aspect 1) Response vaguely identify three accomplishments related to the award area. (1)</td>
<td>(Aspect 1) Responses do not identify three accomplishments related to the award area. (.5)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>(Aspect 2) Accomplishments illustrate significant impact that influenced the growth and success of their SAE program.</td>
<td>(Aspect 2) Accomplishments limited changes that influenced the growth and success of their SAE program (1)</td>
<td>(Aspect 2) Accomplishments illustrate no impact that influence the growth and success of their SAE program. (.5)</td>
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</table>
# Nebraska Star Agriscience Award Scoring Rubric

## Impact

<table>
<thead>
<tr>
<th>Performance Review C</th>
<th>3 points</th>
<th>Responses clearly describe three experiences from their SAE program or activities that will impact the candidate's future. (3)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Responses vaguely describe three experiences from their SAE program or activities that will impact the candidate's future. (2)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Responses do not describe three experiences from their SAE program or activities that will impact the candidate's future career. (1-0)</td>
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## Efficiencies or Learning Outcomes

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<tbody>
<tr>
<td>Efficiencies or Learning Outcomes</td>
<td>Efficiency Factors or Learning Outcomes</td>
<td>10 points</td>
<td>5 responses reflective of SAE, each clearly demonstrates (measurable) improvement of efficiencies over time period reported, or clearly identifies how poor efficiencies led to decision improving overall SAE enterprises or activities. (10-7)</td>
<td>1-2 responses, or each listed, partially demonstrates improvements of efficiencies over time period reported, or partially identifies how poor efficiencies led to decision improving overall SAE enterprises or activities. (6-4)</td>
<td>1-0 responses and does not demonstrate or relate improvements of efficiencies to the SAE over time period reported, or does not identify how poor efficiencies lead to decision improving overall SAE enterprises or activities. (3-0)</td>
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## Skill Development and Contribution to Success

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<tbody>
<tr>
<td>Skill Development and Contribution to Success</td>
<td>Skill Development and Contribution to Success</td>
<td>26 Pts. 2.5 points per skill</td>
<td>Response demonstrates 10-7 skills that are appropriate for the size, scope and responsibilities of the enterprise. Response demonstrates application of skill attainment with significant impact on the overall success of the program.</td>
<td>Response demonstrates 6-4 skills appropriate for the size, scope and responsibilities of the enterprise. Response demonstrates application of skill attainment with limited impact on the overall success of the program.</td>
<td>Response demonstrates 3-0 skills or identifies inappropriate skills for the size, scope and responsibilities of the enterprise. Response demonstrates application of skill attainment with little impact on the overall success of the program.</td>
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# Nebraska Star Agriscience Award Scoring Rubric

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<tr>
<td><strong>Abstract</strong></td>
<td>One per project reported</td>
<td>25 points</td>
<td>Candidate has provided an abstract for each of the research projects reported over the time period presented.</td>
<td>Candidate has provided an abstract for some of the research projects reported over the time period represented.</td>
<td>Candidate has provided a few abstracts for the research projects reported over the time period represented.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Abstract clearly describe the purpose of each research project.</td>
<td>Abstracts partially describe the purpose of each research project.</td>
<td>Abstracts vaguely describe the purpose of each research project.</td>
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<table>
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<tr>
<td><strong>Résumé</strong></td>
<td>Résumé</td>
<td>3 points</td>
<td>Resume provides relevant information to support the growth and overall achievement of the candidate. (3)</td>
<td>Resume provides somewhat relevant information to support the growth and overall achievement of the candidate. (2)</td>
<td>Resume provides irrelevant information to support the growth and overall achievement of the candidate. (1)</td>
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<table>
<thead>
<tr>
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<th>Low Points 1 - 0</th>
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<tbody>
<tr>
<td><strong>Personal History – not more than 3 pages in length</strong></td>
<td>Personal History</td>
<td>3 points</td>
<td>Pages support the knowledge and skills competencies necessary for success in the agriculture industry. Personal history gives in depth additional information and insight into the candidate’s program. (3)</td>
<td>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. (2)</td>
<td>Pages have very little, or no support for the application and/or does not give additional information.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Pages not included, equals a score of zero. (1-0)</td>
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<th>Mid Points</th>
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<tbody>
<tr>
<td>Photographs and Captions</td>
<td>Star Application</td>
<td>6</td>
<td>Candidate submitted six high quality photos with clearly descriptive captions that demonstrate the overall growth and success of the SAE. (6-5)</td>
<td>Candidate submitted six quality photos with slightly descriptive captions that demonstrate the overall growth and success of the SAE. (4-3)</td>
<td>Candidate submitted six poor quality photos with non descriptive captions that demonstrate the overall growth and success of the SAE. (2-0)</td>
<td></td>
</tr>
<tr>
<td>Attachments: Recommendation Letters</td>
<td>Attachments</td>
<td>3</td>
<td>Statements emphasizes the student’s accomplishments that have been made in their Star area. Names, titles and signatures of the persons making the statements are present. (3)</td>
<td>Statements supports some accomplishments and information provided in the star application. Names, titles and signatures of persons making the statements are present. (2)</td>
<td>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. (1-0)</td>
<td></td>
</tr>
<tr>
<td>Spelling and Grammar</td>
<td></td>
<td>2</td>
<td>Candidate made no errors in grammar or spelling that distracts the reader from the content. (2)</td>
<td>Candidate made limited errors in grammar or spelling that distracts the reader from the content. (1)</td>
<td>Candidate made excessive errors in grammar or spelling that distracts the reader from the content. (0)</td>
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Judge's Signature ____________________________  
Revised 12/28/16
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<tr>
<th>Total Points</th>
<th>100 points</th>
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**Comments:**

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Judge's Signature ____________________________  Revised 12/28/16
# Nebraska Star Placement Award Scoring Rubric

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<th>Mid Points (7-5)</th>
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<tr>
<td>SAE size, scope, responsibilities,</td>
<td>American Degree Application:</td>
<td>32 Points</td>
<td>(Aspect 1) Includes a complete SAE description, size,</td>
<td>(Aspect 1) Limited inclusion SAE description, size,</td>
<td>(Aspect 1) Little to no SAE description, size, scope</td>
<td></td>
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<tr>
<td>growth</td>
<td>(1) SAE Entr. Details Or (2) SAE Hrs/Wages</td>
<td></td>
<td>scope, responsibilities or hours/and or income.</td>
<td>scope, responsibilities or hours and/or income.</td>
<td>responsibilities or hours and/or income.</td>
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<tr>
<td></td>
<td>Attached SAE Agreements</td>
<td></td>
<td>(10-8)</td>
<td>(7-5)</td>
<td>(4-0)</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>22-15</td>
<td>14-7</td>
<td>6-0</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>(Aspect 2) Shows significant growth, in diversification,</td>
<td>(Aspect 2) Shows limited growth, in diversification,</td>
<td>(Aspect 2) Shows little or no growth, in diversification,</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>responsibilities or hours and/or income and engagement over time period and opportunities represented. (22-15)</td>
<td>responsibilities or hours and/or income and engagement over time period and opportunities represented. (14-7)</td>
<td>and income and engagement over time period and opportunities represented. (6-0)</td>
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<th>Low Points (1-0)</th>
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<tbody>
<tr>
<td>SAE Explanation and relation to award area</td>
<td>Performance Review A, Question 1</td>
<td>3 Points</td>
<td>Response demonstrates a clear understanding of their SAE program. (3)</td>
<td>Response demonstrates a limited understanding of their SAE program. (2)</td>
<td>Response demonstrates little or no understanding of the their SAE program. (1)</td>
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<tr>
<td>Roles and responsibilities and/or</td>
<td>Performance Review A, Question 2</td>
<td>3 Points</td>
<td>Response demonstrates a clear description of roles, responsibilities and/or management decisions made related to their SAE program. (1.5)</td>
<td>Response demonstrates a limited description description of roles, responsibilities and/or management decisions made related to their SAE program. (1)</td>
<td>Response demonstrates little or no description of roles, responsibilities and/or management decisions made related to their SAE program. (.5)</td>
<td></td>
</tr>
<tr>
<td>management decisions made</td>
<td></td>
<td></td>
<td>Response demonstrates significant change or progression (growth) of roles and responsibilities and/or management decisions made over time period represented. (1.5)</td>
<td>Response demonstrates limited change or progression (growth) of roles, responsibilities and/or management decisions made over time period represented. (1)</td>
<td>Response demonstrates no change or progression (growth) of roles, responsibilities and/or management decisions made over time period represented. (.5)</td>
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<td>Challenges</td>
<td>Performance Review A, Question 3</td>
<td>3 Points</td>
<td><strong>3</strong></td>
<td><strong>2</strong></td>
<td>1-0</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Response demonstrates a complete explanation of the challenge and steps utilized to address the challenge. (1.5)</td>
<td>Response demonstrates a limited explanation of the challenge and steps utilized to address the challenge. (1)</td>
<td>Response demonstrated little to no explanation of the challenge and steps utilized to address the challenge. (.5)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Response demonstrated candidate’s complete involvement in addressing the challenge. (1.5)</td>
<td>Response demonstrated candidate’s limited involvement in addressing the challenge. (1)</td>
<td>Response demonstrated no involvement in addressing the challenge. (.5)</td>
<td></td>
</tr>
<tr>
<td>Progress - Accomplishments</td>
<td>Performance Review B</td>
<td>3 Points</td>
<td><strong>3</strong></td>
<td><strong>2</strong></td>
<td>1-0</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Responses clearly identify three accomplishments related to the award area. (1.5)</td>
<td>Responses vaguely identify three accomplishments related to the award area. (1)</td>
<td>Responses do not identify three accomplishments related to the award area. (.5)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Accomplishments illustrate significant impact that influenced the growth and success of their SAE program. (1.5)</td>
<td>Accomplishments limited changes that influenced the growth and success of their SAE program (1)</td>
<td>Accomplishments illustrate no impact that impact the growth and success of their SAE program (.5)</td>
<td></td>
</tr>
<tr>
<td>Impact</td>
<td>Performance Review C</td>
<td>3 Points</td>
<td><strong>3</strong></td>
<td><strong>2</strong></td>
<td>1-0</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Responses clearly describe three experiences from their SAE program or activities that will impact the candidate’s future. (3)</td>
<td>Responses vaguely describe three experiences from their SAE program or activities that will impact the candidate’s future. (2)</td>
<td>Responses do not describe three experiences from their SAE program or activities that will impact the candidate's future career. (1-0)</td>
<td></td>
</tr>
<tr>
<td>Efficiencies or Learning Outcomes</td>
<td>Efficiency Factors or Learning Outcomes</td>
<td>10 points</td>
<td><strong>10-7</strong></td>
<td><strong>6-4</strong></td>
<td>3-0</td>
<td></td>
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<tr>
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<td></td>
<td></td>
<td>5 responses reflective of SAE, each clearly demonstrates (measurable) improvement of efficiencies over time period reported, or clearly identifies how</td>
<td>1-2 responses, or each listed, partially demonstrates improvements of efficiencies over time period reported, or partially identifies how poor efficiencies led to</td>
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<th>Low Points 7-0</th>
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<tbody>
<tr>
<td>Skill Development &amp; Contribution to Success</td>
<td>Skill Development &amp; Contribution to Success</td>
<td>26 Points (2.6 points per skill)</td>
<td>(Aspect 1) All 10 competencies demonstrates skills that are appropriate for the size, scope and responsibilities of the program. (13-10)</td>
<td>(Aspect 1) Some (5-9) of competencies are somewhat appropriate for the size, scope and delivery of responsibilities of the SAE. (9-4)</td>
<td>(Aspect 1) Very few (&lt;5) competencies are listed and are not appropriate for the size, scope and delivery of responsibilities of the SAE. (3.50)</td>
</tr>
<tr>
<td>Résumé</td>
<td>Résumé</td>
<td>3 points</td>
<td>Resume provides relevant information to support the growth and overall achievement of the candidate.</td>
<td>Resume provides somewhat relevant information to support the growth and overall achievement of the candidate.</td>
<td>Resume provides irrelevant information to support the growth and overall achievement of the candidate.</td>
</tr>
<tr>
<td>Personal History – not more than 3 pages in length</td>
<td>Personal History</td>
<td>3 points</td>
<td>Pages support the knowledge and skills competencies necessary for success in the agriculture industry. Personal history gives in depth additional</td>
<td>Pages have limited support for knowledge, skills and competencies necessary for success in the agriculture industry. Personal history gives some additional</td>
<td>Pages have very little, or no support for the application and/or does not give additional information.</td>
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<tbody>
<tr>
<td>Photographs and captions</td>
<td>Star Application</td>
<td>6 points</td>
<td>Candidate submitted six high quality photos with clearly descriptive captions that demonstrate the overall growth and success of the SAE</td>
<td>Candidate submitted six quality photos with slightly vague captions that demonstrate the overall growth and success of the SAE</td>
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<tbody>
<tr>
<td>Attachments: Recommendation letters (three total) [Ag Advisor required]; business affiliate and/or employer</td>
<td>Attachments</td>
<td>3 points</td>
<td>Statements emphasizes the student’s accomplishments that have been made in their Star area. Names, titles and signatures of the persons making the statements are present.</td>
<td>Statements supports some accomplishments and information provided in the star application. Names, titles and signatures of persons making the statements are present.</td>
<td>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.</td>
<td></td>
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<tr>
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<tbody>
<tr>
<td>Spelling and Grammar</td>
<td></td>
<td>2 points</td>
<td>Candidate makes no errors in grammar or spelling that distracts the reader from the content.</td>
<td>Candidate made limited errors in grammar or spelling that distracts the reader from the content.</td>
<td>Candidate made excessive errors in grammar or spelling that distracts the reader from the content.</td>
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Comments:

Judge's Signature: ______________________________________________________

Revised 7/15/16
# Nebraska Star Production Award Scoring Rubric

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<th>Low Points</th>
<th>Points Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SAE size, scope, responsible, growth</strong></td>
<td>American Degree Application: (1) SAE Entr. Details Or (2) SAE Hrs/Wages Attached SAE Agreements</td>
<td>6</td>
<td>6-5</td>
<td>4-3</td>
<td>2-0</td>
<td>6-5</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>(Aspect 1) Includes a complete SAE description, size, scope, responsibilities or hours and/or income. (2)</td>
<td>(Aspect 1) Limited inclusion SAE description, size, scope, responsibilities or hours and/or income. (1)</td>
<td>(Aspect 1) Little to no SAE description, size, scope and responsibilities or hours and/or income. (.5-0)</td>
<td>6-5</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>(Aspect 2) Shows significant growth, in diversification, responsibilities or hours and/or income and engagement over time period and opportunities represented. (4)</td>
<td>(Aspect 2) Shows limited growth, in diversification, responsibilities or hours and/or income and engagement over time period and opportunities represented. (3-2)</td>
<td>(Aspect 2) Shows little or no growth, in diversification, responsibilities or hours and/or income and engagement over time period and opportunities represented. (1.5-0)</td>
<td>6-5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Area</th>
<th>Section</th>
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<tbody>
<tr>
<td><strong>Income and Expenses, Current and Non-Current Ending Inventories</strong></td>
<td>American Degree App.: Income and Expense American Degree App.: Income and Expense</td>
<td>14</td>
<td>14-11</td>
<td>10-6</td>
<td>5-0</td>
<td>14-11</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Financial records (revenue and expenses) and net income from operations are very reasonable for the size and type of agriculturally related program reported (also review SAE details). Also, the net noncurrent transactions and Annual Review of Non-Current Inventory and Operating Profit (#6) are reasonable for the size and type of operations listed. (14-11)</td>
<td>Financial records (revenue and expenses) and net income from operations are reasonable for the size and type of agriculturally related program reported (also review SAE details). Also, the net noncurrent transactions and Annual Review of Non-Current Inventory and Operating Profit (#6) are somewhat reasonable for the size and type of operations listed. (10-6)</td>
<td>Financial records (revenue and expenses) and net income from operations are not reasonable for the size and type of agriculturally related program reported (also review SAE details). Also, the net noncurrent transactions and Annual Review of Non-Current Inventory and Operating Profit (#6) are not reasonable for the size and type of operations listed. (5-0)</td>
<td>14-11</td>
</tr>
<tr>
<td></td>
<td>American Degree Application:</td>
<td>3</td>
<td>3</td>
<td>2</td>
<td>1-0</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>High Points</td>
<td>Mid Points</td>
<td>Low Points</td>
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</tr>
</tbody>
</table>
# Nebraska Star Production Award Scoring Rubric

<table>
<thead>
<tr>
<th>Ending Current Inventory American Degree App: Ending Current Inventory</th>
<th>The listing of Ending Current Inventory are reasonable for the size and type of SAE program and correspond to information listed in SAE explanation. (Note: Lack of current inventory may be appropriate for the SAE(s) and if explained in Performance A 1 &amp; 2, full credit maybe given in this area). (3)</th>
<th>The listing of item(s) in Ending Non-Current Inventory, their total value, depreciation claimed (if applicable) and cost are somewhat reasonable for the size and type of SAE program and correspond to information listed in SAE explanation. (Note: Lack of inventory may be appropriate for the SAE(s), but not well explained in Performance A 1 &amp; 2). (2)</th>
<th>The listing of item(s) in Ending Non-Current Inventory, their total value, depreciation claimed (if applicable) and cost are not reasonable for the size and type of SAE program and correspond to information listed in SAE explanation. (Note: Lack of inventory is not appropriate for the SAE(s), and not explained in Performance A 1 &amp; 2). (1-0)</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Degree Application: Ending Non-Current Inventory</td>
<td>9</td>
<td>High Points 9-7</td>
<td>Mid Points 6-3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The listing of item(s) in Ending Non-Current Inventory, their total value, depreciation claimed (if applicable) and cost are reasonable for the size and type of SAE program and correspond to information listed in SAE explanation. (Note: Lack of inventory may be appropriate for the SAE(s) and if explained in Performance A 1 &amp; 2, full credit maybe given in this area). (9)</td>
<td>The listing of item(s) in Ending Non-Current Inventory, their total value, depreciation claimed (if applicable) and cost are somewhat reasonable for the size and type of SAE program and correspond to information listed in SAE explanation. (Note: Lack of inventory may be appropriate for the SAE(s), but not well explained in Performance A 1 &amp; 2). (6-3)</td>
</tr>
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# Nebraska Star Production Award Scoring Rubric

| Area                                      | Section                          | Max Points Possible | High Points Possible | Mid Points Possible | Low Points 1-0 Possible | Points Earned |
|-------------------------------------------|----------------------------------|---------------------|----------------------|---------------------|-------------------------|_______________|
| SAE explanation and relation to award area| Performance Review A, Question 1 | 3                   | Response demonstrates a clear understanding of their SAE program. (3) | Response demonstrates a limited understanding of their SAE program. (2) | Response demonstrates little or no understanding of their SAE program. (1) | __________ |
| Roles and responsibilities and/or management decisions made | Performance Review A, Question 2 | 3                   | Response demonstrates a clear description of roles, responsibilities and/or management decisions made related to their SAE program. (3) | Response demonstrates a limited description of roles, responsibilities and/or management decisions made related to their SAE program. (2) | Response demonstrates little or no description of roles, responsibilities, and/or management decisions made related to their SAE program. (1) | __________ |
| Challenges                                | Performance Review A, Question 3 | 3                   | Response demonstrates a complete explanation of the challenge and steps utilized to address the challenge. (1.5) | Response demonstrates a limited explanation of the challenge and steps utilized to address the challenge. (1) | Response demonstrates little to no explanation of the challenge and steps utilized to address the challenge. (1) | __________ |
|                                           |                                  |                     | Response demonstrated candidate’s complete involvement in addressing the challenge. (1.5) | Response demonstrated candidate’s limited involvement in addressing the challenge. (1) | Response demonstrated no involvement in addressing the challenge. (1) | __________ |

Judge's Signature _____________________________

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## Nebraska Star Production Award Scoring Rubric

<table>
<thead>
<tr>
<th>Area</th>
<th>Section</th>
<th>Max Points Possible</th>
<th>High Points 3</th>
<th>Mid Points 2</th>
<th>Low Points 1-0</th>
<th>Points Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Progress Accomplishments</strong></td>
<td>Performance Review B</td>
<td>3</td>
<td>(Aspect 1) Responses clearly identify three accomplishments related to the award area. (1.5)</td>
<td>(Aspect 1) Responses vaguely identify three accomplishments related to the award area. (1)</td>
<td>(Aspect 1) Responses do not identify three accomplishments related to the award area. (.5)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>(Aspect 2) Accomplishments illustrate significant impact that influenced the growth and success of their SAE program. (1.5)</td>
<td>(Aspect 2) Accomplishments limited changes that influenced the growth and success of their SAE program (1)</td>
<td>(Aspect 2) Accomplishments illustrate no impact that impact the growth and success of their SAE program (.5)</td>
<td></td>
</tr>
<tr>
<td><strong>Impact</strong></td>
<td>Performance Review C</td>
<td>3</td>
<td>Responses clearly describe three experiences from their SAE program or activities that will impact the candidate's future. (3)</td>
<td>Responses vaguely describe three experiences from their SAE program or activities that will impact the candidate's future. (2)</td>
<td>Responses do not describe three experiences from their SAE program or activities that will impact the candidate's future career. (1-0)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Area</th>
<th>Section</th>
<th>Max Points Possible</th>
<th>High Points 10-7</th>
<th>Mid Points 6-4</th>
<th>Low Points 3-0</th>
<th>Points Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Efficiencies or Learning Outcomes</strong></td>
<td>Efficiency Factors or Learning Outcomes</td>
<td>10</td>
<td>5 responses reflective of SAE, each clearly demonstrates improvement of efficiencies over time period reported, or clearly identifies how poor efficiencies led to decision improve overall SAE enterprises or activities. (10-7)</td>
<td>1-2 responses, or each listed, partially demonstrates improvements of efficiencies over time period reported, or partially identifies how poor efficiencies led to decision improving overall SAE enterprises or activities. (6-4)</td>
<td>1-0 responses and does not demonstrate or relate improvements of efficiencies to the SAE over time period reported, or does not identify how poor efficiencies lead to decision improving overall SAE enterprises or activities. (3-0)</td>
<td></td>
</tr>
</tbody>
</table>

Judge's Signature ________________________________  Revised 12/28/16
# Nebraska Star Production Award Scoring Rubric

<table>
<thead>
<tr>
<th>Area</th>
<th>Section</th>
<th>Max Points Possible</th>
<th>High Points 26-20</th>
<th>Mid Points 19-8</th>
<th>Low Points 7-0</th>
<th>Points Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Skill Development and Contribution to Success</td>
<td>Skill Development and Contribution to Success</td>
<td>26 Pts. 2.6 points per skill</td>
<td>(Aspect 1) All 10 competencies demonstrates skills that are appropriate for the size, scope and responsibilities of the program. (13-10)</td>
<td>(Aspect 1) Some (5-9) of competencies are somewhat appropriate for the size, scope and delivery of responsibilities of the SAE. (9-4)</td>
<td>(Aspect 1) Very few(&lt;5) competencies are listed and are not appropriate for the size, scope and delivery of responsibilities of the SAE. (3.50)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>(Aspect 2) All 10 Contributions demonstrates application of skill attainment with significant measurable impact on the overall success of the SAE. (13-10)</td>
<td>(Aspect 2) Some (5-9) of the competencies contributions demonstrates application of skill attainment with incomplete measurable impact on the overall success of the SAE. (9-4)</td>
<td>(Aspect 2) Very (&lt;5) few contributions demonstrates limited application of skill attainment with no measurable impact on the overall success of the SAE. (3.5-0)</td>
<td></td>
</tr>
</tbody>
</table>

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<th>Low Points 1-0</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Résumé</td>
<td>Résumé</td>
<td>3</td>
<td>Resume provides relevant information to support the growth and overall achievement of the candidate (3)</td>
<td>Resume provides somewhat relevant information to support the growth and overall achievement of the candidate. (2)</td>
<td>Resume provides irrelevant information to support the growth and overall achievement of the candidate. (1)</td>
<td></td>
</tr>
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<th>Low Points 1-0</th>
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</thead>
<tbody>
<tr>
<td>Personal History – not more than three pages in length</td>
<td>Personal History</td>
<td>3</td>
<td>Pages support the knowledge and skills competencies necessary for success in the agriculture industry. Personal history gives in depth additional information and insight into the candidate’s program. (3)</td>
<td>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. (2)</td>
<td>Pages have very little, or no support for the application and/or does not give additional information. Pages not included, equals a score of zero. (1-0)</td>
<td></td>
</tr>
</tbody>
</table>
# Nebraska Star Production Award Scoring Rubric

<table>
<thead>
<tr>
<th>Area</th>
<th>Section</th>
<th>Max Points Possible</th>
<th>High Points 6-5</th>
<th>Mid Points 4-3</th>
<th>Low Points 2-0</th>
<th>Points Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Photographs and captions</td>
<td>Star Application</td>
<td>6</td>
<td>Candidate submitted six high quality photos with clearly descriptive captions that demonstrate the overall growth and success of the SAE (6-5)</td>
<td>Candidate submitted six quality photos with slightly vague captions that demonstrate the overall growth and success of the SAE (4-3)</td>
<td>Candidate submitted six poor quality photos with non descriptive captions that demonstrate the overall growth and success of the SAE (2-0)</td>
<td></td>
</tr>
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</thead>
<tbody>
<tr>
<td>Attachments: Recommendation Letters (three total) [Ag advisor required]; business affiliate and/or employer</td>
<td>Attachments</td>
<td>3</td>
<td>Statements emphasizes the student’s accomplishments that have been made in their Star area. Names, titles and signatures of the persons making the statements are present. (3)</td>
<td>Statements supports some accomplishments and information provided in the star application. Names, titles and signatures of the persons making the statements are present. (2)</td>
<td>Statements do not/or are 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. (1-0)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Area</th>
<th>Section</th>
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<th>High Points 2</th>
<th>Mid Points 1</th>
<th>Low Points 0</th>
<th>Points Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spelling and Grammar</td>
<td></td>
<td>2</td>
<td>Candidate makes no errors in grammar or spelling that distracts the reader from the content. (2)</td>
<td>Candidate made limited errors in grammar or spelling that distracts the reader from the content. (1)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Total Points                  |                  | 100 Points          |                                                                             |                                                                             |                                                                             |               |

Total Points (Max 100)=

Comments:

Judge’s Signature ________________________________  Revised 12/28/16