



NATIONAL FFA  
CAREER AND LEADERSHIP  
DEVELOPMENT EVENTS

## Cover Letter Rubric

100 points

NAME \_\_\_\_\_

MEMBER NUMBER \_\_\_\_\_

CHAPTER \_\_\_\_\_

STATE \_\_\_\_\_

| INDICATOR                            | Very strong evidence of skill is present<br>5–4 points   | Moderate evidence of skill is present<br>3–2 points   | Weak evidence of skill is present<br>1–0 points   | Points Earned | Weight | Total Points |
|--------------------------------------|--|---|---|---------------|--------|--------------|
| <b>Format and General Appearance</b> | Does not exceed one page without overcrowding; margins are acceptable; font size and style is readable (10–12 pt); uses appropriate business format, date and address at top; addressed to appropriate person; appropriate signature block.        | Does not exceed one page without overcrowding; margins are acceptable; font size and style is readable (10–12 pt); uses appropriate business format, date and address at top; not addressed to appropriate person; inappropriate signature block.           | Exceeds one page; margins are inappropriate; font style is unreadable; font size is too small or too large; no signature; no date or address; no inside address; not in appropriate business format.  |               | X 4    |              |
| <b>Introductory Paragraph</b>        | Identifies position they are applying for; states how they heard about the position; states why they are interested in the position; uses wording to attract reader's attention.   | Identifies position that are applying for; does not state how they found the job; vaguely describes why they are interested in the job; introduction is bland and not attention catching.   | Does not clearly identify position they are seeking; no description of how you heard about the position; does not grab the reader's attention.  |               | X4     |              |
| <b>Skills and Experiences</b>        | Identifies two to three strongest qualifications for the job; indicates how education has prepared them for this job; states why you are interested in the position; skills and experiences are consistent with resume; makes reference to resume. | Identifies one to two qualifications for the job; indicates how education has prepared them for this job; provides a vague explanation of why interested in the job; skills and experiences are somewhat consistent with resume; makes reference to resume. | Does not identify relevant qualifications for the job; does not indicate how education has prepared them for this job; does not state why they are interested in the job; skills and experiences are not consistent with resume; does not mention resume. |               | X4     |              |

Employment Skills

Cover Letter Rubriccontinued

| <b>INDICATOR</b>                      | <b>Very strong evidence of skill is present<br/>5-4 points</b>   | <b>Moderate evidence of skill is present<br/>3-2 points</b>  | <b>Weak evidence of skill is present<br/>1-0 points</b>   | <b>Points Earned</b> | <b>Weight</b> | <b>Total Points</b> |
|---------------------------------------|--|--|---|----------------------|---------------|---------------------|
| <b>Closing Paragraph</b>              | Thanks reader for taking time to read; provides appropriate contact information, makes appropriate provisions for follow up. | Thanks reader for taking time to read; provides contact information, but makes reader to assume a follow up. | Does not thank reader; does not mention a plan for follow up; does not provide any contact information. |                      | X3            |                     |
| <b>Spelling/ Grammar/ Punctuation</b> | 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.      |                      | X5            |                     |
| <b>TOTAL POINTS</b>                   |  |  |   |                      |               |                     |



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# Resume Rubric

200 points

NAME \_\_\_\_\_

MEMBER NUMBER \_\_\_\_\_

CHAPTER \_\_\_\_\_

STATE \_\_\_\_\_

| INDICATOR                               | Very strong evidence of skill is present<br>5-4 points  | Moderate evidence of skill is present<br>3-2 points  | Weak evidence of skill is present<br>1-0 points   | Points Earned | Weight | Total Points |
|---|---|--|---|---------------|--------|--------------|
| <b>Contact Information</b>              | Includes name, address, email, and phone number; name stands out on resume; provides professional e-mail.   | Name does not stand out; email is too casual.  | Missing name, address, email, or phone number; email used is inappropriate or unprofessional.                                   |               | X 2    |              |
| <b>Employment Objective</b>             | Focused objective that states how employee will help company achieve its goals.   | Focused objective that states what you want from the company.  | No objective identified.  |               | X2     |              |
| <b>Education or Relevant Coursework</b> | Contains complete information (listed in reverse chronological order) with relevant courses listed, dates formatted correctly, GPA listed in correct format (if appropriate), includes appropriate honors and awards. | Contains information (listed in reverse chronological order) with relevant courses listed, dates formatted correctly, may show gaps in work history; inappropriate GPA listed, includes appropriate honors and awards. | Information not listed in reverse chronological order, important information missing, information not listed in correct format. |               | X7     |              |

Employment Skills

Resume Rubriccontinued

| INDICATOR                             | Very strong evidence of skill is present<br>5–4 points   | Moderate evidence of skill is present<br>3–2 points   | Weak evidence of skill is present<br>1–0 points   | Points Earned | Weight | Total Points |
|---------------------------------------|--|---|---|---------------|--------|--------------|
| <b>Relevant Experience and Skills</b> | Entries are listed in reverse chronological order; company name, title, location, and dates are included; strong action verbs used with correct verb tense; personal pronouns and extraneous words are omitted; bullets are concise, direct and indicate one's impact/ accomplishments; results are quantified; bullets are listed in order of importance. | Entries are listed in reverse chronological order; entries have a pattern of one type of error; action verbs are weak; verb tenses are inconsistent; bullets are not concise or direct and do not indicate impact; bullets are written in complete sentences. | Entries are not in reverse chronological order; most entries do not include company name, dates, location, or position title; bullets are written in complete sentences; verb tenses are inconsistent; bullets are wordy, vague, or do not indicate one's impact; bullets are not listed in order or importance to the reader; results are not quantified when appropriate; irrelevant or outdated information is listed. |               | X9     |              |
| <b>Achievements and Honors</b>        | Appropriate and relevant achievements and honors listed; achievements and honors related to career goal; provides specific details for related to achievements and honors; listed in reverse chronological order.  | Appropriate and relevant achievements and honors listed; achievements and honors related to career goal; lacks specific details for related to achievements and honors; listed in reverse chronological order.  | Achievements and honors not listed in reverse chronological order; inappropriate or irrelevant achievements listed; no achievement or honors are listed.  |               | X5     |              |
| <b>References</b>                     | Listed appropriate references and provide complete contact information for references.   | References are listed but not all may be appropriate or not all contact information for references is included.   | Inappropriate references are listed; no references listed; no contact information listed.   |               | X2     |              |
| <b>Spelling/ Grammar/ Punctuation</b> | 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.  |               | X5     |              |
| <b>Format and General Appearance</b>  | Does not exceed two pages without overcrowding; margins are acceptable; font size and style is readable (10-12 point); headings reflect content and content substantiates headings; resume is targeted to job.   | Does not exceed two pages; appears overcrowded; margins are acceptable; font size and style is readable (10-12 point); headings don't necessarily reflect content and content substantiates headings; resume is targeted to job.                              | Exceeds two pages; margins are inappropriate; font style is unreadable; font size is too small or too large.  |               | X8     |              |
| <b>TOTAL POINTS</b>                   |  |   |   |               |        |              |



**NATIONAL FFA  
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DEVELOPMENT EVENTS**

## Employment Application Rubric

100 points

NAME \_\_\_\_\_

MEMBER NUMBER \_\_\_\_\_

CHAPTER \_\_\_\_\_

STATE \_\_\_\_\_

| <b>INDICATOR</b>                    | <b>Very strong evidence of skill is present<br/>5-4 points</b>  | <b>Moderate evidence of skill is present<br/>3-2 points</b>  | <b>Weak evidence of skill is present<br/>1-0 points</b>   | <b>Points Earned</b> | <b>Weight</b> | <b>Total Points</b> |
|-------------------------------------|---|--|---|----------------------|---------------|---------------------|
| <b>Consistent with Resume</b>       | Name, education, experience and other personal information matches information provided on resume.    | Name, education, experience and other personal information generally matches information provided on resume. | Name, education, experience and other personal information do not match information provided on resume. |                      | X4            |                     |
| <b>Grammar/Punctuation/Spelling</b> | 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.       |                      | X6            |                     |
| <b>Form Completed</b>               | Entire application was completed with "N/A" indicated where appropriate.                              | Majority of the application was completed with few blank fields.   | Several blank spaces and missing information.   |                      | X4            |                     |
| <b>Overall Impression</b>           | Application was consistent and appropriately highlighted candidates qualifications for the position.  | Application was consistent and generally highlighted candidates qualifications for the position.             | The application was not consistent and did not highlight candidates qualifications for the position.    |                      | X6            |                     |
| <b>TOTAL POINTS</b>                 |   |  |   |                      |               |                     |



NATIONAL FFA  
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# Initial Phone Interview Rubric

50 points

NAME \_\_\_\_\_

MEMBER NUMBER \_\_\_\_\_

CHAPTER \_\_\_\_\_

STATE \_\_\_\_\_

| INDICATOR                    | Very strong evidence of skill is present<br>5–4 points  | Moderate evidence of skill is present<br>3–2 points   | Weak evidence of skill is present<br>1–0 points  | Points Earned | Weight | Total Points |
|------------------------------|---|---|--|---------------|--------|--------------|
| <b>First Impression</b>      | Introduced self when answering the phone. Spoke articulately with no hesitation. Appropriate tone, speaks at right pace to be clear, pronunciation of words very clear and intent is apparent. Confident tone, no nervousness.                                  | Incomplete introduction. Speaks articulately, but with some hesitation. Appropriate tone is usually consistent, speaks at right pace, but shows some nervousness. Pronunciation of words is usually clear, sometimes vague.   | Did not introduce self upon answering the phone, Appropriate tone, but frequently hesitates, Has difficulty using appropriate tone, pace is too fast, nervous. Pronunciation of words is difficult to understand or unclear.                   |               | X 3    |              |
| <b>Response to Questions</b> | Confirmed date, time and location along with contact person/information. Provided complete, accurate and concise answers. Sold themselves without being pushy. Used correct terminology. Communicated knowledge of the related industry. Used time efficiently. | Did not confirm all needed information for interview. Provided some answers, some incomplete, rambled occasionally. Seemed off-putting at times in an attempt to sell themselves. Some question as to correct terminology. Seemed to have holes in knowledge of related industry. | Caller had to offer interview and provide information. Unable to answer questioned asked. Off-putting presentation (tried to sell self too hard). Used incorrect terminology for event. Did not have a firm knowledge of the related industry. |               | X 5    |              |
| <b>Overall Impression</b>    | Exhibited poise (cool under pressure). Was pleasant, professional and courteous. Ended call appropriately and smoothly (thanked caller, said good-bye). Did not have distracting mannerisms that affected their effectiveness.                                  | Seemed nervous under pressure which impacted poise, pleasantness. Used incorrect grammar which distracted from interview. Mannerisms distracted from interview (use of "ums" and you know"). Ended call without thanking caller or somewhat appropriately (not sure what to do).  | Very nervous, not poised (cracks under pressure). Ended call awkwardly and abruptly, did not thank caller or say good-bye, just hung up. Distracted from interview by mannerisms (excessive "ums" or "you know").                              |               | X 2    |              |
| <b>TOTAL POINTS</b>          |   |   |  |               |        |              |



NATIONAL FFA  
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## Personal Interview Rubric

500 points

NAME \_\_\_\_\_

MEMBER NUMBER \_\_\_\_\_

CHAPTER \_\_\_\_\_

STATE \_\_\_\_\_

| INDICATOR             | Very strong evidence of skill is present<br>5–4 points   | Moderate evidence of skill is present<br>3–2 points   | Weak evidence of skill is present<br>1–0 points   | Points Earned | Weight | Total Points |
|-----------------------|--|---|---|---------------|--------|--------------|
| Appearance            | <b>Professional dress/groomed:</b> Follows standard dress code, polished shoes, clothes pressed, conservative accessories.   | <b>Dress appropriate:</b> Just not as professional and “put together”, shoes clean, but not polished.   | <b>Very disheveled:</b> Dirty shoes, not wearing black shoes.   |               | x 10   |              |
| First Impression      | <b>Greeting:</b> Appropriate salutation and firm handshake.<br><b>Introduction:</b> States name and state association.<br><b>Body language:</b> Smiling and pleasant, does not sit until invited, confident in manner.   | <b>Greeting:</b> Confident but uneasy, soft handshake.<br><b>Introduction:</b> States name only when asked.<br><b>Body language:</b> Rarely smiles, cologne or perfume is distracting.  | <b>Greeting:</b> Does not use salutation, very informal.<br><b>Introduction:</b> Fails to introduce self, fails to shake hands with interviewer.<br><b>Body language:</b> Obnoxious cologne or perfume, chewing gum.  |               | x 15   |              |
| Response to Questions | <b>Used appropriate language for career:</b> Cited relevant examples, evidence knowledge of career field (talk the talk), knows education and experience required for position, discussed skills gained through school or past jobs and how they are relevant to position applied, abilities described match the resume, responses concise and logically communicated, responses do not sound “canned” provided in-depth description of skills, not just a list, provides in-depth response to questions, not yes/no responses do responses provided establish a “theme” that overall describes their abilities. | <b>Seemed to know terms associated with career:</b> Some holes, cited several relevant examples, but list incomplete, knew about career, but conveyed incomplete picture unsure of education or experience required for position, incomplete list of skills gained through school and past jobs and relevance to position applied, abilities mostly match resume, Responses seemed rehearsed and somewhat disorganized, provided some depth to description of job skills, some listing, provided some depth to responses to question, some yes/no, was able to tie some abilities together to form a picture of qualifications. | <b>Knew some of the language of position, but used incorrectly or did not show understanding of terms:</b> Unable to cite or few relevant examples, position education and requirements not known or do not match applicants skill set, unable to relate skills learned in school or past jobs and relevance to position applied, abilities hardly match resume, responses seemed “canned” with little logical progression, mainly provided list of skills with little explanation, provided yes/no responses, unable to see an overall theme of persons abilities. |               | x 30   |              |

Employment Skills

Personal Interview Rubric continued

| INDICATOR                          | Very strong evidence of skill is present<br>5-4 points   | Moderate evidence of skill is present<br>3-2 points  | Weak evidence of skill is present<br>1-0 points   | Points Earned | Weight | Total Points |
|------------------------------------|--|--|---|---------------|--------|--------------|
| <p><b>Communication Skills</b></p> | <p><b>Persuasive:</b> Led the interview in a direction that enabled them to expand so their skills were expressed, took initiative to add information beyond question asked.</p> <p><b>Confident:</b> Exhibited confidence in self with body language and verbally.</p> <p><b>Appropriate volume:</b> Spoke with proper volume for room to be heard clearly; not too loud, not too soft.</p> <p><b>Enunciation/grammar:</b> Avoided words like "git" versus "get" and "agin" versus "again", used proper words when speaking (didn't use 10 dollar words when a five dollar word will do).</p> <p><b>Concise:</b> Avoided run on sentences and answered with logical and organized thoughts.</p> <p><b>Sincere:</b> Expressed true interest in the position they are seeking.</p> <p><b>Poise:</b> avoids distracting mannerisms such as drumming fingers or overuse of "uhm" and "you know".</p> <p><b>Discretion/Tact:</b> Shared appropriate information and did not create an awkward situation through responses.</p> | <p><b>Persuasive:</b> Was able to expand somewhat on skills that are a fit for the position, volunteered some additional information to questions asked.</p> <p><b>Confident:</b> Exhibited some nervousness, but covered well, voice and body language showed some uncertainty.</p> <p><b>Appropriate volume:</b> Did not modulate volume to express answers, could hear sometimes, but quiet when unsure of response and hard to hear,</p> <p><b>Enunciation/grammar:</b> Some language not appropriate for position applied, used some slang and exhibited some "dialect".</p> <p><b>Concise:</b> Some questions answered in a rambling fashion, but point was able to be made. Thoughts were logical, but somewhat disorganized.</p> <p><b>Poise:</b> Seemed comfortable with some nervousness, caught self before exhibiting distracting mannerisms, rarely used "uhm" or "you know".</p> <p><b>Discretion/Tact:</b> Most professional in tone and shared information that created little if any awkwardness.</p> | <p><b>Persuasive:</b> Answered yes or no to most questions, did not expand on skill set.</p> <p><b>Confident:</b> Did not appear comfortable, nervous, slouched in chair.</p> <p><b>Appropriate volume:</b> Hard to hear answers or volume too loud for room.</p> <p><b>Enunciation/grammar:</b> Used overly complex or simplistic language, sprinkled in words like "git" versus "get" and "agin" versus "again".</p> <p><b>Concise:</b> Rambled and used run on sentences. Answers were poorly organized and thought not clearly expressed.</p> <p><b>Sincere:</b> Seemed uninterested in the position and distracted, Poise: demonstrated distracted mannerisms such as tapping foot, drumming fingers, cracking knuckles, etc., Excessive use of "uhm" and "you know".</p> <p><b>Discretion/Tact:</b> Shared information that may be seen as personal about someone else creating awkwardness, appeared unprofessional.</p> |               | x 30   |              |
| <p><b>Conclusion</b></p>           | <p><b>Posed appropriate questions of interviewer:</b> e.g., when notification of selection will occur and how. Clarified next steps, inquired as to next step in interview process e.g., if there will be additional interviews, etc.</p> <p><b>Appropriate thanks and exit:</b> Asked for business card, thanked interviewer, stands and shakes hands prior to exiting room.</p>  | <p><b>Questions posed were somewhat appropriate:</b> Some had no relevance to interview, Incomplete inquiry of the next steps in the interview process, Asked for business card, thanks interviewer and shook hand but seemed uncertain how to end the interview and exit.</p>   | <p><b>Asks no questions:</b> Questions asked (if asked, have no relevance to next steps in the interview process, Ends interview abruptly or awkwardly, exits without thanks or shaking hands,</p>  |               | x 15   |              |
| <b>TOTAL POINTS</b>                |  |  |   |               |        |              |