



Agricultural Communications

Purpose

The purpose of the agricultural communications career development event is to excite and inspire students to develop basic skills relevant to the agricultural communications industry. Students will be equipped with strong communication skills and will have developed the ability to work collaboratively to effectively communicate and advocate for the industry of agriculture.

Event Rules

The complete rules, policies and procedures relevant to all National FFA Career and Leadership Development Events may be found in the [Guide to CDE and LDE Policies and Procedures](#).

- Teams will consist of four members.
- It is highly recommended that participants wear FFA Official Dress for this event.
- Team members will work together to prepare a written media plan prior to the National FFA Convention & Expo. The team will also be responsible for presenting the plan at the national event and completing individual practicums and tests.
- During the practicum portion of the event, one team member will be responsible for completing a web design activity, one team member will be responsible for completing a video production activity, one team member will be responsible for completing a journalistic writing activity and one team member will be responsible for completing an opinion writing activity
- Any participant in possession of an electronic device during the quizzes is subject to disqualification. Recording devices are not allowed during the press conference.

Event Format

Each November following the National FFA Convention & Expo, the agricultural communications CDE committee will release event specifications for the next year. The specifications will outline the scenario to be used for the media plan and presentation as well as the specific practicum activities and software. This information can be found on [FFA.org](https://www.ffa.org).

Equipment

Needed: Students must provide pens and pencils. For practicums, writers and designers are encouraged to bring a laptop or other device for word processing or design. **Note:** Teams may bring additional equipment for the media plan presentation as long as they are able to set up and tear down equipment in the time allowed for the presentation.

Provided for the media plan presentation:

- Easel
- Projector screen

- Table

For practicums, members may be provided these items:

- PC computer.
- Printer.
- Blank paper.
- Digital photographs.
- Dummy text.
- Logos.
- Any other necessary materials.

Team Activities

Agriculture-related Media Plan (200 points/team)

Teams will play the role of communications consultants and will develop a media plan for an assigned scenario. The scenario will identify a client with a communications need and a budget. Please reference the current event specifications on the CDE webpage. At the national event, the team will make a pitch (oral presentation) of the media plan.

Scenarios are based around agricultural advocacy. Teams will develop a media plan from the following rotating topics.

Tell a local FFA Story

- The focus could include one of the following subjects:
 - FFA member (2017)
 - FFA chapter (2019)
 - FFA advisor (2021)
 - State FFA association
 - FFA alumni/supporter (2023)

Advocate the industry of agriculture to consumers

- The focus could include one of the following subjects:
 - Farmer/rancher (2018)
 - Commodity (2020)
 - Farmers market
 - Community garden (2022)
 - Farm to table
 - A local opportunity for public relations not tied to FFA

A media plan is a written document that describes the following items:

- **Objectives:** What the group wants to accomplish with the media plan.
- **Target Audience:** A description of who the client is trying to reach, including demographic data.
- **Strategic plan and tactics:** The ways in which the objectives can be accomplished, including a social media plan.
- **Timeline:** When the objectives will be accomplished.
- **Evaluation:** How the results will be measured.
- **Budget:** Teams may not go over a maximum of \$5,000.
- **References.**

Guidelines for media plan

- Eight to ten typed pages not including cover page, table of contents, references or appendices.
- Double-spaced with 1-inch margins.
- Paginated (numbered pages not including cover page).
- 12-point Times New Roman font (not including display text or headings).
- Submitted electronically in PDF format to the National FFA Organization by the designated deadline at [FFA.org](https://www.ffa.org) on the CDE certification page.
- Formatted and edited according to the Publication Manual of the American Psychological Association (APA) when citing sources.

The media plan must include the following sections (points will be deducted for missing or incomplete sections):

Cover page

- Must include the title of the media plan, CDE name, state, chapter name, team member names, and year
- May include a creative design

Table of contents

Introduction and overview

- Two pages maximum
- Introduction
 - A brief background of the issue/topic and a statement of the problem establishing the need for this media plan.
- Overview
 - A brief preview of what is contained in the plan and how it will benefit the client.
 - Objectives of the media plan

Audience

- One page maximum
- Who the client is trying to reach (target audience) with the media plan
- The demographic characteristics of the intended audience.
- Note: teams may have a primary and a secondary audience

Strategic plan

- Two to three pages maximum
- Key messages or themes to communicate to the audience
- Explanation of how the objectives will be met
- Plan to attract media attention using social media
- Description of how the plan will be executed

Social media tactic of the strategic plan

A social media plan is required that addresses the following items:

- Social media platforms to be used
- Plan to gain followers
- Plan to engage followers
- General idea for the messages to be posted
- One-page example post must be provided as an appendix (can include Facebook posts, tweets, Instagram photos and others)
- Content of the “About” section of pages

Timeline

- One page maximum
- Explanation of the duration of the plan and the timing of the media tactics

Evaluation

- One page maximum
- Description of proposed methods to determine if the media plan objectives were met
- What are the key performances? (How will you measure that you are successful?)
- Examples may include number of participants, impressions, likes, shares, retweets, circulation of publications and number of video views.

Budget and justification

- One page maximum
- Table of all costs associated with implementing the media plan
- Explain why you have allocated this amount for each activity.

Conclusion

- One page maximum
- A final summary of key points related to the strategic plan and a statement persuading the client that the plan is a good solution to the communication problem.
- Not a restatement of the introduction and overview

References

- Formatted and edited according to the Publication Manual of the American Psychological Association (APA).
- Appendices/Examples
- One page of social media posts
- Three to five other communication examples
- Suggestions include mockup or example of website, links to student-created video, press releases, blogs and op-eds

Appendices

- Include three to five examples in the appendices.
- Examples of tactics include but are not limited to
 - Broadcast advertising.
 - Print advertising.
 - Press releases.
 - Fliers.
 - Brochure.
 - website.
 - Blogging.
 - Displays.

Submission

An electronic copy of the media plan in PDF format (no larger than 20 megabytes) must be uploaded by 8 p.m. Eastern on the announced upload due date. Upload instructions are available on FFA.org. A penalty of 10 percent of available media plan points will be assessed for any late submissions. If the document is not received seven days after the deadline, the team may be subject to disqualification. Additionally, no chapter certification changes will be accepted after Sept. 1 for agricultural communications. States qualifying after the Sept. 1 deadline will have 10 days from the state qualifying event date to submit their media plan.

Media Plan Pitch — Presentation (175 points/team)

- The team should present the media plan as if pitching it to the client identified in the scenario.
- The presentation should follow the structure of the written media plan.
- Teams should bring examples of materials that would be used in the execution of the plan (e.g., social media, broadcast advertising, print advertising, press releases, fliers, brochures, website, blogging and displays).
- Each team member must participate in the presentation.
- Each team will be allowed 15 minutes to present its media plan to a panel of judges, who will play the role of the client. Five points will be deducted for each major fraction of a minute over the 15 minutes allowed for the presentation. Following the presentation, judges will be allowed five minutes to ask questions.
- Teams will have a total of 10 minutes for setting-up and tearing-down equipment (e.g., five minutes to set up and five minutes to tear down).
- Provided equipment includes an easel, projector screen and table.

- In the case of equipment failure, the team may be asked to move forward with the presentation. A backup plan is recommended.
- The team presentation will be conducted in two rounds: preliminary (three to five flights) and finals (one flight). The top team from each preliminary flight will advance to the final round.
- Preliminary presentation flights will be seeded by media plan scores. Flights are announced during the team orientation meeting at the start of the event.

Note: Teams may bring additional equipment for the presentation as long as they are able to set up and tear down equipment in the time allowed.

Individual Activities

Tests

Editing exercise (25 points/individual; 100 points/team)

Because editing is a critical skill for all communicators, each team member will complete an editing exercise. They will be given a printed document that contains 25 mistakes. In correcting the mistakes, team members will be required to use correct proofreading marks (see *Associated Press Stylebook*). Style, grammar, punctuation and spelling mistakes will be included. Team members will NOT be able to use the style manual or a dictionary during this exercise.

Communications quiz (25 points/individual; 100 points/team)

Each team member will complete a quiz that covers general knowledge of the agricultural communications industry. Questions may come from any section of the listed references excluding sports guidelines. Team members will NOT be able to use the style manual or a dictionary during this exercise.

Practicums (100 points/individual; 400 points/team)

The practicums will consist of four individual events. Each team must assign a member to one of the following areas prior to arriving at the national event:

- Web design.
- Video production.
- Journalistic writing.
- Opinion writing.

All teams will meet in a central location for an orientation and press conference. Teams will be seated by practicum group. All team members will be given an orientation at the beginning of the practicums to last no more than 10 minutes.

The press conference will be held immediately before the scheduled practicums. Each team member will receive a press packet with background information on the agricultural topic and expert to use during the event. An expert will speak on a current agricultural topic for 20 minutes. Students will be provided with paper to take notes if they wish. After the 20-minute presentation, the non-writers will be dismissed to a different area to complete their assigned practicums.

The writers will then be involved in a 10-minute question and answer period with the expert (speaker). Each writer will stand to be recognized before asking a question. Writers may ask more than one question; however, the expert will attempt to address questions from as many different participants as possible. No electronic devices of any kind, including tape recorders and cell phones, will be allowed during this portion of the event. Upon completion of the 10-minute question and answer session, remaining participants will be dismissed to complete their assigned practicums.

Web design

Each designer will use the press packet and information that was gathered in the press conference to develop a WordPress site. The objective is to communicate the press conference speaker's organization through appropriate design, navigation and use of provided photos and graphics. The designer may use the provided WordPress templates or customize the template. Each participant will have 90 minutes to complete the practicum.

Video producer

Students will be given a selection of video clips, photos, and music and will create a 60 to 90 second video that promotes the client's product or service. Students will not be recording a voice track. Participants will have 90 minutes to complete the practicum. Students may be provided a laptop. Students will need to provide their own headphones.

Journalistic writers

Writers will write a journalistic piece based on the press packet and information that was gathered in the press conference. It should be written for an appropriate audience, have a strong focus and lead (opening paragraph) and include a headline. The story will then be word processed by the student on a computer and turned in to be scored. Participants will have 90 minutes to complete the practicum.

The activity will rotate annually through the following journalistic pieces:

- Press release (2017, 2020, 2023).
- News story (2018, 2021).
- Feature story (2019, 2022).

Opinion writers

Writers are to write a piece that takes a position and support it with evidence based on the press packet and information that was gathered in the press conference. It should be written for an appropriate audience, have a strong focus and lead (opening paragraph) and include a headline. The story will then be word processed by the student on a computer and turned in to be scored. Participants will have 90 minutes to complete the practicum.

The activity will rotate annually through the following opinion pieces:

- A blog post (250–300 words) (2017, 2020, 2022).
- An op-ed (500–750 words) (2018, 2021).
- A letter to the editor (300–500 words) (2019, 2023).

Scoring

Participants will be ranked in numerical order based on the final score to be determined by each judge without consultation. The judge's ranking of each participant shall then be added, and the winner will be the participant whose total ranking is the lowest. Other placings will be determined in the same manner (use the low-point method of selection). Weighted rank scoring will be implemented to maintain point value emphasis between individual and team events. The criteria and points can be found on the scorecards.

Event	Individual Points	Team Points
Media plan — proposal		200
Media plan pitch — presentation		175
Tests — 200 points possible		
Communications quiz	25	100
Editing exercise	25	100
Practicums — 400 points possible		
Web design practicum	100	100
Video producer practicum	100	100
Journalistic writing practicum	100	100
Opinion writing practicum	100	100
TOTAL SCORE POSSIBLE	150	975

Tiebreakers

Team tiebreakers will be settled in the following order:

1. Combined individual practicum rank score.
2. Proposal rank.
3. Presentation rank.
4. Media plan.

Individual tiebreakers will be settled in the following order:

1. Practicum score.
2. Communications quiz score.
3. Editing exercise score.

Awards

Awards will be presented at the awards ceremony to individuals and/or teams based upon their rankings. Specialty awards will be given to the high individual in each practicum area. Awards are sponsored by cooperating industry sponsors as a special project and/ or by the general fund of the National FFA Foundation.

References

This list of references is not intended to be all-inclusive.

Other sources may be utilized, and teachers are encouraged to make use of the very best instructional materials available. The following list contains references that may prove helpful during event preparation.

- National FFA CDE Page — Past CDE Material ([FFA.org/Ag_Communications/Event Resources/Past Test & Practicums](https://www.ffa.org/Ag_Communications/Event_Resources/Past_Test_&_Practicums))
- Associated Press Stylebook and Libel Manual
- Microsoft® Office computer program
- Adobe® Creative Suite (most current edition)
- Bivins, T. Public Relations Writings: The Essentials of Style and Format, 4th edition. McGraw- Hill Higher Education, ISBN 0-844-20351-3
- Harrower, T. Newspaper Designer's Handbook, 5th edition. McGraw-Hill Higher Education ISBN 0-07-249291-0
- Kalbfeld, B. Associated Press Broadcast News Handbook. McGraw-Hill Higher Education, ISBN 0-07-136388-2
- Telg, R. and T. Irani. Agricultural Communication in Action: A Hands-On Approach, 1st edition Cengage/Delmar Publishing, ISBN 1111317143 (Online versions available)

Media Plan – Proposal Scorecard

200 POINTS

Chapter	State			Team Number		
INDICATOR	Very strong evidence of skill 5-4 points	Moderate evidence of skill 3-2 points	Weak evidence of skill 1-0 points	Points Earned	Weight	Total Points
Overview (Executive Summary)	<ul style="list-style-type: none"> Adequately explains the proposal/ plan in enough detail that it can be understood without having to read the entire document Adequately details what is contained in the plan and how it will benefit the client Clearly details the objectives of the plan 	<ul style="list-style-type: none"> Explains the proposal/plan fairly well, but does not provide enough detail to fully understand it without reading entire document Details only some of what is contained in the plan and how it will benefit the client but is lacking in some detail Does not clearly or fully detail objectives of the plan 	<ul style="list-style-type: none"> Incomplete overview provided; does not provide enough detail to understand the proposal/ plan without reading the document Lacks detail on much of what is contained in the plan and how it will benefit the client Does not provide any detail on objectives of the plan 		X 2	
Introduction	<ul style="list-style-type: none"> Does not exceed 2 pages (combined with overview) Provides adequate, but brief background of the issue/topic Clearly states the problem and objectives to be addressed by the plan Clearly establishes a strong need for plan Describes how the plan will benefit the client 	<ul style="list-style-type: none"> Exceeds 2-page limit (combined with overview) Provides only partial, incomplete background of the issue/topic Problem and objectives to be addressed by the plan are not clear to reader Need for the plan is not clearly stated or is not well established Plan's benefit to the client is not well supported 	<ul style="list-style-type: none"> Introduction section is missing or incomplete Background of the issue/topic is not well defined or is missing Problem statement is unclear or missing Objectives are unclear or missing Need for the plan is not established or addressed No mention is made of plan's benefit to the client 		X 3	
Description of Audience	<ul style="list-style-type: none"> Does not exceed 1 page limit Clearly describes who the client is targeting with the media plan Detailed demographics of target audience(s) are included 	<ul style="list-style-type: none"> Exceeds 1 page limit Who the client is targeting with the media plan is not well defined Only partial demographics of target audience(s) are included 	<ul style="list-style-type: none"> Description of audiences is missing or incomplete Who the client is targeting with the media plan is not stated Little or no demographics of target audience(s) are included 		X 3	
Detailed Strategic Plan	<ul style="list-style-type: none"> Does not exceed 2-3-page limit Key messages or themes proposed to communicate with target audience(s) are clearly presented Clearly restates objectives and adequately explains how they will be met Chosen mediums are suitable and appropriate to meet objectives and their use 	<ul style="list-style-type: none"> Exceeds 2-3-page limit Key messages or themes are not clearly presented Objectives not restated clearly and explanation of how they will be met lacks clarity Chosen mediums are not well suited for plan and/or justification of their use is not well explained How plan will be executed is unclear 	<ul style="list-style-type: none"> Key messages or themes are not presented Objectives are not restated and no explanation of how they will be met is provided Chosen mediums are not appropriate for plan and no justification of their use is provided How plan will be executed is not provided Social media plan and 		X 6	

INDICATOR	Very strong evidence of skill 5-4 points	Moderate evidence of skill 3-2 points	Weak evidence of skill 1-0 points	Points Earned	Weight	Total Points
Detailed Strategic Plan (cont.)	<ul style="list-style-type: none"> is clearly justified Clearly describes how plan will be executed Clearly states and explains social media plan and tactics used to attract media attention using social media, including: platforms to be used, plan to gain followers, plan to engage followers, and general ideas for messages to be posted 	<ul style="list-style-type: none"> Social media plan and tactics used to attract media attention using social media are somewhat unclear. Some key information is missing from social media tactics 	<ul style="list-style-type: none"> tactics used to attract media attention using social media are incomplete and lack many of the key details needed. 			
Timeline	<ul style="list-style-type: none"> Does not exceed 1 page limit Clearly and adequately explains duration of plan and timing of media tactics Easy to view and understand; well organized 	<ul style="list-style-type: none"> Exceeds 1 page limit Unclear or missing some items of plan and media tactics Unrealistic timeframe for plan execution Confusing to view and/or understand or not well organized 	<ul style="list-style-type: none"> Timeline is missing Mostly incomplete and does not contain the majority of items in plan or media tactics 		X 2	
Evaluation	<ul style="list-style-type: none"> Does not exceed 1 page limit Clearly describes adequate methods to determine if plan objectives were met Clearly details key performance indicators and measures of success 	<ul style="list-style-type: none"> Exceeds 1 page limit Methods to determine if plan objectives were met are not clear or are not appropriate for the plan Key performance indicators and measures of success are unclear 	<ul style="list-style-type: none"> Evaluation plan is missing No clear methods to determine if plan objectives were met are presented No key performance indicators or measures of success are provided 		X 3	
Budget	<ul style="list-style-type: none"> Does not exceed 1 page limit Clearly details and explains all costs associated with implementing the media plan Clearly explains how/why amount allocated to each activity was determined 	<ul style="list-style-type: none"> Exceeds 1 page limit All costs associated with implementing the media plan are not well explained or some are missing Explanation of how/why amount allocated to each activity was determined is incomplete or unclear 	<ul style="list-style-type: none"> Budget and justification are missing Few costs associated with implementing the media plan are explained No explanation of how/why amount allocated to each activity was determined is provided 		X 4	
Conclusion	<ul style="list-style-type: none"> Does not exceed 1 page limit Clear and well-articulated final summary of key points related to strategic plan is provided Well-reasoned final statement is presented to persuade client the plan is a good solution to their communication problem 	<ul style="list-style-type: none"> Exceeds 1 page limit Final summary of key points related to strategic plan is incomplete or not well stated Final statement lacks persuasiveness to client and is not well supported by the plan 	<ul style="list-style-type: none"> Conclusion is missing Final summary simply restates introduction and/or overview No final statement to persuade client is provided 		X 2	
Appendices	<ul style="list-style-type: none"> 3 – 5 examples/items provided At least 1 example social media post is provided Thoughtful, well-designed, and well-written, and relevant communications 	<ul style="list-style-type: none"> Less than 3 examples/items provided No example social media post is provided Quality of communications documents provided 	<ul style="list-style-type: none"> No examples provided No example social media post is provided Poor quality of communications documents provided ; poorly designed or contain many errors 		X 6	

INDICATOR	Very strong evidence of skill 5-4 points	Moderate evidence of skill 3-2 points	Weak evidence of skill 1-0 points	Points Earned	Weight	Total Points
	documents provided	could be stronger • Examples provided are only somewhat relevant to plan objectives	• Examples provided are not relevant to plan objectives			
Proposal is Relevant to Scenario	<ul style="list-style-type: none"> Entire proposal narrative focuses on addressing client's specific public communication needs Focuses specifically on current scenario provided to teams Plan and all items within it are extremely relevant to provided scenario and client Creatively interprets scenario 	<ul style="list-style-type: none"> Proposal mostly focuses on addressing client's specific public communication needs but sometimes loses focus or stray from client needs Lacks specific focus on current scenario provided to teams Is only somewhat relevant to scenario Some items within plan are not directly related to scenario or client Lacks creativity in interpretation of scenario 	<ul style="list-style-type: none"> Proposal lacks a focus on addressing client's specific public communication needs and often loses sight of client needs Strays from current scenario provided to teams Plan and items contained within it are not at all relevant to current scenario or client 		X 2	
Plan Includes All Requirements and Follows Formatting Guidelines	<ul style="list-style-type: none"> Plan includes a creatively designed cover page with a title for the plan, CDE name, chapter name, participant names, and year Table of contents is complete and does not exceed one page Plan formatting guidelines are followed: double spaced, one-inch margins, page numbers included, 12 pt. Times New Roman font, PDF format, required section headings used 	<ul style="list-style-type: none"> Cover page is missing 1-3 required pieces of information Cover page is not creatively designed Table of contents is incomplete Table of contents exceeds one page Plan formatting guidelines are mostly followed, but 1-3 formatting errors are present 	<ul style="list-style-type: none"> Cover page is missing more than 3 required pieces of information Cover pages is disorganized and not well designed Table of contents is mostly incomplete or missing altogether Plan formatting guidelines are not well followed with more than 3 errors present 		X 2	
Quality of Writing	<ul style="list-style-type: none"> Very well-written plan Excellent use of grammar, spelling, punctuation, capitalization, and sentence structure Correct use of APA citations 	<ul style="list-style-type: none"> Mostly well-written plan Adequate use of grammar, spelling, punctuation, capitalization, and sentence structure with some errors present Some APA citation errors present 	<ul style="list-style-type: none"> Poorly well-written plan Poor use of grammar, spelling, punctuation, capitalization, and sentence structure with many errors present Many APA citation errors present or no use of APA at all 		X 5	
TOTAL POINTS EARNED OUT OF 200 POSSIBLE						200

Media Plan Pitch – Presentation Scorecard

175 POINTS

Chapter	State			Team Number		
INDICATOR	Very strong evidence of skill 5–4 points	Moderate evidence of skill 3–2 points	Weak evidence of skill 1–0 points	Points Earned	Weight	Total Score
Examples	<ul style="list-style-type: none"> Examples are vivid, precise and clearly explained Examples are original, logical and relevant 	<ul style="list-style-type: none"> Examples are usually concrete, sometimes need clarification Examples are effective, but need more originality or thought 	<ul style="list-style-type: none"> Examples are abstract or not clearly defined Examples are sometimes confusing, leaving the listeners with questions 		X 5	
Confidence in speaking	<ul style="list-style-type: none"> Speaks very articulately Never has the need for unnecessary pauses or hesitation when speaking Speaks at the right pace to be clear Pronunciation of words is very clear and intent is apparent 	<ul style="list-style-type: none"> Sometimes speaks articulately Occasionally has the need for a long pause or moderate hesitation when speaking Speaks at the right pace most of the time, but shows some nervousness Pronunciation of words is usually clear, sometimes vague 	<ul style="list-style-type: none"> Rarely articulate Frequently hesitates or has long, awkward pauses while speaking Pace is too fast; nervous Pronunciation of words is difficult to understand; unclear 		X 3	
Being detail-oriented; provide details	<ul style="list-style-type: none"> Is able to stay fully detail-oriented Always provides details that support the issue to communicate the key concepts of the plan; is well organized 	<ul style="list-style-type: none"> Is mostly good at being detail-oriented Usually provides details that are supportive of the issue to communicate the plan; displays good organizational skills 	<ul style="list-style-type: none"> Has difficulty being detail-oriented Sometimes overlooks details that could be very beneficial to the issue; not enough detail provided; lacks organization 		X 3	
Speaking unrehearsed and naturally	<ul style="list-style-type: none"> Speaks unrehearsed with comfort and ease Speaks effectively without losing focus and with organized thoughts and concise answers 	<ul style="list-style-type: none"> Speaks unrehearsed mostly with comfort and ease, but sometimes seems nervous or unsure Speaks effectively, but has to stop and think and sometimes gets off focus 	<ul style="list-style-type: none"> Shows nervousness or seems unprepared when speaking unrehearsed Seems to ramble or speaks before thinking 		X 3	
All team members participated	<ul style="list-style-type: none"> All team members took an active role in the presentation. 	<ul style="list-style-type: none"> Two to three team members took an active role in the presentation. 	<ul style="list-style-type: none"> One team member took an active role in the presentation. 		X 3	

INDICATOR	Very strong evidence of skill 5-4 points	Moderate evidence of skill 3-2 points	Weak evidence of skill 1-0 points	Points Earned	Weight	Total Score
Use of visual aids	<ul style="list-style-type: none"> Visual aids add clarity and support what is being said during the presentation. 	<ul style="list-style-type: none"> Visual aids add some clarity and support to what is being said during the presentation. 	<ul style="list-style-type: none"> Visual aids add little to no clarity and support to what is being said during the presentation. 		X 3	
Media plan	<ul style="list-style-type: none"> Key elements of the media plan are clearly communicated Strong understanding of chosen media is present 	<ul style="list-style-type: none"> Key elements of the media plan are vaguely communicated Vague understanding of chosen media is present 	<ul style="list-style-type: none"> Key elements of the media plan are not communicated Little to no understanding of chosen media is present 		X 3	
Questions and answers	<ul style="list-style-type: none"> Correctly responds to judges' questions Answers show familiarity with subject matter 	<ul style="list-style-type: none"> Is somewhat able to correctly respond to judges' questions Answers show vague familiarity with subject matter 	<ul style="list-style-type: none"> Is unable to correctly respond to judges' questions Answers do not reflect any familiarity with subject matter 		X 12	
TOTAL POINTS EARNED OUT OF 175 POSSIBLE						175

Journalistic Writing Practicum Scorecard

100 POINTS

Chapter	State			Team Number		
INDICATOR	Very strong evidence of skill 5-4 points	Moderate evidence of skill 3-2 points	Weak evidence of skill 1-0 points	Points Earned	Weight	Total Score
Lead/focus	Lead is accurate, draws in audience, engaging, catchy, original	Lead has 1 or 2 strong elements but fails in others, shows some signs of originality	Misses point of story, buries lead, neither original or catchy, too long, inaccurate		x 3	
Accuracy of information and quotes	Adequately uses multiple sources, ideas, and facts, tells complete story, information is properly attributed	Minor inaccuracies or sources improperly used, info or opinion given without attribution, missing key sources, quotes used with weak connection	Missing information, holes, no or weak quotes, unfounded opinions, inaccuracies		x 3	
Clarity and conciseness	Focus of story is clear, makes use of effective words, descriptive, nothing detracts from focus of story, everything contributes to angle of story	Clear writing with some poor word choice, passive voice, slightly wordy or confusing, lacks sense of unity, some areas detract from angle	No clear angle, story rambles, is awkward, poor word choice, unclear statements, dull writing		X 2	
Correct style (AP)	0-2 errors in AP style, attributions done correctly	3-5 errors in AP style, 1 attribution error	6 or more errors in AP style, 2 or more attribution errors		X 2	
Depth of coverage	Strong evidence of good research, adequately presents all sides, all in story are identified, info is accurate and thorough, overall fairness to subjects and sources, bias free	Quotes are interesting and storytelling, presents sides mostly equal, quotes lead to question of bias, minor insertions of opinions	Quotes are short, absent, or weak, ineffective use of quotes, displays unjustifiable bias, relies on stereotype, involves unwarranted opinion		X 2	
Header/ headline	Headline is catchy, is positive and specific, contains strong, active verbs and short, simple words	Headline is slightly mechanical, slightly longer or slightly shorter than needed, headline is slightly vague	Headline is mechanical, too long or too short, has no connection to the story at all, left out or forgotten		X 2	
Grammar, spelling, punctuation and word choice	Largely error-free, well edited, no spelling errors, includes proper spelling of all names	Minor errors but still readable, story is spell checked but contains several grammatical errors	Errors interfere with comprehension, names are misspelled, spelling errors, contains many grammatical errors		X 2	
Organization and format	Information flows seamlessly from one point to next, effective transitions, appropriate length of story, inverted pyramid order with information descending in order of importance	Information generally well ordered with a few confusing jumps, weaker transitions, readable with inconsistent flow, somewhat abrupt or not using inverted pyramid fully	Structure does not move logically from one point to another, no or poor transitions, choppy or confusing, not in inverted pyramid		X 2	
Accomplishment of purpose	Story conveys the full intended message to audience, no doubt about any information	Story has a few confusing parts but mostly leaves readers with a feeling of full information and understanding	Creates confusion among readers, has information missing and is overall unclear		X 2	
TOTAL POINTS OUT OF 100 POSSIBLE						

Opinion Writing Practicum Scorecard

100 POINTS

Chapter	State			Team Number		
INDICATOR	Very strong evidence of skill 5-4 points	Moderate evidence of skill 3-2 points	Weak evidence of skill 1-0 points	Points Earned	Weight	Total Score
Lead/focus	<ul style="list-style-type: none"> Strong lead that draws in audience Lead is engaging, catchy, and original Leads shows strong focus to topic 	<ul style="list-style-type: none"> Lead has 1 or 2 strong elements but loses some focus to topic Shows some signs of originality, but lacks hook to audience 	<ul style="list-style-type: none"> Lead is buried in the writing Lead lacks clear focus of topic Lead is neither original or catchy, too long, etc. 	x 3		
Accuracy of information and quotes	<ul style="list-style-type: none"> Opinion pieces adequately uses multiple sources, ideas, and facts Sources/quotes used are appropriate and have good connection to topic Piece tells a complete story Information is properly attributed 	<ul style="list-style-type: none"> Minor inaccuracies or sources improperly used in opinion piece One or two pieces of information or opinion given without attribution Missing one or two key sources Sources/quotes used have a weak connection to topic 	<ul style="list-style-type: none"> Opinion piece is missing information or has major holes Weak or no sources/quotes used Sources/quotes used have no connection to topic Piece contains multiple unfounded opinions or inaccuracies 	x 3		
Clarity and conciseness	<ul style="list-style-type: none"> Focus of opinion piece is clear Piece makes use of effective words and is descriptive Nothing detracts from focus of the piece Everything contributes to angle/opinion of the piece and its topic 	<ul style="list-style-type: none"> Focus of opinion piece is only somewhat clear Some poor word choice found in piece, passive voice used, slightly wordy or confusing Piece lacks sense of unity throughout Some areas detract from angle/opinion of the piece and its topic 	<ul style="list-style-type: none"> No clear angle/opinion of the piece and its topic Piece rambles, portrays awkward wording or poor word choice Piece contains multiple unclear statements Writing is dull and unfocused 	X 2		
Correct style (AP)	<ul style="list-style-type: none"> 0-2 errors in AP style All attributions/citations use correct AP style 	<ul style="list-style-type: none"> 3-5 errors in AP style 1-2 attributions/citations errors in AP style 	<ul style="list-style-type: none"> 6 or more errors in AP style 3 or more attributions/citations errors in AP style 	X 2		
Takes a position that is supported with evidence	<ul style="list-style-type: none"> Opinion piece takes a strong, clear position on the topic Position is well supported with facts/statistics from press materials to back it up Opinion of writer is well supported by accurate, thorough information connected to the topic 	<ul style="list-style-type: none"> Opinion piece takes a mild, sometimes unclear position on the topic Position is only partially supported with facts/statistics from press materials Opinion of writer is only sometimes supported by accurate information or information is only somewhat connected to the topic 	<ul style="list-style-type: none"> Opinion piece has no clear position on the topic and position is weakly argued Position is not supported with any facts/statistics from press materials Opinion of writer is does not support position with accurate information or information used is not connected to the topic 	X 2		
Header/headline	<ul style="list-style-type: none"> Headline is catchy, original, and unique Headline shows clear connection/tie to position and topic discussed in opinion 	<ul style="list-style-type: none"> Headline is slightly mechanical and does not show much originality Headline is weakly tied to position and topic 	<ul style="list-style-type: none"> Headline is dull and not original Headline makes no connection to position, and topic discussed in opinion piece 	X 2		

INDICATOR	Very strong evidence of skill 5-4 points	Moderate evidence of skill 3-2 points	Weak evidence of skill 1-0 points	Points Earned	Weight	Total Score
	<p>piece</p> <ul style="list-style-type: none"> – Headline is specific, contains strong, active verbs and uses short, simple words 	<p>discussed in opinion piece</p> <ul style="list-style-type: none"> – Headline is not specific enough, is slightly longer or shorter than needed, or does not contain strong active verbs 	<ul style="list-style-type: none"> – Headline is missing 			
Grammar, spelling, punctuation and word choice	<ul style="list-style-type: none"> – Opinion piece is largely error-free and is well edited – Piece contains no spelling/grammatical errors – Piece includes proper spelling of all names 	<ul style="list-style-type: none"> – Opinion piece contains minor errors but is still readable – Piece contains several (3-5) spelling/grammatical errors – Piece contains 1-2 misspelled names 	<ul style="list-style-type: none"> – Opinion piece contains major errors that interfere with comprehension, – Piece contains several (6 or more) spelling/grammatical errors – Piece contains 3 or more misspelled names 	X 2		
Organization and format	<ul style="list-style-type: none"> – Opinion piece is well organized – Information flows seamlessly from one point to the next and makes use of effective transitions – Makes use of inverted pyramid with information descending in order of importance – Piece is an appropriate length (within word count limit) 	<ul style="list-style-type: none"> – Opinion piece is mostly organized – Information flows somewhat well with a few confusing or weak transitions, – Piece is somewhat abrupt or does not use inverted pyramid fully – Piece is slightly shorter/longer than designated length 	<ul style="list-style-type: none"> – Opinion piece is not organized – Information does not move logically from one point to the next and has no or poor transitions – Piece is choppy or confusing and does not use inverted pyramid – Piece is much shorter/longer than designated length 	X 2		
Accomplishment of purpose/ Impact/Effectiveness	<ul style="list-style-type: none"> – Opinion piece is effective and conveys a well-supported message to readers – Reader is left with a strong call to action and has no doubt about any information 	<ul style="list-style-type: none"> – Opinion piece is somewhat effective but may leave readers with some questions – Piece has a weak call to action or ending 	<ul style="list-style-type: none"> – Opinion piece is not effective but may leave create confusion among readers – Piece has no call to action or not clear ending 	X 2		
TOTAL POINTS OUT OF 100 POSSIBLE						

Web Page Design Practicum Scorecard

100 POINTS

Chapter	State			Team Number		
INDICATOR	Very strong evidence of skill 5-4 points	Moderate evidence of skill 3-2 points	Weak evidence of skill 1-0 points	Points Earned	Weight	Total Score
Overall Attractiveness of Site	<ul style="list-style-type: none"> Site is very aesthetically pleasing, nice to look at, and captures attention Appropriate and attractive use of color, images, and fonts throughout All content on sight is easy to read and consume Consistent feel throughout all site pages with consistent use of color, fonts, and font size All pages have good flow and are easy to skim 	<ul style="list-style-type: none"> Site look is average, but does not capture viewer attention Most colors, images, and fonts are appropriate Some content on sight is not easy to read or consume Some consistency throughout site pages, color or fonts, but not as cohesive as it could be Site pages have some flow, but one or more elements are out place Not all pages are easily skimmable 	<ul style="list-style-type: none"> Site does not draw viewer attention and is not pleasing to look at Inappropriate use of color, images, and fonts – makes the sight difficult to view Content on sight is not easy to read and consume No consistency throughout site pages, color or fonts Pages have little or no flow and no pages are easy to skim 		X 4	
Technical skills specific to activity	<ul style="list-style-type: none"> Site contains 3 unique pages Site has an appropriate and relevant title Site is appropriate and relevant for speaker's organization/topic 	<ul style="list-style-type: none"> Site contains only 2 unique pages Site has a title, but it lacks appropriateness or relevancy to site content Site is only loosely tied to speaker's organization/topic 	<ul style="list-style-type: none"> Site contains only 1 unique page Site does not have a title Site does not fit with speaker's organization/ topic 		X 4	
Use of design principles	<ul style="list-style-type: none"> All elements on site have good contrast which make them easy to view and read 	<ul style="list-style-type: none"> One or more elements on site have poor contrast, making them difficult to view or read 	<ul style="list-style-type: none"> Many elements on site have poor contrast which make them difficult to view and read 		X 3	
Contrast	<ul style="list-style-type: none"> All elements on site display good use of repetition/consistency 	<ul style="list-style-type: none"> One or more elements or pages on site does not fit repetition/ consistency established throughout 	<ul style="list-style-type: none"> Site has poor repetition/consistency amongst sections and pages 			
Repetition	<ul style="list-style-type: none"> All elements on sight are aligned well to aid in viewing and reading 	<ul style="list-style-type: none"> One or more elements or pages on site has poor alignment making them difficult to view or read 	<ul style="list-style-type: none"> Many elements on sight have poor alignment which make it difficult to view or read 			
Alignment	<ul style="list-style-type: none"> All elements on sight have good proximity with appropriate spacing between items 	<ul style="list-style-type: none"> One or more elements or pages on site has poor proximity with inappropriate spacing between items 	<ul style="list-style-type: none"> Spacing between elements on sight shows poor proximity 			
Proximity						

INDICATOR	Very strong evidence of skill 5-4 points	Moderate evidence of skill 3-2 points	Weak evidence of skill 1-0 points	Points Earned	Weight	Total Score
Neatness and creativity	<ul style="list-style-type: none"> • Site is well-organized • Site displays creative or unique design and layout • Site creatively portrays elements of speaker's organization/topic • No GSP errors found in site text 	<ul style="list-style-type: none"> • Site is somewhat organized but could be improved to aid in viewing • Site design or layout is average (lacking creativity) • Minor GSP errors found in site text 	<ul style="list-style-type: none"> • Site is disorganized and needs to be restructured • Site design or layout is poor • Major GSP errors found in site text 		X 3	
Choice and placement of photo(s) and graphic(s)	<ul style="list-style-type: none"> • Appropriate and relevant images, graphics, and photos were used • Placement of images enhances look of site • Images help to promote the speaker's organization/topic and help tell an appropriate story 	<ul style="list-style-type: none"> • One or more images, graphics, and photos used are not relevant or appropriate • Placement of one or more images distracts from look of site • One or more images do not help to promote the speaker's organization/topic or do not relate to story being told 	<ul style="list-style-type: none"> • No images, graphics, and photos used are relevant or appropriate • Placement of images is poor and distracts from look of site • Images do not promote the speaker's organization/topic or distract from story being told 		X 3	
Usability and navigation of site	<ul style="list-style-type: none"> • Site navigation is easy to find, use, and understand • Site navigation flows well between pages and is consistent • All links on site work correctly and can be easily seen • All files are name properly • Site is effective and easy to use 	<ul style="list-style-type: none"> • Site navigation is somewhat easy to find, use, and understand • Site navigation has some errors or is not consistent between pages • One or more links on site do not work correctly • Links cannot be easily seen • Some files are name properly • Site is somewhat effective, but usability could be improved 	<ul style="list-style-type: none"> • Site navigation cannot be found or is confusing to use and understand • Site navigation does not flow between pages • No links present on site or all links on site are broken • No files are name properly • Site is difficult to use 		X 3	
TOTAL POINTS EARNED OUT OF A 100 POSSIBLE						

Electronic Media Practicum Promotional Video Scorecard

100 POINTS

Chapter	State			Team Number		
INDICATOR	Very strong evidence of skill 5-4 points	Moderate evidence of skill 3-2 points	Weak evidence of skill 1-0 points	Points Earned	Weight	Total Score
Use of provided materials	<ul style="list-style-type: none"> • Photos & video add clarity and support overall video message. • Incorporated numerous clips/visuals. • Content was not repetitive, no recognized use of repeated shots. 	<ul style="list-style-type: none"> • Visual aids add some clarity and support to overall video message. • Incorporated adequate number of clips/visuals. • Content was not repetitive, no recognized use of repeated shots. 	<ul style="list-style-type: none"> • Visual aids add little to no clarity and support to overall video message. • Failed to incorporate clips/visuals. • Repeated use of content. 		X 3	
Video editing/continuity quality	<ul style="list-style-type: none"> • Editing enhances final product, clear grasp of techniques and tools. • Video moves smoothly from shot to shot (no erratic movements/transitions). • Excellent placing and timing. • Appropriate screen time for readability. • No spelling or grammatical errors. • Digital effects are used appropriately for emphasis. 	<ul style="list-style-type: none"> • Basic usage of editing tools is evident. Techniques are clear and simple. • A variety of transitions are used. Most fit video sequence well. • Most video clips move at a steady pace, feels smooth. • Screen time for readability was rushed. • One (1) spelling and/or grammatical error. • Digital effects are used appropriately for emphasis, some minor errors in timing or application. 	<ul style="list-style-type: none"> • Seemed to have difficulty with editing tools. • Video clips are varied; unsteady pace. • No transitions or inappropriate transitions. • Timing is clumsy and choppy. • Readability was not considered in editing. • Multiple spelling and/or grammatical errors. • Digital effects/graphics are not used appropriately. • Excessive use of transitions 		X 3	
Audio editing/continuity quality	<ul style="list-style-type: none"> • Audio is clear and effectively assists in communicating the main idea. • No jumpy audio edits • Audio is balanced. 	<ul style="list-style-type: none"> • Audio is clear; partially assists in communicating main idea. One to two jumpy edits • Audio generally balanced. 	<ul style="list-style-type: none"> • Audio is inconsistent/cutof; confuses audience. • Audio is overpowering, unbalanced. 		X 3	
Length	<ul style="list-style-type: none"> • Final video play time was at or within the length requirement. 	<ul style="list-style-type: none"> • Final video play time was 10-15 seconds above or below the length requirement. 	<ul style="list-style-type: none"> • Final video play time was 15+ seconds above or below the length requirement. 		X 1	

INDICATOR	Very strong evidence of skill 5-4 points	Moderate evidence of skill 3-2 points	Weak evidence of skill 1-0 points	Points Earned	Weight	Total Score
Promotional value	<ul style="list-style-type: none"> • Video articulates a clear message and theme. • Video actively promotes the client's product or service. 	<ul style="list-style-type: none"> • Video struggles to present a clear message. • Video passively promotes the client's product or service. 	<ul style="list-style-type: none"> • Video lacks a central message. • Video doesn't clearly promote the client's product or service. 		X 4	
Clear, Creative Storytelling	<ul style="list-style-type: none"> • Clear and logical story is told by video. • Creative and compelling narrative. Evokes interest in the topic. • Supporting information/elements contribute to the narrative and overall appeal. • Content was used in appropriate places and presented in a logical order. 	<ul style="list-style-type: none"> • Mostly clear and logical story is told by video. • Some creative elements were used. Dull narrative. • Video theme is vague, and some supporting elements seem disconnected. • Doesn't evoke interest in topic. 	<ul style="list-style-type: none"> • Unclear or disorganized story told by video. • Lacks creativity and a compelling narrative. • Lacks a clear theme and logical sequence of information. • Creates lack of interest in topic or negative perception. 		X 6	
TOTAL POINTS EARNED OUT OF A 100 POSSIBLE						

Agriculture, Food and Natural Resources Content Standards

Measurements Assessed	Event Activities Addressing Measurements	Related Academic Standards
<p>ABS.02.02. Performance Indicator: Assemble, interpret and analyze financial information and reports to monitor AFNR business performance and support decision-making (e.g., income statements, balance sheets, cash-flow analysis, inventory reports, break-even analysis, return on investment, taxes, etc.).</p>		
<p>ABS.02.02.01.b. Prepare and interpret financial reports to describe the performance of AFNR businesses (e.g., efficiency, profitability, net worth, financial ratios, etc.).</p>	<p>Media plan proposal Media plan presentation Communications quiz Editing exercise Web design practicum Video producer practicum Journalistic writing practicum Opinion writing practicum</p>	<p>CCSS.ELA-LITERACY.W.9-10.9 CCSS.ELA-LITERACY.W.11-12.9 CCSS.ELA-LITERACY.RH.9-10.7 CCSS.ELA-LITERACY.RH.11-12.7 CCSS.MATH.CONTENT.HSS.ID.C.7 CCSS.MATH.CONTENT.HSS.IC.B.6 CCSS.MATH.CONTENT.HSN.Q.A.1 Savings: Benchmarks: Grade 12, Statements 3 Savings: Benchmarks: Grade 12, Statements 4 Savings: Benchmarks: Grade 12, Statements 6 Savings: Benchmarks: Grade 12, Statements 7 Financial Investing: Benchmarks: Grade 12, Statement 2</p>
<p>ABS.02.02.01.c. Recommend financial reports to assemble to support specific AFNR business decisions (e.g., evaluating efficiency, profitability, net worth, financial ratios, etc.).</p>	<p>Media plan proposal Media plan presentation</p>	<p>CCSS.ELA-LITERACY.W.9-10.9 CCSS.ELA-LITERACY.W.11-12.9 CCSS.ELA-LITERACY.RH.9-10.7 CCSS.ELA-LITERACY.RH.11-12.7 CCSS.MATH.CONTENT.HSS.ID.C.7 CCSS.MATH.CONTENT.HSS.IC.B.6 CCSS.MATH.CONTENT.HSN.Q.A.1 Savings: Benchmarks: Grade 12, Statements 3 Savings: Benchmarks: Grade 12, Statements 4 Savings: Benchmarks: Grade 12, Statements 6 Savings: Benchmarks: Grade 12, Statements 7 Financial Investing: Benchmarks: Grade 12, Statement 2</p>
<p>ABS.02.02.02.b. Use accounting information to prepare financial reports associated with inventory in AFNR businesses (e.g., cost of goods sold, margins on goods, etc.).</p>	<p>Media plan proposal Media plan presentation</p>	<p>CCSS.ELA-LITERACY.W.9-10.9 CCSS.ELA-LITERACY.W.11-12.9 CCSS.ELA-LITERACY.RH.9-10.7 CCSS.ELA-LITERACY.RH.11-12.7 CCSS.MATH.CONTENT.HSS.ID.C.7 CCSS.MATH.CONTENT.HSS.IC.B.6 CCSS.MATH.CONTENT.HSN.Q.A.1 Savings: Benchmarks: Grade 12, Statements 3 Savings: Benchmarks: Grade 12, Statements 4 Savings: Benchmarks: Grade 12, Statements 6 Savings: Benchmarks: Grade 12, Statements 7 Financial Investing: Benchmarks: Grade 12, Statement 2</p>

Measurements Assessed	Event Activities Addressing Measurements	Related Academic Standards
<p>ABS.02.02.02.c. Create recommendations to improve management of inventory in AFNR businesses (e.g., maintaining optimal levels, calculating costs of carrying input and output inventory, supply chain management, etc.).</p>	<p>Media plan proposal Media plan presentation</p>	<p>CCSS.ELA-LITERACY.W.9-10.9 CCSS.ELA-LITERACY.W.11-12.9 CCSS.ELA-LITERACY.RH.9-10.7 CCSS.ELA-LITERACY.RH.11-12.7 CCSS.MATH.CONTENT.HSS.ID.C.7 CCSS.MATH.CONTENT.HSS.IC.B.6 CCSS.MATH.CONTENT.HSN.Q.A.1 Savings: Benchmarks: Grade 12, Statements 3 Savings: Benchmarks: Grade 12, Statements 4 Savings: Benchmarks: Grade 12, Statements 6 Savings: Benchmarks: Grade 12, Statements 7 Financial Investing: Benchmarks: Grade 12, Statement 2</p>
<p>ABS.03.01. Performance Indicator: Develop, assess and manage cash budgets to achieve AFNR business goals.</p>		
<p>ABS.03.01.01.b. Examine and interpret cash budgets for AFNR businesses.</p>	<p>Media plan proposal Media plan presentation</p>	<p>CCSS.ELA-LITERACY.RH.9-10.7 CCSS.ELA-LITERACY.RH.11-12.7 CCSS.ELA- LITERACY.L.9-10.6 CCSS.ELA-LITERACY. L.11-12.6 CCSS.ELA-LITERACY.RST.9-10.4 CCSS.ELA-LITERACY.RST.11-12.4 CCSS.MATH.CONTENT.HSS.IC.B.6</p>
<p>ABS.03.01.01.c. Develop cash budgets for AFNR businesses.</p>	<p>Media plan proposal Media plan presentation</p>	<p>CCSS.ELA-LITERACY.RH.9-10.7 CCSS.ELA-LITERACY.RH.11-12.7 CCSS.ELA- LITERACY.L.9-10.6 CCSS.ELA-LITERACY. L.11-12.6 CCSS.ELA-LITERACY.RST.9-10.4 CCSS.ELA-LITERACY.RST.11-12.4 CCSS.MATH.CONTENT.HSS.IC.B.6</p>
<p>ABS.03.01.02.b. Examine and identify strategies to manage components of cash budgets to minimize liabilities and maximize profit in AFNR businesses (e.g., delayed payment of expenses, prepayment of expenses, etc.).</p>	<p>Media plan proposal Media plan presentation</p>	<p>CCSS.ELA-LITERACY.RH.9-10.7 CCSS.ELA-LITERACY.RH.11-12.7 CCSS.ELA- LITERACY.L.9-10.6 CCSS.ELA-LITERACY. L.11-12.6 CCSS.ELA-LITERACY.RST.9-10.4 CCSS.ELA-LITERACY.RST.11-12.4 CCSS.MATH.CONTENT.HSS.IC.B.6</p>
<p>ABS.03.01.02.c. Predict the impact of management decisions on cash budgets in AFNR businesses.</p>	<p>Media plan proposal Media plan presentation</p>	<p>CCSS.ELA-LITERACY.RH.9-10.7 CCSS.ELA-LITERACY.RH.11-12.7 CCSS.ELA- LITERACY.L.9-10.6 CCSS.ELA-LITERACY. L.11-12.6 CCSS.ELA-LITERACY.RST.9-10.4 CCSS.ELA-LITERACY.RST.11-12.4 CCSS.MATH.CONTENT.HSS.IC.B.6</p>

Measurements Assessed	Event Activities Addressing Measurements	Related Academic Standards
ABS.05.01. Performance Indicator: Analyze the role of markets, trade, competition and price in relation to an AFNR business sales and marketing plans.		
ABS.05.01.01.b. Analyze the role of trade and price in the market structure as it relates to AFNR businesses.	Media plan proposal Media plan presentation Communications quiz	AFNR Career Cluster, Statement 7 AFNR Career Cluster – Agribusiness Systems Pathway, Statement 1 Financial Investing: Benchmarks: Grade 12, Statement 13
ABS.05.01.01.c. Evaluate and predict future trends for a specific AFNR product as related to markets, trade and price (e.g., corn, oil, wheat, etc.).	Media plan proposal Media plan presentation Communications quiz	AFNR Career Cluster, Statement 7 AFNR Career Cluster – Agribusiness Systems Pathway, Statement 1 Financial Investing: Benchmarks: Grade 12, Statement 13
ABS.05.01.02.b. Compare and contrast different forms of market competition and how they can be applied to different AFNR businesses.	Media plan proposal Media plan presentation Communications quiz	AFNR Career Cluster, Statement 7 AFNR Career Cluster – Agribusiness Systems Pathway, Statement 1 Financial Investing: Benchmarks: Grade 12, Statement 13
ABS.05.01.02.c. Design and conduct experiments to determine market competition effectiveness of different AFNR businesses.	Media plan proposal Media plan presentation Communications quiz	AFNR Career Cluster, Statement 7 AFNR Career Cluster – Agribusiness Systems Pathway, Statement 1 Financial Investing: Benchmarks: Grade 12, Statement 13
ABS.05.03. Performance Indicator: Assess marketing principles and develop marketing plans to accomplish AFNR business objectives.		
ABS.05.03.03.b. Perform a market analysis to gather information for marketing plans for AFNR businesses (e.g., evaluation of competitors, customers, domestic and international policy, regulations and rules, standards, etc.).	Media plan proposal Media plan presentation Communications quiz	AFNR Career Cluster – Agribusiness Systems Pathway, Statement 4 CCSS.ELA-LITERACY.L.9-10.6 CCSS.ELA-LITERACY.L.11-12.6 CCSS.ELA-LITERACY.RST.9-10.4 CCSS.ELA-LITERACY.RST.11-12.4 CCSS.ELA-LITERACY.W.9-10.2 CCSS.ELA-LITERACY.W.11-12.2 CCSS.ELA-LITERACY.RH.9-10.7 CCSS.ELA-LITERACY.RH.11-12.7 CCSS.ELA-LITERACY.SL.9-10.6 CCSS.ELA-LITERACY.SL.11-12.6 Buying Goods & Services: Benchmarks: Grade 12, Statements 1 Buying Goods & Services: Benchmarks: Grade 12, Statements 3 Buying Goods & Services: Benchmarks: Grade 12, Statements 4 Buying Goods & Services: Benchmarks: Grade 12, Statements 7
ABS.05.03.03.c. Construct comprehensive marketing plans for AFNR businesses.	Media plan proposal Media plan presentation	AFNR Career Cluster – Agribusiness Systems Pathway, Statement 4 CCSS.ELA-LITERACY.L.9-10.6 CCSS.ELA-LITERACY.L.11-12.6 CCSS.ELA-LITERACY.RST.9-10.4 CCSS.ELA-LITERACY.RST.11-12.4

Measurements Assessed	Event Activities Addressing Measurements	Related Academic Standards
		CCSS.ELA-LITERACY.W.9-10.2 CCSS.ELA-LITERACY.W.11-12.2 CCSS.ELA-LITERACY.RH.9-10.7 CCSS.ELA-LITERACY.RH.11-12.7 CCSS.ELA-LITERACY.SL.9-10.6 CCSS.ELA-LITERACY.SL.11-12.6 Buying Goods & Services: Benchmarks: Grade 12, Statements 1 Buying Goods & Services: Benchmarks: Grade 12, Statements 3 Buying Goods & Services: Benchmarks: Grade 12, Statements 4 Buying Goods & Services: Benchmarks: Grade 12, Statements 7
CS.01.01. Performance Indicator: Examine issues and trends that impact AFNR systems on local, state, national and global levels.		
CS.01.01.01.b. Analyze and document AFNR issues and their impact on local, state, national and global levels.	Entire event	
CS.01.01.01.c. Evaluate and explain AFNR issues and their impacts to audiences with limited AFNR knowledge.	Entire event	
CS.01.01.02.b. Analyze current trends in AFNR systems and predict their impact on local, state, national and global levels.	Entire event	
CS.01.01.02.c. Evaluate emerging trends and the opportunities they may create within the AFNR systems.	Entire event	
CS.02.01. Performance Indicator: Research geographic and economic data related to AFNR systems.		
CS.02.01.02.b. Analyze a set of economic data and analyze how it impacts an AFNR system.	Entire event	
CS.02.01.02.c. Devise a strategy to solve a problem in an AFNR system using a set of economic data.	Entire event	

Measurements Assessed	Event Activities Addressing Measurements	Related Academic Standards
CS.02.02. Performance Indicator: Examine the components of the AFNR systems and their impact on the local, state, national and global society and economy.		
CS.02.02.02.b. Assess how people within societies on local, state, national and global levels interact with AFNR systems on a daily, monthly or yearly basis.	Entire event	
CS.02.02.03.b. Assess the economic impact of an AFNR system on a local, state, national and global level.	Entire Event	
CS.04.02. Performance Indicator: Assess the natural resource related trends, technologies and policies that impact AFNR systems.		
CS.04.02.01.b. Analyze natural resources trends and technologies and document how they impact AFNR systems (e.g., climate change, green technologies, water resources, etc.).	Entire event	AFNR Career Cluster, Statement 7
CS.04.02.01.c. Defend or challenge natural resources trends and technologies based upon an assessment of their impact on AFNR systems.	Entire event	AFNR Career Cluster, Statement 7
CS.04.02.02.b. Create and propose a hypothetical natural resources policy that will impact current AFNR systems (e.g., for water resources, land use, air quality, etc.).	Entire event	AFNR Career Cluster, Statement 7
CS.04.02.02.c. Design strategies for implementing a new natural resources policy that will positively impact AFNR systems.	Media plan proposal Media plan presentation	AFNR Career Cluster, Statement 7
CRP.01.02 Performance Indicator: Evaluate and consider the near-term and long-term impacts of personal and professional decisions on employers and community before taking action.		
CRP.01.02.02.b. Analyze the pros and cons of professional decisions based upon impact on employers and community.	Media plan proposal Media plan presentation	
CRP.01.02.02.c. Make and defend professional decisions after evaluating their near- and long-term impacts on employers and community.	Media plan proposal Media plan presentation Web design practicum Video producer practicum Journalistic writing practicum Opinion writing practicum	

Measurements Assessed	Event Activities Addressing Measurements	Related Academic Standards
CRP.02.01. Performance Indicator: Use strategic thinking to connect and apply academic learning, knowledge and skills to solve problems in the workplace and community.		
CRP.02.01.01.b. Assess workplace problems and identify the most appropriate academic knowledge and skills to apply.	Media plan proposal Media plan presentation	
CRP.02.01.02.b. Assess community problems and identify the most appropriate academic knowledge and skills to apply.	Media plan proposal Media plan presentation Web design practicum Video producer practicum Journalistic writing practicum Opinion writing practicum	
CRP.02.02. Performance Indicator: Use strategic thinking to connect and apply technical concepts to solve problems in the workplace and community.		
CRP.02.02.01.b. Assess workplace problems and distinguish the most appropriate technical concepts to apply.	Media plan proposal Media plan presentation	
CRP.02.02.02.b. Assess community problems and identify the most appropriate technical concepts to apply.		
CRP.04.01. Performance Indicator: Speak using strategies that ensure clarity, logic, purpose and professionalism in formal and informal settings.		
CRP.04.01.01.b. Analyze use of verbal and non-verbal communication strategies in workplace situations.	Media plan proposal Media plan presentation Web design practicum Video producer practicum Journalistic writing practicum Opinion writing practicum	
CRP.04.01.02.b. Apply strategies for speaking with clarity, logic, purpose and professionalism in a variety of situations in formal and informal settings.	Media plan presentation	
CRP.04.01.02.c. Evaluate personal strengths and areas for growth with regard to speaking formally and informally with clarity, logic, purpose and professionalism, and identify ways to improve.	Media plan presentation	

Measurements Assessed	Event Activities Addressing Measurements	Related Academic Standards
CRP.04.02. Performance Indicator: Produce clear, reasoned and coherent written communication in formal and informal settings.		
CRP.04.02.01.b. Compare and contrast the structure of different forms of written communication.	Media plan proposal Media plan presentation Web design practicum Video producer practicum Journalistic writing practicum Opinion writing practicum	
CRP.04.02.01.c. Evaluate the effectiveness of different forms of written communication for achieving their intended purpose.	Media plan proposal Media plan presentation Web design practicum Video producer practicum Journalistic writing practicum Opinion writing practicum	
CRP.04.02.02.b. Apply techniques for ensuring clarity, logic and coherence to edit written communications (e.g., emails, reports, presentations, technical documents, etc.).	Media plan proposal Media plan presentation Web design practicum Video producer practicum Journalistic writing practicum Opinion writing practicum	
CRP.04.02.02.c. Compose clear and coherent written documents (e.g., agendas, audio-visuales, drafts, forms, etc.) for formal and informal settings.	Media plan proposal Media plan presentation Web design practicum Video producer practicum Journalistic writing practicum Opinion writing practicum	
CRP.04.03. Performance Indicator: Model active listening strategies when interacting with others in formal and informal settings.		
CRP.04.03.01.b. Apply active listening strategies (e.g., be attentive, observe non-verbal cues, ask clarifying questions, etc.).	Media plan presentation	
CRP.04.03.01.c. Evaluate personal effectiveness and devise a plan to improve active listening skills.	Media plan presentation	
CRP.04.03.02.b. Assess active listening strategies by observing others in formal and informal settings.	Media plan presentation	
CRP.04.03.02.c. Model active listening strategies in formal and informal settings.	Media plan presentation	

Measurements Assessed	Event Activities Addressing Measurements	Related Academic Standards
CRP.05.01. Performance Indicator: Assess, identify and synthesize the information and resources needed to make decisions that positively impact the workplace and community.		
CRP.05.01.01.b. Analyze how the process of decision making is used in workplace and community situations.	Media plan proposal Media plan presentation	
CRP.05.01.01.c. Evaluate workplace and community decision-making processes and devise strategies for improvement.	Media plan proposal Media plan presentation	
CRP.05.01.02.b. Analyze past workplace and community situations to determine if appropriate information and resources were used to make an effective decision.	Media plan proposal Media plan presentation	
CRP.05.01.02.c. Evaluate workplace and community situations and recommend the information and resources needed to support good decisions.	Media plan proposal Media plan presentation	
CRP.05.01.03.b. Analyze workplace and community decisions and assess the information and resources used to make those decisions.	Media plan proposal Media plan presentation	
CRP.05.01.03.c. Synthesize information and resources and apply to workplace and community situations to make positive decisions.	Media plan proposal Media plan presentation	
CRP.05.02. Performance Indicator: Make, defend and evaluate decisions at work and in the community using information about the potential environmental, social and economic impacts.		
CRP.05.02.01.b. Apply a structured decision-making process to improve workplace and community situations.	Media plan proposal Media plan presentation	
CRP.05.02.02.b. Assess past decisions made in workplace and community and analyze their effects on environmental, social and economic situations.	Media plan proposal Media plan presentation	

Measurements Assessed	Event Activities Addressing Measurements	Related Academic Standards
CRP.06.01. Performance Indicator: Synthesize information, knowledge and experience to generate original ideas and challenge assumptions in the workplace and community.		
CRP.06.01.01.b. Synthesize information, knowledge and experiences to generate ideas for workplace and community situations.	Media plan proposal Media plan presentation	
CRP.06.01.01.c. Evaluate workplace and community situations and devise strategies to apply original ideas.	Media plan proposal Media plan presentation	
CRP.06.01.02.b. Analyze how assumptions can impact outcomes in a variety of workplace and community situations.	Media plan proposal Media plan presentation	
CRP.06.01.02.c. Devise strategies (e.g., ask questions, brainstorm ideas, present facts and information, etc.) to challenge common assumptions in workplace and community situations.	Media plan proposal Media plan presentation	
CRP.06.02. Performance Indicator: Assess a variety of workplace and community situations to identify ways to add value and improve the efficiency of processes and procedures.		
CRP.06.02.02.b. Predict and communicate potential gains in efficiency and value-added from implementing an improved process or procedure.	Media plan proposal Media plan presentation	
CRP.06.03.01.b. Assess and communicate the risks and benefits of applying new ideas and innovations to the workplace and community.	Media plan proposal Media plan presentation	
CRP.06.03.01.c. Design a plan of action to introduce a new idea or innovation into the workplace and community.	Media plan proposal Media plan presentation	
CRP.06.03.02.c. Evaluate and execute strategies for using stakeholder input and feedback to improve a plan of action for introducing a new idea or innovation into the workplace or community.	Media plan proposal Media plan presentation	

Measurements Assessed	Event Activities Addressing Measurements	Related Academic Standards
CRP.07.01. Performance Indicator: Select and implement reliable research processes and methods to generate data for decision-making in the workplace and community.		
CRP.07.01.01.b. Analyze how different research methods are used to generate data in a variety of situations.	Media plan proposal Media plan presentation	
CRP.07.01.01.c. Evaluate businesses' and organizations' use of research methods and processes and propose recommendations for improvement.	Media plan proposal Media plan presentation	
CRP.07.01.02.b. Assess the positives and negatives of using different research strategies and methods to generate data for workplace and community decisions.	Media plan proposal Media plan presentation	
CRP.07.01.02.c. Design plans for use and implementation of reliable research methods to generate data for decision making in workplace and community situations.	Media plan proposal Media plan presentation	
CRP.07.02. Performance Indicator: Evaluate the validity of sources and data used when considering the adoption of new technologies, practices and ideas in the workplace and community.		
CRP.07.02.01.b. Assess data sources for reliability and validity.	Media plan proposal Media plan presentation	
CRP.07.02.01.c. Propose valid and reliable data sources to use when considering the adoption of new technologies, practices and ideas.	Media plan proposal Media plan presentation	
CRP.07.02.02.b. Assimilate data to assist in making a decision about the adoption of a new technology, practice or idea by workplaces and community organizations.	Media plan proposal Media plan presentation	
CRP.07.02.02.c. Create and defend proposals for new technologies, practices and ideas using valid and reliable data sources.	Media plan proposal Media plan presentation	
CRP.08.01. Performance Indicator: Apply reason and logic to evaluate workplace and community situations from multiple perspectives.		
CRP.08.01.01.b. Apply steps for critical thinking to a variety of workplace and community situations.	Media plan proposal Media plan presentation	

Measurements Assessed	Event Activities Addressing Measurements	Related Academic Standards
CRP.08.01.01.c. Evaluate how applying critical thinking skills can impact workplace and community situations.	Media plan proposal Media plan presentation	
CRP.08.01.02.b. Assess solutions to workplace and community problems for evidence of reason, logic and consideration of multiple perspectives.	Media plan proposal Media plan presentation	
CRP.08.01.02.c. Devise strategies to apply reason, logic and input from multiple perspectives to solve workplace and community problems.	Media plan proposal Media plan presentation	
CRP.08.03. Performance Indicator: Establish plans to solve workplace and community problems and execute them with resiliency.		
CRP.08.03.01.b. Analyze and determine the best problem-solving model to apply to workplace and community problems.	Media plan proposal Media plan presentation	
CRP.08.03.02.b. Create plans to solve workplace and community problems.	Media plan proposal Media plan presentation	
CRP.11.01. Performance Indicator: Research, select and use new technologies, tools and applications to maximize productivity in the workplace and community.		
CRP.11.01.01.b. Analyze advantages and disadvantages of new technologies, tools and applications to maximize productivity in the workplace and community.	Media plan proposal Media plan presentation Web design practicum Video producer practicum Journalistic writing practicum Opinion writing practicum	
CRP.11.01.01.c. Construct effective communications to explain the features, benefits and risks of new technologies, tools and applications in the workplace and community.	Media plan proposal Media plan presentation Web design practicum Video producer practicum Journalistic writing practicum Opinion writing practicum	
CRP.11.01.02.b. Select, apply and use new technologies, tools and applications in workplace and community situations to maximize productivity.	Media plan proposal Media plan presentation Web design practicum Video producer practicum Journalistic writing practicum Opinion writing practicum	

Measurements Assessed	Event Activities Addressing Measurements	Related Academic Standards
CRP.11.01.02.c. Evaluate effectiveness and make recommendations for using new technologies, tools and applications in the workplace and community.	Media plan proposal Media plan presentation Web design practicum Video producer practicum Journalistic writing practicum Opinion writing practicum	
CRP.12.01. Performance Indicator: Contribute to team-oriented projects and build consensus to accomplish results using cultural global competence in the workplace and community.		
CRP.12.01.01.b. Formulate action plans to complete team-oriented projects in the workplace and community, including plans for personal contributions.	Media plan proposal Media plan presentation Web design practicum Video producer practicum Journalistic writing practicum Opinion writing practicum	
CRP.12.01.02.b. Apply consensus building techniques to accomplish results in team-oriented situations.	Media plan proposal Media plan presentation Web design practicum Video producer practicum Journalistic writing practicum Opinion writing practicum	
CRP.12.01.03.b. Assess the need and benefit for cultural and global competency in team settings at work and in the community.	Media plan proposal Media plan presentation Web design practicum Video producer practicum Journalistic writing practicum Opinion writing practicum	
CRP.12.02. Performance Indicator: Create and implement strategies to engage team members to work toward team and organizational goals in a variety of workplace and community situations (e.g., meetings, presentations, etc.).		
CRP.12.02.01.b. Assess team dynamics and match strategies to increase team member engagement.	Media plan proposal Media plan presentation Web design practicum Video producer practicum Journalistic writing practicum Opinion writing practicum	
CRP.12.02.02.b. Select strategies to engage team members and apply in a variety of situations.	Media plan proposal Media plan presentation Web design practicum Video producer practicum Journalistic writing practicum Opinion writing practicum	