

NAME: _____

Appendix 2: Brag About Yourself

Created: Winter 2018 by the National FFA Organization

DIRECTIONS:

1. Read the article "Apply Yourself."
2. It's never too late to begin thinking about college or other post-high school plans and how to fund your next educational step. But how do you begin? Outline your accomplishments and objectives on the "Brag Sheet." This can be used to track achievements.

Brag Sheet

Name: _____

Educational Plan

- ☐ Four-year College/University
☐ Two-year College
☐ Vocational School
☐ Apprenticeship Program
☐ Armed Services
☐ Other

Universities/Colleges being considered:

Majors being considered:

Career goal:

Work Experience

<u>Employer</u>	<u>Dates</u>	<u>Responsibilities</u>



Awards and Recognition

<u>Award</u>	<u>Year</u>	<u>Description/Reason</u>

Activities/Clubs/Organizations

<u>Name</u>	<u>Year(s)</u>	<u>Description</u>

Identify 3 to 4 personal strengths. (Examples: communication, leadership, etc.):

Aligned to the following standards:
CS.05; AG5; FFA.PL-A; FFA.PL-C; FFA.PL-E; FFA.PL-F; FFA.CS-M;
FFA.CS-N; CCSS.SL.9-10.2; CCSS.WHST.9.10.4; MP5; MP6

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Aligned to the following standards:
CS.05; AG5; FFA.PL-A; FFA.PL-C; FFA.PL-E; FFA.PL-F; FFA.CS-M;
FFA.CS-N; CCSS.SL.9-10.2; CCSS.WHST.9.10.4; MP5; MP6

Sincerely, _____

NAME: _____

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FFA.CS-N; CCSS.SL.9-10.2; CCSS.WHST.9.10.4; MP5; MP6

Thank You Letter Rubric

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
Format	The document was directed to the appropriate person with an appropriate address and salutation. The level of formality was appropriate for the type of correspondence.	The document was directed to the appropriate person with an appropriate address and salutation with minor errors. The level of formality was generally appropriate for the type of correspondence.	The document was not directed to the appropriate person. No address or salutation was included. The level of formality was not appropriate.	
Content	Effectively expressed appreciation and appropriately reiterated their qualities; expressed interest and appropriately stated provisions for follow-up	Attempted to express appreciation and generally reiterated their qualities; generally expressed interest and attempted to state provisions for follow-up	Did not attempt to express appreciation; did not attempt to reiterate their qualities; did not attempt to express interest or state provisions for follow-up	
Grammar/ Punctuation/ Spelling	Spelling, grammar and punctuation are extremely high quality with two or less errors in the document.	Spelling, grammar and punctuation are adequate with three to five errors in the document.	Spelling, grammar and punctuation are less than adequate with six or more errors in the document.	
Overall Impression	Writing was legible, and length was appropriate.	Writing was difficult to read, and length was generally appropriate.	Writing was illegible, and length was inappropriate.	