



State Star Farmer

The Tennessee Star Farmer is awarded to the FFA member that demonstrates the top production agriculture supervised agricultural experience program in the state. The member must demonstrate outstanding achievement, active FFA participation and an exemplary scholastic record.

Eligibility

- Any FFA member receiving the State FFA Degree in a given year with an appropriate entrepreneurship supervised agricultural experience program is eligible to apply for the Tennessee FFA State Star Farmer.
- State Stars are awarded from those members receiving their state degree annually.

Guidelines and Format

- State Stars should complete their state degree application along with the FFA Star Application through the Application Manager on FFA.org.
- Please refer to the annual calendar of events for state star application due dates in each of the three regions.
- FFA chapters are allowed to submit a maximum of one star candidate per award area per year for regional judging.
- The regional Star Farmer will become a State Star Farmer Finalist.
- State Star Finalists' applications will be scored based on the current National FFA rubrics in each respective star award area. The maximum score for the application section will be 100 points.
- State Star Finalists in each award area will participate in an interview at the annual state FFA convention. The interview provides each State Star Finalist the ability to answer questions in front of a panel of judges about their supervised agricultural experience program. The number of questions will vary per participant; however, the questions will be based on the student's individual application. The interview will be 10 to 15 minutes in length and will be worth 20 total points.
- Points Awarded
 - Application = 100 points
 - Interview = 20 points
 - TOTAL = 120 points

Star Farmer Application Rubric

Name _____

Chapter/State _____

Area	Section	Max Points	High Points	Mid Points	Low Points	Pts.
			6-5	4-3	2-0	
SAE size, scope, responsible, growth	American Degree Application: (1) SAE Entr. Details Or (2) SAE Hrs/Wages Attached SAE Agreements	6 Pts.	(Aspect 1) Includes a complete SAE description, size, scope, responsibilities or hours/and or income. (2)	(Aspect 1) Limited inclusion SAE description, size, scope, responsibilities or hours and/or income. (1)	(Aspect 1) Little to no SAE description, size, scope and responsibilities or hours and/or income. (.5-0)	_____
			(Aspect 2) Shows significant growth, in diversification, responsibilities or hours and/or income and engagement over time period and opportunities represented. (4)	(Aspect 2) Shows limited growth, in diversification, responsibilities or hours and/or income and engagement over time period and opportunities represented. (3-2)	(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)	
Area	Section	Max Points	High Points 3	Mid Points 2	Low Points 1-0	Pts.
Income and Expenses, Current and Non-Current Ending Inventories	American Degree App.: Income and Expense American Degree App.: Income and Expense American Degree App.: Income and Expense	14 pts.	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 non-current transactions and Annual Review of Non-Current Inventory and Operating Profit (#6) are reasonable for the size and type of operations listed. (14-11)	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 non-current 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)	Financial records (revenue and expenses) and net income from operations <u>are not reasonable</u> for the size and type of agriculturally related program reported (also review SAE details). Also, the net non-current 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)	_____
	American Degree Application: Ending Current Inventory American Degree App: Ending Current Inventory	3 Pts.	The listing of Ending Current Inventory <u>are reasonable</u> for the size and type of SAE program and correspond to information listed in SAE explanation. (Note: Lack of current inventory <u>may be appropriate for the SAE(s) and if explained in Performance A 1 & 2</u> , full credit maybe given in this area). (3)	The listing of item(s) in Ending Non-Current Inventory, their total <u>value, depreciation claimed (if applicable) and cost are somewhat reasonable</u> for the size and type of SAE program and correspond to information listed in SAE explanation. (Note: Lack of inventory <u>may be appropriate for the SAE(s), but not well explained in Performance A 1 & 2</u>). (2)	The listing of item(s) in Ending Non-Current Inventory, their total <u>value, depreciation claimed (if applicable) and cost are not reasonable</u> for the size and type of SAE program and correspond to information listed in SAE explanation. (Note: Lack of inventory <u>is not appropriate for the SAE(s), and not explained in Performance A 1 & 2</u>). (1-0)	_____

			High Points 9-7	Mid Points 6-3	Low Points 2-0	Pts.
Income and Expenses, Current and Non-Current Ending Inventories	American Degree Application: Ending Non-Current Inventory	9 Pts.	The listing of item(s) in Ending Non-Current Inventory, their total <u>value, depreciation claimed (if applicable) and cost are reasonable</u> for the size and type of SAE program and correspond to information listed in SAE explanation. (Note: Lack of <u>inventory may be appropriate for the SAE(s) and if explained in Performance A 1 &2</u> , full credit maybe given in this area). (9)	The listing of item(s) in Ending Non-Current Inventory, their total <u>value, depreciation claimed (if applicable) and cost are somewhat reasonable</u> for the size and type of SAE program and correspond to information listed in SAE explanation.(Note: Lack of inventory <u>may be appropriate for the SAE(s), but not well explained in Performance A 1 &2</u>). (6-3)	The listing of item(s) in Ending Non-Current Inventory, their total <u>value, depreciation claimed (if applicable) and cost are not reasonable</u> for the size and type of SAE program and correspond to information listed in SAE explanation. (Note: Lack of inventory <u>is not appropriate for the SAE(s), and not explained in Performance A 1 &2</u>) (2-0)	_____
Area	Section	Max Points	High Points 3	Mid Points 2	Low Points 1-0	Pts.
SAE explanation and relation to award area	Performance Review A, Question 1	3 Pts.	Response demonstrates a <u>clear understanding</u> of their SAE program. (3)	Response demonstrates a <u>limited understanding</u> of their SAE program. (2)	Response demonstrates <u>little or no understanding</u> of their SAE program. (1)	_____
Roles and responsibilities and/or management decisions made	Performance Review A, Question 2	3 Pts.	Response demonstrates a <u>clear description</u> of roles, responsibilities and/or management decisions made related to their SAE program. (1.5)	Response demonstrates a <u>limited</u> description of roles, responsibilities and/or management decisions made related to their SAE program. (1)	Response demonstrates little or no description of roles, responsibilities, and/or management decisions made related to their SAE program. (.5)	_____
			Response demonstrates <u>significant change or progression</u> (growth) of roles and responsibilities and/or management decisions made over time period represented. (1.5)	Response demonstrates <u>limited change or progression</u> (growth)of roles, responsibilities and/or management decisions made over time period represented. (1)	Response demonstrates no change or progression (growth) of roles, responsibilities and/or management decisions made over time period represented. (.5)	
Challenges	Performance Review A, Question 3	3 Pts.	Response demonstrates a <u>complete explanation</u> of the challenge and steps utilized to address the challenge. (1.5)	Response demonstrates a <u>limited explanation</u> of the challenge and steps utilized to address the challenge.(1)	Response demonstrates <u>little to no explanation</u> of the challenge and steps utilized to address the challenge. (.5)	_____
			Response demonstrated candidate's <u>complete involvement</u> in addressing the challenge. (1.5)	Response demonstrated candidate's <u>limited involvement</u> in addressing the challenge. (1)	Response demonstrated <u>no involvement</u> in addressing the challenge. (.5)	

Area	Section	Max Points	High Points 3	Mid Points 2	Low Points 1-0	Pts.
Progress Accomplishments	Performance Review B	3 Pts.	(Aspect 1) Responses clearly identify three accomplishments related to the award area. (1.5)	(Aspect 1) Responses vaguely identify three accomplishments related to the award area. (1)	(Aspect 1) Responses do not identify three accomplishments related to the award area. (.5)	—
			(Aspect 2) Accomplishments illustrate significant impact that influenced the growth and success of their SAE program. (1.5)	(Aspect 2) Accomplishments limited changes that influenced the growth and success of their SAE program (1)	(Aspect 2) Accomplishments illustrate no impact that impact the growth and success of their SAE program (.5)	
Impact	Performance Review C	3 Pts.	Responses <u>clearly describe</u> three experiences from their SAE program or activities that will impact the candidate's future. (3)	Responses <u>vaguely describe</u> three experiences from their SAE program or activities that will impact the candidate's future. (2)	Responses <u>do not describe</u> three experiences from their SAE program or activities that will impact the candidate's future career. (1-0)	
Area	Section	Max Points	High Points 10-7	Mid Points 6-4	Low Points 3-0	Pts.
Efficiencies or Learning Outcomes	Efficiency Factors or Learning Outcomes	10 Pts.	<u>5 responses reflective of SAE</u> , 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)	<u>1-2 responses</u> , 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)	<u>1-0 responses</u> 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)	—
Area	Section	Max Points	High Points 26-19	Mid Points 18-8	Low Points 7-0	Pts.
Skill Development and Contribution to Success	Skill Development and Contribution to Success	26 Pts. 2.6 points per skill	(Aspect 1) All 10 competencies demonstrates skills that are appropriate for the size, scope and responsibilities of the program. (13-10)	(Aspect 1) Some (5-9) of competencies are somewhat appropriate for the size, scope and delivery of responsibilities of the SAE. (9-4)	(Aspect 1) Very few(<5) competencies are listed and are not appropriate for the size, scope and delivery of responsibilities of the SAE. (3.5-0)	—
			(Aspect 2) All 10 Contributions demonstrates application of skill attainment with significant measurable impact on the overall success of the SAE. (13-10)	(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)	(Aspect 2) Very (<5) few contributions demonstrates limited application of skill attainment with no measurable impact on the overall success of the SAE. (3.5-0)	

Area	Section	Max Points	High Points 3	Mid Points 2	Low Points 1-0	Pts.
Résumé	Résumé	3 Pts.	Resume provides <u>relevant information</u> to support the growth and overall achievement of the candidate (3)	Resume provides somewhat relevant information to support the growth and overall achievement of the candidate. (2)	Resume <u>provides irrelevant information</u> to support the growth and overall achievement of the candidate. (1)	_____
Area	Section	Max Points	High Points 3	Mid Points 2	Low Points 1-0	Pts.
Personal History – not more than three pages in length	Personal History	3 Pts.	Pages <u>support</u> 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)	Pages have <u>limited support</u> for knowledge, skills and competencies necessary for success in the agriculture industry. Personal history gives some additional information into the candidate’s program. (2)	Pages <u>have very little, or no support</u> for the application and/or does not give additional information. Pages not included, equals a score of zero. (1-0)	_____
Area	Section	Max Points	High Points 6-5	Mid Points 4-3	Low Points 2-0	Pts.
Photographs and captions	Star Application	6 Pts.	Candidate submitted six high quality photos with <u>clearly</u> descriptive captions that demonstrate the overall growth and success of the SAE(6-5)	Candidate submitted six quality photos with <u>slightly vague captions</u> that demonstrate the overall growth and success of the SAE (4-3)	Candidate submitted six <u>poor quality</u> photos with <u>non descriptive captions</u> that demonstrate the overall growth and success of the SAE (2-0)	_____
Area	Section	Max Points	High Points 3	Mid Points 2	Low Points 1-0	Pts.
Attachments: Recommendation Letters (three total) [Ag advisor required]; business affiliate and/or employer	Attachments	3 Pts.	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)	Statements <u>supports some accomplishments</u> and information provided in the star application. Names, titles and signatures of the persons making the statements are present. (2)	Statements <u>do not/or are limited in supporting the information</u> 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)	_____
Area	Section	Max Points	High Points 2	Mid Points 1	Low Points 0	Pts.
Spelling and Grammar		2 Pts	Candidate makes <u>no errors</u> in grammar or spelling that distracts the reader from the content. (2)	Candidate made <u>limited errors</u> in grammar or spelling that distracts the reader from the content. (1)	Candidate made <u>excessive errors</u> in grammar or spelling that distracts the reader from the content. (0)	_____
Total Points		100 Pts	Total Points (Max 100)=			
Judges Signature _____						

State Star Interview Rubric

Name: _____

Chapter: _____

INDICATOR	Very strong evidence of skill is present 5-4 points	Moderate evidence of skill is present 3-2 points	Strong evidence of skill is not present 1-0 points	Points Earned (0-5)
Verbal (Pace/Tone/Volume) & Non Verbal Communication (Mannerisms/Eye Contact/Poise)	Speaks articulately, clear and audible. Voice upbeat, impassioned and under control. No nervous habits are displayed. Confident . Eye Contact 90-100%. Hand motions are expressive and used to emphasize talking points.	Speaks articulately but too fast or too slow, somewhat clear and audible. Voice somewhat upbeat, impassioned and under control. Sometimes exhibits nervous habits. Hands are sometimes used to express or emphasize. Eye Contact 60-89%. Rarely loses composure.	Speaks too slow or too fast, barely clear and not audible. Voice not upbeat, passionate or under control. Displays some nervous habits. Hands are not used to emphasize talking points; hand motions are sometimes distracting. Eye Contact 59% or less. Lacks composure.	
Response to questions	Is able to respond with organized thoughts and concise answers.	Answers effectively but has to stop and think and sometimes gets off focus.	Rambles or responds before thinking.	
Examples	Examples are vivid, precise and clearly explained. Examples are original, logical and relevant.	Examples are usually concrete, sometimes need clarification. Examples are effective, but need more originality or thought.	Examples are abstract or not clearly defined. Examples are sometimes confusing, leaving the listeners with questions.	
Knowledge of agriculture related to SAE	Answer shows thorough knowledge of the subject and supports answer with strong evidence.	Answer shows some knowledge of the subject but lacks strong evidence.	Answer shows little knowledge of subject and lacks evidence.	
			Total Score	