NATIONAL CHAPTER AWARD APPLICATION RUBRIC

National judges use the following scale for determining a chapter's star rating over all activities in Form II. Chapters will complete nine activities, three activities in each division.

Star Level	Point Range
Three Star	450 to 360 points
Two Star	359 to 269 points
One Star	268 to 0 points

Rubric

	High Points 2 points	Middle Points 1 point	No Points 0 points	Points Possible	Points Earned
Activity Description	Description clearly explains the purpose and reason the chapter is implementing the activity. Description clearly answers the following questions: • What is the purpose of this activity? • Why is the activity taking place?	Description is vague in purpose and reason the chapter is implementing the activity.	No clear purpose and reason the chapter is implementing the activity is stated.	5	_____ x 2 .5 = _____

	High Points 3 points	Middle Points 2 points	Low Points 1–0 points	Points Possible	Points Earned
Goal	Goal is well written and utilizes all five components of a SMART (Specific, Measurable, Attainable, Realistic and Time) goal. The goal answers the following questions: • Who will perform the duties to meet the goal? • When will the goal will be completed?	Goal is vague and does not utilize the components of a SMART goal.	Goal is poorly written and does not utilize the components of a SMART goal.	3	

	High Points 3 points	Middle Points 2 points	Low Points 1–0 points	Points Possible	Points Earned
Plan of Action	Plan of action clearly identifies the following: • What needs to be accomplished to meet the goal? • Where will the activity take place? • How will the chapter implement the goal to accomplish this activity? • How will the goal be accomplished? (This should include necessary steps for completion.) • Who will perform the duties to meet the goal?	Plan of action is vaguely written and only addresses parts of the following: • What needs to be accomplished to meet the goal? • Where will the activity take place? • How will the chapter implement the goal to accomplish this activity? • How will the goal be accomplished? (This should include necessary steps for completion.) • Who will perform the duties to meet the goal?	Plan of action does not identify the following: • What needs to be accomplished to meet the goal? • Where will the activity take place? • How will the chapter implement the goal to accomplish this activity? • How will the goal be accomplished? (This should include necessary steps for completion.) • Who will perform the duties to meet the goal?	3	
	High Points **1 point**	**Middle Points** **0.5 points**	**No Points** **0 points**	**Points Possible**	**Points Earned**
Outcome evaluated and reported (goal met or unmet)	Response clearly states whether the goal was unmet, met or exceeded. If all aspects of the SMART goal were met, clearly states by how much if exceeded. If goal was unmet, circumstances or reasoning as to why is explained in detail and what would be done differently next time to meet the goal.	Response vaguely states whether the goal was unmet, met or exceeded. If all aspects of the SMART goal were met, it states by how much if exceeded. If goal was unmet, circumstances or reasoning as to why is explained and what would be done differently next time is identified.	Response does not or poorly states whether all aspects of the SMART goal were unmet, met or exceeded. It does not identify how much the goal was met by or does not include the circumstances as to why the goal was unmet.	1	

	High Points 3 points	Middle Points 2 points	Low Points 1–0 points	Points Possible	Points Earned
Advancing leaders, communities or agriculture	Response clearly states the purpose of the activity and the benefit of this activity at or above the local level. Uses qualitative data to help explain how the activity advanced students, community, or agriculture.	Response vaguely states the purpose of the activity and the benefit of this activity at or above the local level. Uses some data to help explain how the activity advanced students, community, or agriculture.	Response does not or poorly states the purpose of the activity and the benefit of this activity at or about the local level. Does not use qualitative data to explain how the activity advanced students, community, or agriculture.	6	_____ x 2 = _____

	High Points 3 points	Middle Points 2 points	Low Points 1–0 points	Points Possible	Points Earned
Impact	Response clearly explains the impact on the chapter, its members, and the intended audience. Uses quantitative data to help explain how the activity impacted the intended audience.	Response vaguely explains the impact on the chapter, its members, and the intended audience. Uses some data to help explain how the activity impacted the intended audience.	Response does not explain the impact on the chapter, its member, or the intended audience. No data is used to explain the impact of the activity.	6	_____ x 2 = _____

	High Points 2 points	Middle Points 1 point	No Points 0 points	Points Possible	Points Earned
Related to quality standard	Activity and benefits relate directly to the chosen quality standard.	Activity and benefits relate partially to the chosen quality standard.	Activity and benefits do not relate in any way to the chosen quality standard.	4	_____ x 2 = _____

	High Points 3 points	Middle Points 2 points	Low Points 1–0 points	Points Possible	Points Earned

Photo	A clear, high-quality photo illustrating the chapter's activity in action is displayed.	A photo that partly illustrates the chapter's activity is displayed.	A photo collage or a poor-quality photo that does not illustrate the activity well is displayed.	3	
	High Points **3 points**	**Middle Points** **2 points**	**Low Points** **1–0 points**	**Points Possible**	**Points Earned**
Photo Caption	A caption that clearly describes the activity is used.	A caption that vaguely describes the activity is used.	A caption that does not describe the activity is used.	3	
	High Points **2 points**	**Middle Points** **1 point**	**No Points** **0 points**	**Points Possible**	**Points Earned**
Spelling & Grammar	No errors or slight errors in grammar or spelling are made that distract the reader from the content.	Major errors in spelling and grammar are made that distract the reader from the content.	Excessive errors in spelling and/or grammar are made that distract the reader from the content.	2	