



# KANSAS FFA NATIONAL CHAPTER INTERVIEW RUBRIC

| Indicator  | Very strong evidence of skill: 5–4 points   | Moderate evidence of skill: 3–2 points   | Weak evidence of skill: 1–0 points  | Weight (Pts Available) | Points Earned |
|--|---|--|---|------------------------|---------------|
| <b>Explained how activities were educational and beneficial.</b>   | The educational value and benefits of each activity were thoroughly explained.  | The educational value and benefits of each activity were identified but were not expanded upon.  | Each activity's educational value nor benefits were presented.  | X 2<br>(10)            |               |
| <b>Spoke knowledgeably about the activities.</b>   | Possessed a strong knowledge-base and effectively articulated information regarding related facts and current issues for each activity.   | Possessed a good knowledge-base and, for the most part, articulated information regarding related facts and current issues for each activity.  | Possessed some knowledge-base but was unable to articulate information regarding related facts and current issues for each activity.  | X 2<br>(10)            |               |
| <b>Explained how and why activities were selected.</b>   | Interviewees thoroughly explained how and why activities were selected.   | Interviewees attempted to explain how and why activities were selected.  | Interviewees did not describe how and why activities were selected.   | X 1<br>(5)             |               |
| <b>Conveyed how engaged students were in each activity from planning to delivery.</b>  | Interviewees explained the members' level of engagement from planning to delivery for each activity.  | Interviewees referred to the members' level of engagement from planning to delivery for each activity but could have been more descriptive.  | Interviewees did not convey a positive level of engagement from members in planning to delivery.  | X 3<br>(15)            |               |
| <b>Presenters explained whether activity implementation processes were followed as originally planned and, if not, why and what was learned.</b> | Interviewees thoroughly explained the activity implementation process as originally planned and also described what was learned if it did not go as planned.  | Interviewees could have done a better job explaining the activity implementation process as originally planned and also describing what was learned if it did not go as planned.   | Interviewees did not explain the activity implementation process and if it was not followed as originally planned, struggled to explain why and what was learned.   | X 1<br>(5)             |               |
| <b>Did well with professionalism, disposition, and appropriate delivery (grammar, pitch, quality, articulation, language).</b>                   | <ul style="list-style-type: none"> <li>• Appropriate tone was consistent</li> <li>• Spoke at the right pace to be clear</li> <li>• Confident</li> <li>• Poised and in control at all times</li> </ul> | <ul style="list-style-type: none"> <li>• Appropriate tone was usually consistent</li> <li>• Spoke at the right pace most of the time but showed some nervousness</li> <li>• Somewhat confident</li> <li>• Poised and in control most of the time, rarely lost composure</li> </ul> | <ul style="list-style-type: none"> <li>• Had difficulty using an appropriate tone</li> <li>• Pace was too fast; nervous</li> <li>• Rarely displayed confidence</li> <li>• Sometimes seemed to lose composure</li> </ul> | X 1<br>(5)             |               |
| <b>TOTAL SCORE (50 points possible)</b>  |   |  |   |                        |               |

Scores from the written report submitted for prequalifying will count as 66 percent of the overall score. Interview judges will not see the scores from the written report and the interview score will account for 34 percent of the overall score.