

National Quality FFA Chapter Standards Rubric

In addition to the activity summaries, the following scale is used to determine if a chapter will be awarded the superior chapter award. The maximum score on Form I is 64 points. A minimum of 51 points or higher in addition to the activity summaries must be earned and completed in order for a chapter to be awarded the superior chapter award, to fill out Form II, and to be considered for a state level gold, silver or bronze award or to be considered for a national 3-star, 2-star or 1-star ranking.

Indicator 1	5 points	4 points	3 points	2 points	1 point	Points Earned
All students enrolled in the agricultural education program have the opportunity to be a member of FFA.	All students are FFA members.	The majority of enrolled students have chosen to be FFA members.	All students have been provided the opportunity to be a member of FFA.	A limited number of students are aware of FFA and its opportunities.	No FFA chapter exists to complement the classroom component of the program.	

Indicator 2	5 points	4 points	3 points	2 points	1 point	Points Earned
Students build a progressive leadership and personal development plan.	Students are continuously working toward achieving their goals, reflecting and setting new goals to progress their leadership and personal development.	Students are actively pursuing their goals.	Students have written goals for leadership and personal development and can articulate these goals in conversation.	Students can articulate something they strive for pertaining to leadership and personal development but lack a progressive plan.	Student goals specifically pertaining to leadership and personal development are limited or non-existent.	

Indicator 3	5 points	4 points	3 points	2 points	1 point	Points Earned
All students participate in meaningful leadership and personal development activities in each component of the agricultural education program: Classroom and laboratory instruction. Experiential, project and work-based learning through SAE. Leadership and personal development through FFA.	Students document leadership and personal development skill attainment and artifacts.	Students receive coaching and feedback on their leadership and personal development performance in all three components.	Student participation in leadership and personal development takes place in all three components.	Student participation in leadership and personal development takes place in only two of the three components.	Student participation in leadership and personal development is limited or only takes place in one of the three components.	

Indicator 4	5 points	4 points	3 points	2 points	1 point	Points Earned
The FFA chapter constitution and bylaws are up-to-date and approved by chapter members.	The plan for the review and approval of the chapter constitution and bylaws is led by chapter officers and provides the opportunity for all members to participate and contribute to the review.	Chapter officers lead the plan for the review and approval of the chapter constitution and bylaws.	The constitution and bylaws are up-to-date and approved by chapter members.	Chapter constitution and bylaws exist but are out-of-date and not approved by chapter members.	Chapter constitution and bylaws are non-existent or the approval of them is limited.	

Indicator 5	5 points	4 points	3 points	2 points	1 point	Points Earned
FFA members are involved in the planning and implementation of a Program of Activities (POA).	All FFA members are involved in the planning, implementation and continuous evaluation and improvement of the POA.	Committees under the direction of committee chairs lead the planning and implementation of the POA.	Chapter members lead the planning and implementation of the POA.	The FFA advisor leads the planning and implementation of the POA.	A published POA does not exist.	

Indicator 6	5 points	4 points	3 points	2 points	1 point	Points Earned
The FFA chapter conducts regularly scheduled chapter meetings.	Monthly meeting agendas, minutes and reports from previous years as well as the current year are kept on file for future use and reference. These are regularly evaluated by members for meeting improvements.	The use of agendas, minutes and proper reports along with correct parliamentary procedure are used to conduct monthly meetings.	Monthly meetings are being conducted using an agenda, minutes and the proper reports.	Monthly meetings are being held but without the use of an agenda, minutes and reports.	Periodic meetings are held but the use of an agenda, minutes and reports are limited; or no chapter meetings are being held.	

Indicator 7	5 points	4 points	3 points	2 points	1 point	Points Earned
An awards recognition program planned and conducted by FFA members is in place.	In addition to FFA members, the awards recognition program is planned and conducted with the input and participation of key stakeholders.	The awards recognition program not only recognizes FFA members for their achievements but also showcases the efforts of the program's key stakeholders.	The awards recognition program is planned and conducted by FFA members.	The awards recognition program is planned and conducted by the FFA advisor and/or chapter officers.	The implementation of an awards recognition program is limited or non-existent.	

Indicator 8	5 points	4 points	3 points	2 points	1 point	Points Earned
The FFA chapter has a current budget, which provides the financial resources to support the POA.	A final report of the closed-out chapter budget is presented to FFA members annually, with opportunity for input and suggestions for modifications to take forward to the next year.	The chapter has a current budget, which supports the POA and includes financial records and is provided to the FFA membership at monthly FFA meetings.	The FFA chapter budget is current and provides resources to support the POA.	The chapter finances support the POA, but the current chapter budget is missing.	The chapter's budget is non-existent or financial resources are unable to support the POA.	

Indicator 9	5 points	4 points	3 points	2 points	1 point	Points Earned
Capable and trained officers lead the FFA chapter.	Chapter officers are elected annually by members using an approved process outlined in the chapter bylaws. Chapter officers are properly trained to fulfill the duties of	Chapter officers are elected annually by members using an approved process outlined in the chapter bylaws. Chapter officers are properly	Chapter officers are elected annually by members using an approved process outlined in the chapter bylaws. Chapter officers are properly	No written process in place to elect chapter officers. No training processes in place to ensure chapter officers understand the duties of their office.	No chapter officers in place to lead the chapter.	

	their office and participate in leadership activities above the chapter level.	trained to fulfill the duties of their office and participate in leadership activities at the chapter level.	trained to fulfill the duties of their office.			
--	--	--	--	--	--	--

Indicator 10	5 points	0 points	Points Earned
The FFA chapter has an active, dedicated support group (i.e., FFA Alumni, agriculture booster club).	The chapter has an active FFA Alumni, booster club or support group.	The chapter does not have an active FFA Alumni, booster club or support group.	

Indicator 11	4 points	3 points	2 points	1 point	Points Earned
Stakeholders are engaged in developing and supporting a quality chapter. (Stakeholders can be defined as but are not limited to FFA Alumni, agricultural booster club, sponsors and other agricultural agencies in the community.)	Resources are developed or acquired to continually enhance awareness and increase the partner base for increased support of the chapter. The active FFA chapter engages with stakeholders at least six times each year.	Stakeholders are identified. Interaction is limited to no more than four times each year.	Interaction is limited with stakeholders to less than three times each year.	Interaction is limited to less than twice per year with stakeholders.	

Indicator 12	5 points	4 points	3 points	2 points	1 point	Points Earned
SAE is an integral component of the agricultural education program with all students maintaining an exploratory/foundational SAE and career plan of study.	All students have a documented SAE or maintain multiple SAEs based on their career plan of study.	Students implement an additional SAE beyond exploratory/foundational and are able to articulate their growth and development.	All students maintain an exploratory/foundational SAE including a career plan of study.	All students maintain a career plan of study.	SAE programs are not available through the agricultural education program.	

Indicator 13	5 points	4 points	3 points	2 points	1 point	Points Earned
A recruitment and retention plan is yielding steady or increasing student enrollment.	Data regarding the effectiveness of the recruitment and retention plan is synthesized and used to guide the revisions of the plans.	The implementation of a recruitment and retention plan has yielded steady or increasing student enrollment that reflects the diversity of the school population.	The implementation of a recruitment and retention plan has yielded steady or increasing student enrollment.	A recruitment and retention plan has been developed or revised and implemented but has not yet yielded results.	A recruitment and retention plan is non-existent, or the implementation of the plan is limited.	