**Star Agri-Science Scorecard**

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|  | **Award Category (Star Application)** | **Points Possible** | **East** | **North** | **S. Cent.** | **West** |
| 1 | SAE Explanation and Relation to Award Area (Perf. Rev. A 1) | **10** |  |  |  |  |
| 2 | Roles, Responsibilities, Management (Perf. Rev. A 2) | **10** |  |  |  |  |
| 3 | Single Greatest Challenge (Perf. Rev. A 3) | **20** |  |  |  |  |
| 4 | Accomplishments (Perf. Rev. B) | **25** |  |  |  |  |
| 5 | Impacts (Future) (Perf. Rev. C) | **25** |  |  |  |  |
| 6 | Learning Outcomes and Eff. Factors (3 or more) | **25** |  |  |  |  |
| 7 | Skills, Competencies and Knowledge (should have 10 total) Contribution to Success | **30** |  |  |  |  |
| 8 | Research Project Abstracts: Does the abstract include: Purpose, Procedure, Conclusion? | **40** |  |  |  |  |
|  |  |  |  |  |  |  |
| 9 | Resume | **10** |  |  |  |  |
| 10 | Personal History | **20** |  |  |  |  |
| 11 | Photos (should have 6, do they show/describe skills, competencies learned?) | **20** |  |  |  |  |
| 12 | Are SAE agreements attached and do they reflect the purpose /plans of the SAE program? | **10** |  |  |  |  |
| 13 | Are 3 one-page recommendations included? | **10** |  |  |  |  |
| 14 | Spelling and Grammar | **23** |  |  |  |  |
|  | **Keystone Application/Recordbooks** |  |  |  |  |  |
| 15 | Do the application and recordbooks show growth in scope and/or knowledge/skills learned throughout the projects? | **25** |  |  |  |  |
| 16 | Are the financial records reasonable for the size/scope of the SAE program? | **20** |  |  |  |  |
| 17 | Is the ending inventory reflective of the project scope/purpose or an explanation included. | **10** |  |  |  |  |
|  | **Total** | **333** |  |  |  |  |
| 18 | Do the Leadership Activities listed show growth throughout their Ag Ed program? Leadership roles are not limited to FFA activities. (Refer to all documents; FFA Activities list/resume)How has community service impacted their growth? | **333** |  |  |  |  |
| 19 | Interview (Was student able to explain their projects, their role in the project and leadership activities?  Were they able to articulate skills/knowledge learned?) | **334** |  |  |  |  |
|  |  | **1000** |  |  |  |  |
|  |  |  |  |  |  |  |