

ENTREPRENEURSHIP

ENTREPRENEURSHIP PROFICIENCY AWARD EVALUATION RUBRIC (3 PAGES)

Item	Page/Reference	Possible Pts	Full Points	Middle Points	Low/No Points
Performance Review - Getting Started - Motivation	Page 2 - Item I. A. 1.	2	Candidate has given a thorough description of their SAE program and how it relates to the selected award area. They have described a complete process for selection of an SAE program based on planning rather than chance. Shows thought for a future in this industry.	Candidate's description is less than complete, but does show how it relates to the selected award area. They describe how they started, but without showing a planned thought process to future interests in this industry.	Candidate's description is vague and/or does not show relation to this award area. It shows little evidence of a plan or reason for this choice other than chance. Does not address a future in this industry.
Performance Review - Goals & Objectives	Page 2 - Item I. A. 2.	2	Candidate shows a broad understanding of goals and has set forth a measurable series of reasonable, yet challenging goals related to their SAE program.	Candidate has set goals which may be difficult to measure or do not stretch the candidate. Goals may not indicate the need for extensive effort from the candidate.	The candidate has not listed goals, or has listed goals which are already in place or met without any input or effort from the candidate.
Performance Review - Progress - Advantages & Disadvantages	Page 2 - Item I. B. 1.	2	The student has made a thoughtful effort to identify advantages that they have as well as disadvantages they have encountered, or may encounter, and has indicated the influence of these on their SAE program.	The student has thoroughly identified advantages and/or disadvantages that they may have encountered, but have not identified how these impact their SAE program or not communicated this well to the evaluator.	Student has not addressed advantages or disadvantages completely. Student is not connecting advantages and disadvantages to the success or failure of the SAE program.
Performance Review - Progress - Resources	Page 3 - Item I. B. 2.	2	Student completely explains how resources were obtained and utilized in this award area. They show a planned, systematic approach utilizing sound business practices.	Student explains how resources were obtained and utilized, but does not show a complete planned approach and does not document sound business practices.	Vague explanation of how resources were obtained. Student does not address a planned approach to resource obtainment.
Performance Review-Progress-Marketing	Page 3 - Item I. B. 3.	2	Student identifies a complete plan for marketing their product(s) showing consideration of supply and demand, market availability and advertising.	Student has a plan but may not show basing all decisions on sound marketing practices, or show evidence of considering marketing practices important.	Student has little or no plan or efforts towards marketing. Marketing of product is left to chance.
Performance Review - Progress - Goal Progress	Page 3 - Item I. C. 1.	2	Progress toward reaching goals is addressed and substantial at the present point in the program considering the student's opportunity, advantages and disadvantages.	Progress toward reaching each goal is less than would be expected considering the advantages, disadvantages, and circumstances communicated within the application.	Achievements related to goals are not fully addressed or progress toward reaching goals indicates little ability to grasp opportunities presented and advantages identified.
Performance Review - Future - Goals	Page 3 - Item I. C. 2.	3	Candidate addresses future goals in areas of education/professional development and career success as well as personal and financial stability. Goals are related to current experiences and continue to challenge the candidate	Candidate addresses goals completely, but these goals are not related to current experiences or candidate does not address complete spectrum of goal areas for success. Goals do not support continued growth in student.	Candidate does not communicate future goals, goals are unrelated to current SAE program, or goals do not set a foundation for future success in the industry.
Skills, competencies and knowledge	Page 4 - Item I. D. 1.	15	Student has identified ten different skills related to their SAE and has identified contributions to success which support decisions made and improvement in financial and/or production efficiencies consistent with those in industry.	Student has identified ten different skills, but has not drawn a relationship between these skills and management decision making or improved efficiencies.	Student has not completely identified skills, has not taken the opportunity to identify skills normally associated with the industry and/or has not identified relationships between the skills and the management decisions or efficiencies.

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Inventory Related to this Proficiency Area	Page 5-Item II.	10	Inventory is complete and consistent with summary report. Inventory supports known industry needs or inconsistencies are explained in the application.	Inventory is somewhat incomplete compared to industry expectations. An incomplete explanation of the situation is present.	Inventory does not support industry standard and no viable explanation is offered in the application
Schedule of Liabilities	Page 5 - Item III.	5	Liabilities are reported completely and accurately and support the student commentary and movement into the industry.	Liabilities do not completely support the summary information presented.	Liabilities are not consistent with reported practices and or movement into the industry.
Scope	Page 6a/b - Item IV.	5	The student shows a consistent expansion into the industry taking into consideration the opportunity and management decisions consistent with potential returns/economic situations in said industry. Expansion is by student's own efforts.	The student consistently expands, without regard for industry trends and consideration of financial trends and opportunities in the industry. Expansion is highly supported by outside influences and student's own efforts are not clearly evident.	Student has not taken advantage of expansion opportunities, or program appears stagnant, or program changes have not mirrored opportunities reflective of the industry.
Income and Expense Summary	Page 6a/b - Item V.	15 NOTE: Summary must be technically accurate when compared to balance sheet and inventories in order to be considered for national recognition	Summary shows expected incomes and expenses. Student returns are from the student's efforts. Incomes and expenses are related to this proficiency award. Net capital transactions are consistent with assets managed.	Summary shows one or more unexplained inconsistency versus the industry standard. Undue returns from outside sources appear and are unexplained. Unexplained gains in net capital transactions appear.	Summary does not show expenses or receipts consistent with the industry and reported efficiencies. Returns do not support management decisions made.
Balance Sheet	Page 7 - Item VI.	5	Student balance statement shows progress into establishment in the industry. Evidence of good investment and thrift, given the student situation are present. Investment and liabilities shown are consistent with industry standards within presented information.	Student balance sheet shows progress into establishment in the industry but thrift and strong investment philosophy are not evident. Investment takes place outside the SAE program. Liabilities are more or less than expected.	Student balance sheet shows reduction in investments and lack of planned establishment in the industry. Liabilities are excessively high.
Efficiencies Attained	Page 7 - Item VII.	5	Listed efficiencies are related to the program and support management decisions made. Efficiencies are relevant to the industry standards and show improvement over time and/or challenges industry perimeters for excellence.	Efficiencies shown do not support management decisions shown in all cases. Some efficiencies are low for industry, or are not standards for the industry.	Efficiencies listed do not support decisions made or are lower than industry expectations without explanation and/or do not support management decisions made.

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Accounting for Change in Owner's Equity	Page 8 - Item XI	5 Candidate may not have a gain in equity greater than the possible reported gain.	Gain/Loss in owner's equity is consistent with reported income, and "Withdrawals..." (line 6) listed	Gain/Loss shown is somewhat suspect when reconciled with student report and "Withdrawals..." (line 6) listed.	Gain/Loss shown is inconsistent and unexplained.
Resume	Supplemental Pages - Not more than 2 pages in length	6	Resume completely addresses categories given within application, resume supports statements made in the application and supports a broad based student involvement in school, chapter and community	Resume is slightly incomplete or in conflict with comments in the application.	Resume is in conflict with statements made in the application or is substantially incomplete. Resume not present equals score of zero on this section.
Employer and/or Instructor's Statement	Supplemental Page- Not more than 1 page in length	2	Statement emphasizes the student's accomplishments that have been made in their SAE proficiency award area. Statement supports the information included in the application. Name, title and signature of the person(s) making the statement(s) is present.	Statement supports some accomplishments and information provided in the proficiency award application. Name, title and signature of person(s) making the statement(s) is present.	Statement does not/or is extremely limited in supporting the information and accomplishments included in the application. Name, title and/or signature of person(s) making the statement(s) is absent. Statements not included equals zero points.
Photographs	Supplemental Pages - not more than 6 photographs w/ captions of no more than 50 words.	10 In no case will more than 6 photos be allowed	Application includes 6 clear photos, each have a related caption which gives a complete explanation of activities and supports facts within the application.	Application has less than 6 clear photos which have relevant captions and support the quality of the application or has 6 photos, some of which do not support quality of application or which are of low photo or caption quality.	Application has less than the number of photographs allowed, are of poor quality, have little or no caption or relativity to the application or are non-existent (score of zero on this section if no photos and captions are submitted).
Personal Page	Supplemental Page - not more than 1 page	2	Page supports the knowledge, skills and competencies necessary for success in the award area. Personal page gives additional information or supports information provided in the application.	Page has limited support for knowledge, skills and competencies necessary for success in the award area. Gives limited additional information towards the application.	Page has little or no support for the application and/or does not give additional information. Page not included equals a score of zero.

Agricultural Proficiency Award - Entrepreneurship Scorecard

Award Category	Points Available	Contestant #1	Contestant #2	Contestant #3	Contestant #4
Performance Review pages 2-3 (Sub category points listed below)	NAME:				
	Section 1A-1	2			
	Section 1A-2	2			
	Section 1B-1	2			
	Section 1B-2	2			
	Section 1B-3	2			
	Section 1C-1	2			
	Section 1C-2	3			
Competencies & Knowledge, page 4	15				
Inventory Related to this Proficiency Area, page 5	10				
Schedule of Liabilities Related to This Award page 5	5				
Scope, page 6a/b	5				
Expense Summary, page 6a/b	15				
Applicant's Financial Balance Sheet Statement, page 7	5				
Efficiencies Attained, page 7	5				
Accounting for Change in Owner's Equity, page 8	5				
Supporting Docs. - Resume	6				
Supporting Docs. - Employer /Instructor Statements	2				
Supporting Docs.- Photos & Captions	10				
Supporting Docs.- Personal Page	2				
TOTAL	100				
RANK					