1. Each FFA district will be allocated one position in the state competition. The participant representing the district will be selected by the district schools via a competition set up and conducted by the schools of that FFA district.

2. If an eligible district individual fails to enter the contest or does not attend the state convention, the next eligible individual from that district will be allowed to compete.

3. The creed speaker must be enrolled in the approved program’s first agricultural education class, be meeting the requirements for the FFA greenhand degree and not be elevated above the tenth grade in school. (Only)

4. The creed speaker must present himself/herself in official FFA dress as defined in the official FFA Manual.

5. The creed speaker has the option to use the speaker stand and/or public address system, if provided.

6. Contestants may not use any introduction other than "The FFA Creed was written by E.M. Tiffany." They cannot use any closing remarks (i.e., the creed was written by E. M. Tiffany . . . ).

7. Each creed speaker will draw for speaking position before the contest and will remain off stage in a separate room until time to speak.

8. Three judges will be appointed by the contest coordinator.

9. A prompter will be provided. The use of such prompter will deduct points from the exactness section of the score sheet. Contestants must look at prompter to cue him for help.

10. Each creed speaker will be asked the same question from each of the three judges. The question asked will relate directly to the FFA creed. Only one question per judge will be asked. Contestants must answer all questions.

11. All speakers will be ranked gold, silver, or bronze and an appropriate plaque awarded to each.

Score Card for State Creed Speaking Contest:

<table>
<thead>
<tr>
<th>Category</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oral Communication</td>
<td>200</td>
</tr>
<tr>
<td>Non Verbal Communication</td>
<td>400</td>
</tr>
<tr>
<td>Questions &amp; Answer</td>
<td>400</td>
</tr>
</tbody>
</table>

No deductions are taken on questioning time.
## Creed Speaking CDE Presentation Rubric - 1,000 points

**Participant #:**

### Oral Communication - 200 points

<table>
<thead>
<tr>
<th>Indicators</th>
<th>Very strong evidence skill is present 5-4</th>
<th>Moderate evidence skill is present 3-2</th>
<th>Strong evidence skill is not present 1-0</th>
<th>Points Earned</th>
<th>Weight</th>
<th>Total Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Speaking without hesitation</td>
<td>Speaks very articulately without hesitation. • Never has the need for unnecessary pauses or hesitation when speaking.</td>
<td>Speaks articulately, but sometimes hesitates. • Occasionally has the need for a long pause or moderate hesitation when speaking.</td>
<td>Speaks articulately, but frequently hesitates. • Frequently hesitates or has long, awkward pauses while speaking.</td>
<td>x20</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B. Pace</td>
<td>Speaks at a moderate pace to be clear.</td>
<td>Speaks at a moderate pace most of the time, but shows some nervousness</td>
<td>Pace is too fast/slow; nervous</td>
<td>x5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C. Tone</td>
<td>Voice is upbeat, impassioned and under control</td>
<td>Voice is somewhat upbeat, impassioned and under control</td>
<td>Voice is not upbeat; lacks passion and control</td>
<td>x5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>D. Pronunciation</td>
<td>Pronunciation of words is very clear and intent apparent</td>
<td>Pronunciation of words is usually clear, sometimes mumbled</td>
<td>Pronunciation of words is difficult to understand; unclear</td>
<td>x5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>E. Volume</td>
<td>Emitted a clear, audible voice for the audience present</td>
<td>Emitted a somewhat clear, audible voice for the audience present</td>
<td>Emitted a barely audible voice for the audience present</td>
<td>x5</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Non-verbal Communication - 400 points

<table>
<thead>
<tr>
<th>Indicators</th>
<th>Eye contact constantly used as an effective connection. • Constantly looks at the entire audience (90-100% of the time).</th>
<th>Eye contact is mostly effective and consistent. • Mostly looks around the audience (60-80% of the time).</th>
<th>Eye contact does not always allow connection with the speaker. • Occasionally looks at someone or some groups (less than 50% of the time).</th>
<th>x20</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Attention (eye contact)</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>B. Mannerisms</td>
<td>Does not have distracting mannerisms that affect effectiveness. • No nervous habits</td>
<td>Sometimes has distracting mannerisms that pull from the presentation. • Sometimes exhibits nervous habits or ticks.</td>
<td>Has mannerisms that pull from the effectiveness of the presentation. • Displays some nervous habits - fidgets or anxious ticks.</td>
<td>x20</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C. Gestures</td>
<td>Gestures are purposeful and effective. • Hand motions are expressive and used to emphasize talking points. • Great posture (confident) with positive body language.</td>
<td>Usually uses purposeful gestures. • Hands are sometimes used to express or emphasize. • Occasionally slumps; sometimes negative body language.</td>
<td>Occasionally gestures are used effectively. • Hands are not used to emphasize talking points; hand motions are sometimes distracting. • Lacks positive body language; slumps.</td>
<td>x20</td>
<td></td>
<td></td>
</tr>
<tr>
<td>D. Well poised</td>
<td>Is extremely well poised. • Poised and in control at all times.</td>
<td>Usually is well poised. • Poised and in control most of the time; rarely loses composure.</td>
<td>Isn't always well poised. • Sometimes seems to lose composure.</td>
<td>x20</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Question and Answer - 400 points

<table>
<thead>
<tr>
<th>Indicators</th>
<th>Is able to stay fully detailed-oriented. • Always provides details which support answers/basis of the question.</th>
<th>Is mostly good at being detailed-oriented. • Usually provides details which are supportive of the answers/basis of the question.</th>
<th>Has difficulty being detailed-oriented. • Sometimes overlooks details that could be very beneficial to the answers/basis of the question.</th>
<th>x30</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Being detail oriented</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B. Speaking unrehearsed</td>
<td>Speaks unrehearsed with comfort and ease. • Is able to speak quickly with organized thoughts and concise answers.</td>
<td>Speaks unrehearsed mostly with comfort and ease, but sometimes seems nervous or unsure. • Is able to speak effectively, has to stop and think and sometimes gets off focus.</td>
<td>Shows nervousness or seems unprepared when speaking unrehearsed. • Seems to ramble or speaks before thinking.</td>
<td>x30</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C. Examples used in response to questions</td>
<td>Examples are vivid, precise and clearly explained. • Examples are original, logical and relevant.</td>
<td>Examples are usually concrete, some-times needs clarification. • Examples are effective, but need more originality or thought.</td>
<td>Examples are abstract or not clearly defined. • Examples are sometimes confusing leaving the listeners with questions.</td>
<td>x20</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th>Gross Total Points</th>
<th>Accuracy Deduction*</th>
<th>Net Total Points</th>
<th>Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*10 points per word, determined from by the accuracy judges.

Judges Signature:
1. Each FFA district will be allocated one position in the state competition. The participant representing the district will be selected by the district schools via a competition set up and conducted by the schools of that FFA district.

2. If an eligible individual fails to enter the contest or does not attend the state convention, the next eligible individual will be allowed to compete.

3. The state contest will be open only to students who were regularly enrolled in Agricultural Education during the current school year or who are still in high school but have completed all the Agricultural Education offered. When selected, contestants must be active members of chartered FFA chapters in good standing with the State Association.

4. The contest shall consist of two rounds, a preliminary round with speakers seeded into pools based upon random draw and a final round consisting of three speakers from each pool. Three judges will be used in each pool and in the final round.

5. Participants will present entirely original material in each round.

6. Canned or pre-prepared material will be discounted in the scoring.

7. Members cannot participate in both the State Extemporaneous Speaking Contest and the State Public Speaking Contest within the same year.

8. Members who have been previously named the State winner in the State Extemporaneous Speaking Contest are ineligible for participation in another state level Extemporaneous Speaking Contest.

9. A contestant shall be in official FFA dress when participating in the contest.

10. Each contestant who has won the right to compete in the State Contest by having been declared the winner in a District contest must file with the state office through the local instructor of Agricultural Education the official entry form. (See Section XI.)

*Use of visual aids is discouraged at the national level.

SUBJECTS

The selection shall be held 30 minutes before the contest. One specific sub-topic will be selected in each of the four (4) broad subject matter areas by the contestants at the contest. From the four sub-topics selected, the contestant will decide on which topic he/she will present. The others will be returned for possible use by a succeeding contestant.

Subject matter areas:

1. Agriscience and Technology
2. Agrimarketing and International Agricultural Relations
3. Food and Fiber Systems
4. Urban Agriculture

The procedure to accomplish the above subject selection will be as follows: Four boxes will be used with sub-topics in each box - (1) Agriscience and Technology, (2) Agrimarketing and International Agricultural Relations, (3) Food and Fiber Systems, and (4) Urban Agriculture.

A contestant will draw one sub-topic from each box and will then select one of those sub-topic drawn. The other sub-topic will be placed back in the box for the other candidates to draw from.

Each speech shall be the result of the contestant's own effort using any reference material which the contestant may bring to the preparation room. No other assistance may be provided. The following guidelines will be followed concerning references: 1. Must be limited to five items. 2. Must be printed material such as books or magazines and/or a compilation of collected materials. To be counted as one item, a notebook or folder of collected materials.
may contain NO more than 100 single sided pages or 50 pages double sided numbered consecutively (cannot be notes or speeches prepared by the participant or notes prepared by another person for the purpose of use in this event).

No electronic devices will be allowed in the contest area including cell phones. Uniform note cards will be provided each contestant. Any notes for speaking must be made during the 30 minutes preparation period.

**TIME LIMITS**

Each speech shall be not less than four or more than six minutes with five minutes additional time allowed for related questions which shall be asked by the judges. The chairman of the contest shall introduce the contestant by name and chapter. The contestant may introduce his speech by title only. Contestants are to be penalized 20 points per minute or major fraction thereof for speeches over six minutes or under four minutes in length. Time commences when the speaker begins talking.

**METHOD OF SELECTING THE WINNER**

- The State staff will be in charge of selecting a contest superintendent who will be in charge of this contest.
- Contestants shall draw for places on the program. The program chairman shall then introduce each contestant by name and number drawn. A contestant will be permitted to use notes while speaking, but deductions in scoring may be made for this practice if it detracts from the effectiveness of the presentation.
- One timekeeper shall be designated who will record the time used by each contestant in delivering his speech, noting under time or overtime, if any, for which deductions will be made.
- Three competent and impartial persons will be selected to judge the contest. At least one judge should have an agricultural background.
- At the time of the contest, the judges will be seated in different sections of the room in which the contest is held. They will score each contestant upon the delivery of the speech, using the score sheet provided.
- Each judge shall formulate and ask questions. Questions shall pertain directly to the speaker's subject. Questions containing two or more parts should be avoided. Judges will score each contestant on the ability to answer all questions asked by all judges. The full five minutes for questions will be used.
- When all contestants have finished speaking, each judge will total the score on each contestant. The timekeepers' record will be used in computing the final score for each contestant. The judges' score sheets will then be submitted to the contest superintendent to determine final ratings of contestants.
- Contestants shall be ranked in numerical order on the basis of the final score to be determined by each judge without consultation with the others. The judges' ranking of each contestant then shall be added and the winner will be that contestant whose total of rankings is the lowest. Other placings shall be determined in the same manner. (Low point score method of selection.) In case of a tie, that individual who has the highest grand total score shall be declared the winner.

**AWARDS**

The state winner will receive a plaque and a cash award provided by the National FFA Foundation. All other participants will receive a certificate with a rating of gold, silver, or bronze.
### Extemporaneous Public Speaking CDE Scorecard - 1,000 points

**Participant #:**

#### Oral Communication - 600 points

<table>
<thead>
<tr>
<th>Indicators</th>
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<th>Moderate evidence skill is present 3-2</th>
<th>Strong evidence skill is not present 1-0</th>
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<th>Total Score</th>
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<tbody>
<tr>
<td>A. Examples</td>
<td>Examples are vivid, precise and clearly explained. • Examples are original, logical and relevant.</td>
<td>Examples are usually concrete, sometimes needs clarification. • Examples are effective, but need more originality or thought.</td>
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<td>x20</td>
<td>x10</td>
<td></td>
</tr>
<tr>
<td>B. Speaking without hesitation</td>
<td>Speaks very articulately without hesitation. • Never has the need for unnecessary pauses or hesitation when speaking.</td>
<td>Speaks articulately, but sometimes hesitates. Occasionally has the need for a long pause or moderate hesitation when speaking.</td>
<td>Speaks articulately, but frequently hesitates. Frequently hesitates or has long, awkward pauses while speaking.</td>
<td>x20</td>
<td>x15</td>
<td></td>
</tr>
<tr>
<td>C. Tone</td>
<td>Appropriate tone is consistent. • Speaks at the right pace to be clear. • Pronunciation of words is very clear and intent is apparent.</td>
<td>Appropriate tone is usually consistent. • Speaks at the right pace most of the time, but shows some nervousness. • Pronunciation of words is usually clear, sometimes vague.</td>
<td>Has difficulty using an appropriate tone. • Pace is too fast; nervous. • Pronunciation of words is difficult to understand; unclear.</td>
<td>x20</td>
<td>x15</td>
<td></td>
</tr>
<tr>
<td>D. Being detail-oriented</td>
<td>Is able to stay fully detail-oriented. • Always provides details which support the issue; is well organized.</td>
<td>Is mostly good at being detail-oriented. • Usually provides details which are supportive of the issue; displays good organizational skills.</td>
<td>Has difficulty being detail-oriented. • Sometimes overlooks details that could be very beneficial to the issue; lacks organization.</td>
<td>x20</td>
<td>x20</td>
<td></td>
</tr>
<tr>
<td>E. Connecting and articulating facts and issues.</td>
<td>Exemplary in connecting facts and issues and articulating how they impact the issue locally and globally. • Possess a strong knowledge base and is able to effectively articulate information regarding related facts and current issues.</td>
<td>Sufficient in connecting facts and issues and articulating how they impact the issue locally and globally. • Possess a good knowledge base and is able to, for the most part, articulate information regarding related facts and current issues.</td>
<td>Has difficulty with connecting facts and issues and articulating how they impact the issue locally and globally. • Possess some knowledge base but is unable to articulate information regarding related facts and current issues.</td>
<td>x20</td>
<td>x20</td>
<td></td>
</tr>
<tr>
<td>F. Speaking unrehearsed (questions &amp; answers)</td>
<td>Speaks unrehearsed with comfort and ease. • Is able to speak quickly with organized thoughts and concise answers.</td>
<td>Speaks unrehearsed mostly with comfort and ease, but sometimes seems nervous or unsure. • Is able to speak effectively, has to stop and think and sometimes gets off focus.</td>
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<td></td>
</tr>
</tbody>
</table>

#### Non-verbal Communication - 400 points

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<tr>
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<td>x20</td>
<td>x20</td>
<td></td>
</tr>
<tr>
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<td>Sometimes has distracting mannerisms that pull from the presentation. • Sometimes exhibits nervous habits or ticks.</td>
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<tr>
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<td>Gestures are purposeful and effective. • Hand motions are expressive and used to emphasize talking points. • Great posture (confident) with positive body language.</td>
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<td>Usually is well poised. • Poised and in control most of the time; rarely loses composure.</td>
<td>Isn’t always well poised. • Sometimes seems to lose composure.</td>
<td>x20</td>
<td>x20</td>
<td></td>
</tr>
</tbody>
</table>

#### Gross Total Points

#### Time Deduction* 

#### Net Total Points

#### Rank

* -1 point per second under 4 minutes or over 6 minutes, determined by the timekeepers.

Judges Signature: ____________________________
AGCL.01.01  Understand and analyze the role of agriculture in determining the need for and supply of the world’s food

AGCL.01.01.a  Define the difference in food supply and food need
AGCL.01.01.b  Analyze global trends (population, societal, income, health, environmental) and the impact on food supply
AGCL.01.01.c  Relate trends of food supply and food need to theories of Thomas Malthus and the work of Norman Borlaug
AGCL.01.01.d  Analyze how technology has or can increase production capabilities

AGCL.01.02  Compare and contrast issues affecting the AFNR industry (including biotechnology food safety environmental and animal welfare)

AGCL.01.02.a  Select solutions for different issues
AGCL.01.02.b  Analyze selected solutions for feasibility
AGCL.01.02.c  Present solutions determined most feasible

AGCL.01.03  Envision emerging technology and globalization and projects its influence on markets

AGCL.01.03.a  Examine new technologies to project their impact on the AFNR industry
AGCL.01.03.b  Discuss the relationship between the advancement of technology and the need for continuing education and career development

AGCL.02.01  Identify and prepare for career opportunities in the AFNR cluster

AGCL.02.01.a  Identify careers and explore advantages and disadvantages within the AFNR cluster
AGCL.02.01.b  Choose an agriculture career based upon your interest, skills and education necessary
Colorado FFA Parliamentary Procedure Career Development Event

I. Purpose
The purpose of the Parliamentary Procedure Career Development Event is to encourage students to learn to effectively participate in a business meeting and to assist in the development of their leadership, research and problem solving skills.

II. Objectives
Students will be able to:
A. Use parliamentary procedure to conduct an orderly and efficient meeting.
B. Demonstrate knowledge of parliamentary law.
C. Present a logical, realistic and convincing debate on motions.
D. Record complete and accurate minutes.
E. Utilize parliamentary resources to solve problems of organizational management and operations.

III. Agriculture, Food and Natural Resources (AFNR) Career Cluster Content Standards
With the recommendation of the National FFA Board of Directors, all national FFA programs have incorporated these standards to guide the direction and content of program materials and activities. Refer to Appendix A in this chapter of the handbook for a complete list of the measurable activities that participants will carry out in this event. For details about the incorporation of AFNR standards, refer to the Introduction chapter of the CDE handbook.

IV. Event Rules
A. Team make-up: A team representing a district will consist of six members from the same chapter.
B. It is required that participants wear FFA Official Dress for all portions of the contest.
C. The event will have four phases:
   1. Written examinations
   2. Ten minute team presentation of parliamentary procedure
   3. Oral questions following the presentation and minutes
      - Finals: The problem solving/ citing activity will involve all six team members.
      - Tie Breaker: Minutes will be prepared by the team secretary in consultation with the team chair.
D. The advisor will not consult with the team after beginning that days event.
E. Any participant in possession of an electronic device in the event area is subject to disqualification.
V. Event Format
   A. Equipment
      1. Materials the student needs to provide: Each participant must bring a minimum of two sharpened No. 2 pencils and a copy of the current edition of Robert’s Rules of Order Newly Revised.
      2. Materials provided by the event committee: A gavel will be supplied for the Chair. Teams may choose to use their own gavel if they so desire. Paper and pencils will be provided to Chair and Secretary. A dictionary will be provided in the minutes room.

   B. Written Test - 180 points
      1. Forty five question (4 points each) multiple choice questions taken from Dunbar’s Manual of Parliamentary Procedure Test Questions and Robert’s Rules of Order Newly Revised. References cannot be used for this part. Participants will have one hour to complete exam.
      2. The average score of the six team members will be used to compute the total team score in each round.

   C. Presentation - 670 points
      1. Rounds
         There will be 3 portions: Test, preliminary and final round at the state contest. The test scores will count in the preliminary and final round team tabulation. The preliminary round will include the presentation, and individual oral questions. The final round will include presentation, individual oral questions, and a citing exercise team activity.
      2. Seeding Process
         Teams will be placed into preliminary rounds based on the teams’ exam scores.
      3. Chairman & Secretary
         The chairman and secretary will be designated by the team for each round.
      4. Item of Business
         Each team will address a local chapter item of business, which would normally be a part of a chapter’s Program of Activities (e.g., Food for America, Project PALS, WEA, fundraisers, recreation, etc.). Consult the Official FFA Manual and Student Handbook for specific activities. The motion will be specific and must be moved as an original main motion as it is written on the card.
      5. Event Card
         The event officials will select two subsidiary, two incidental and one privileged or a motion that brings a question again before the assembly from the list of permissible motions. These motions will be on an index card and one will be randomly assigned to each team member. All teams in each section will be assigned the same motions. Team members will have one minute to review the main motion, the motions to be demonstrated and to identify his/her motion (which may be noted by bolding, underlining or highlighting). Members may not confer during the one-minute time period or during the
      6. Opening the Demonstration
         The team demonstrating shall assume that a regular chapter meeting is in progress and new business is being handled on the agenda. The Chair shall tap the gavel once to signify the end of the previous item of business then start the presentation by saying, “Is there any new business that should be presented at this time?”
7. Original Main Motion
   The event official will assign the main motion on an index card. This is to be the first
   item of business presented. All teams in each section will use the same main motion.
   This original main motion must be the first motion presented unless orders of the
day, take from the table, reconsider or rescind are required.

8. Individual Member Recognition
   A member may speak in debate on the main motion and conclude by offering a
   secondary motion. While it is discouraged, judges will award points accordingly for
   both the debate and the secondary motion.

9. Take from the Table
   If the officials in charge designate Take from the Table as a motion to be
demonstrated, you will be provided the motion to take from the table. Example: “I
move to take from the table the motion that our chapter sells Christmas trees.” The
original main motion, assigned on the card, cannot be taken from the table. The
motion shall not be used unless it is a required motion.

10. Reconsider
    If the officials in charge designate Reconsider as a motion to be demonstrated, you
will be provided the motion to reconsider. Example: “I move to reconsider the motion
passed earlier to sell Christmas trees.” This motion shall not be used unless it is a
required motion. Unrealistic or “canned” debate on the motion to reconsider may be
penalized at the judge’s discretion.

11. Rescind
    If the officials in charge designate Rescind as a motion to be demonstrated, you
will be provided the motion to rescind. Example: “I move to rescind the motion that was
adopted at our last meeting to sell Christmas trees.” This motion shall not be used unless it is a
required motion. Unrealistic or “canned” debate on rescind may be
penalized at the judge’s discretion.

12. Call for the Orders of the Day
    If the event officials designate Call for the Orders of the Day as a motion to be
demonstrated, you are to assume that a motion was postponed at the last meeting and
made a special order for a time during the current demonstration.

13. Number of Motions
    There shall be no limitation to the number of subsidiary, incidental, privileged
motions or a motion that brings a question again before the assembly demonstrated by
the team. However, the team must demonstrate two subsidiary, two incidental and
one privileged or a motion which brings a question again before the assembly
designated by the officials in charge. The team may use more than one original main
motion as long as it pertains to the assigned main motion. While acceptable, this
practice is strongly discouraged.

14. Using a Motion Twice
    A member’s required motion will not be counted as an additional motion for another
member. The person who makes the assigned main motion will be given credit for an
additional motion (10 points). If an alternate main motion is used, the member will
NOT be given credit for an additional motion. No motion may count for an additional
motion for more than one member.
15. Debate
The top four debates per member will be tabulated in the presentation score. No more than two debates per member per motion will be tabulated, even if the subsidiary motion to Extend the Limits of Debate has been passed.

16. Time Limit and Deductions
A team shall be allowed ten minutes and thirty seconds in which to demonstrate knowledge of parliamentary law. A deduction of two points/second for every second over 10:30 will be assessed. Example: 10:35 = 10 point deduction. A timekeeper will furnish the time used by each team at the close of the event.

D. Oral Questions - 150 points
1. Individual Questions—150 points—(6 x 25 points)
The team members (not including the Chair) will be asked a planned question, which may include 1-3 parts, relating to their assigned motion. No one may step forward to help another member answer their individual question. The Chair will be asked a question relating to presiding, debate, assigning the floor or other general parliamentary procedures.

E. Presentation of Minutes – TIE BREAKER
Each team will have a Secretary take minutes of the presentation. In the event of a tie the secretaries minutes will be used as a time breaker. If paper and pencil are not present, it is the Secretary’s responsibility to request these items from the judges or event officials. Notes taken by the Secretary during the presentation must be turned in with the official copy of the minutes on Form 1. (The lowest possible score for the section is zero (0).) Event officials shall use Form 3 to score the official minutes of the presentation.

Instructions on Minutes
1. Use the example of proper minutes as illustrated in Robert’s Rules of Order Newly Revised.
2. A dictionary will be provided for writing the official minutes of the presentation.
3. The minutes will begin by recording the first item of business presented. Example: “It was moved by John Smith to conduct a Food for America program during the month of April.”
4. The Chair and the Secretary may consult in preparing the official minutes of the presentation. A total of 20 minutes will be allowed to prepare the minutes.
5. A judge will read, review and grade the official minutes of the presentation after completion of the preliminary round of the event. The scores

F. Team Problem Solving Activity-FINALS ONLY - 50 points
Teams advancing to the final round will complete a team problem solving activity. Five (5) open book parliamentary procedure research questions will be presented, using the current edition of Robert’s Rules of Order Newly Revised. The TEAM will be allowed 30 minutes to complete the citing exercise. All team members are required to provide their own copy of the most current edition of Robert’s Rules of Order Newly Revised.

An example of one research question is outlined below:
List the page and beginning line number for the following statement.
“The term rules of order refers to written rules of parliamentary procedure formally adopted by an assembly or an organization.”

ANSWER: Page 15 Beginning Line Number 3
VI. Scoring

A. Guidelines for Scoring Discussion
   1. It is essential that each judge observes and maintains consistent criteria in scoring debate for the duration of the event.
   2. Judges must overlook personal opinions and beliefs and score debate in an unbiased manner. All debate should be scored at the time it is delivered.
   3. Characteristics of effective debate include a) completeness of thought, b) logical reasoning, c) clear statement of speaker’s position, d) conviction of delivery, e) concise and effective statement of debate.
   4. A suggested grading scale is as follows:
      - Excellent 13-15 points
      - Good 9-12 points
      - Average 6-8 points
      - Poor 0-5 points
   5. An excellent debate would be characterized by a truly stirring delivery and brilliant in terms of information provided and/or suggestions for action offered. Poor debate would be characterized by a lack of effective delivery, poor grammar, reasoning and substance. An example might be: “I think this is a good idea.”
   6. Most debate would fall in the range of 6-12 points. An example of a debate might be: “I think this is a very significant motion which should be adopted for the following reasons (new, informative and logically related).” Each debate should have a logical conclusion. Good debate would be characterized by effective delivery, substance, creative and visionary thought delivered in a convincing and compelling manner.
   7. Each time a participant in the presentation discusses any motion, they may earn a score. However, an individual may never earn more than 50 points in a given presentation. The top four debates per member will be tabulated in the presentation score. No more than two debates per member per motion will be tabulated.

B. Guidelines for Scoring the Chair
   1. Ability to preside: state motions correctly, follow rules of debate, keep members informed, put motions to a vote, announce results of vote, use of gavel, awareness of business on the floor. (80 points)
      A suggested grading scale is as follows:
      - Excellent 71-80 point
      - Good 61-70 points
      - Average 51-60 points
      - Poor 0-50 points
   2. Leadership – stage presence, poise, self-confidence, politeness & voice. (20 points)
      A suggested grading scale is as follows:
      - Excellent 16–20 points
      - Good 11–15 points
      - Average 6–10 points
      - Poor 0–5 points
C. Guidelines for Scoring Team Effect
   1. Team Problem Solving Activity-FINALS ONLY - 50 points

Teams advancing to the final round will complete a team problem solving activity. Five (5) open book parliamentary procedure research questions will be presented, using the current edition of Robert’s Rules of Order Newly Revised. The TEAM will be allowed 30 minutes to complete the citing exercise. All team members are required to provide their own copy of the most current edition of Robert’s Rules of Order Newly Revised.

An example of one research question is outlined below:
   List the page and beginning line number for the following statement.
   “The term rules of order refers to written rules of parliamentary procedure formally adopted by an assembly or an organization.”

   ANSWER: Page 15  Beginning Line Number 3
SCORING
1. Written Exam (18%) ........................................................................................................... 180
   a. Society for Agricultural Education Parliamentarians Accreditation Exam
   b. 45 multiple-choice questions x 4 pts. each = 180
2. Presentation (67%) ......................................................................................................... 670
   a. Required motion = 20 pts. x 5 members = 100 pts. (10%)
   b. Additional motion = 10 pts. x 5 members = 50 pts. (5%)
   c. Debates = 300 pts. (30%)
      i. 15 pts max per debate
      ii. debates/member included
      iii. 5 members
   d. Chair = 100 pts. (10%)
      i. Ability to Preside = 80 pts.
      ii. Leadership = 20 pts.
   e. Team Effect = 120 pts (12%).
      i. Conclusions Reached by Team = 40 pts.
      ii. Team Use of Debate = 40 pts.
      iii. Team Presence = 40 pts.
3. Oral Questions (15%) ...................................................................................................... 150
   a. Individual Questions = 90 pts.
      i. 6 team members (including Chair)
      ii. 5 pts. max per question
4. TOTAL POINTS ................................................................................................................. 1000

FINALS: Team Problem Solving (Final Round) = ........................................................... 50
   a. 5 research questions x 10 pts. each = 50 pts.

TIE BREAKER: Reading Minutes . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . .
In case of a tie, the two secretaries involved will read their minutes to the judges. They will be scored using the National Rubric (Form 3).
TALLYING THE SCORES

• Scoring will be done in the following manner:
  a. Each judge will be given one (1) score sheets for each participating team in the first round.
  b. Judges will not score the preliminary pool in which their district’s team is competing.
  c. Using the score sheets, (one for each team) each judge will score the teams' demonstrations.
  d. The low point system will be used to determine the winner. Rank 1-8 in the first round, rank 1-6 in final round, one being the winner.
  e. In case of a tie, the two secretaries and chairmen will prepare minutes for the judges.

• The six test scores of each team will be added together, and an average will be taken for the team test score.

• Districts will select judges in any manner they see fit for their district contests.

SELECTING THE WINNER

• The contest will have two rounds, a preliminary round consisting of two pools with a maximum of eight teams per pool, and a final round consisting of the three teams with the highest score from each pool. Pool for the preliminary round will be selected by the written test scores. The two pools will run simultaneously. The final six teams (top three teams based on rank from each pool) will perform in the final round with a different set of cards. Written scores will carry forward. A random drawing will determine the order for the final round.

• The contest coordinator will develop individual oral questions and answers prior to the state contest for each round.

• Judges for the state event will be the instructors or coaches of the teams qualifying for the state event. Instructors will not judge a pool containing their own teams but may be judging teams from their districts.

• Judges for the final round will consist of teams or coaches from districts represented in the final round (6 judges). All judges will score all teams, but they will not rank their own team. Rankings will be disclosed amongst the judges and contest tabulator.

• Preceding the demonstration, all participants will be given a test on parliamentary procedure.

AWARDS

• A plaque will be awarded to the first place team at the State Contest.
• The traveling gavel will be awarded to the first place team.
• The Jerrald Truax Parliamentary Procedure Trophy will be awarded to the State Wining Team.
• A plaque will be presented at the state contest and cash awards will be presented if available.
Parliamentary Procedure CDE – Form 1

Chapter: ___________________________ Date: ___________________________
State: ___________________________ Place: ___________________________

NATIONAL PARLIAMENTARY PROCEDURE EVENT

Official Minutes

Chair’s Signature: ___________________________ Secretary’s Signature: ___________________________

Add additional pages, if needed.
# Tabulation Sheet for Scoring Minutes

STATE: 

<table>
<thead>
<tr>
<th>Scoring Criteria</th>
<th>Possible Points</th>
<th>Points Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Completeness and Accuracy</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Minutes accurately reflect all business transacted during demonstration.</td>
<td></td>
<td>15</td>
</tr>
<tr>
<td>Kind of meeting (regular)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Name of chapter</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Date and time of meeting</td>
<td></td>
<td></td>
</tr>
<tr>
<td>President and Secretary were present?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Minutes of the previous meeting read?</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Format of Minutes</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Separate paragraph for all items</td>
<td></td>
<td></td>
</tr>
<tr>
<td>All main motions (including those withdrawn)</td>
<td></td>
<td>15</td>
</tr>
<tr>
<td>All secondary motions (including those lost)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>All points of order and appeals</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Name of person making motion</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Name of seconder NOT included</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vote count for motions requiring a 2/3 vote</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Signed by the President and Secretary</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Grammar, Style and Legibility</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Complete sentences</td>
<td></td>
<td>15</td>
</tr>
<tr>
<td>Correct spelling (deduction of 1 pt./error)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Correct punctuation (deduction of 1 pt./error)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Legibility and clarity</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL POINTS</strong></td>
<td></td>
<td>45</td>
</tr>
</tbody>
</table>

Comments:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
# Colorado FFA Parliamentary Procedure Career Development Event - Team Score Sheet

## Chapter:

<table>
<thead>
<tr>
<th>Participant</th>
<th>Required Motions</th>
<th>Points</th>
<th>Additional Motions</th>
<th>Total</th>
<th>Indiv. Questions</th>
<th>Total 115 pts./person</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>list motion</td>
<td>20 pts.</td>
<td>list motion</td>
<td>10 pts.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
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<td>3</td>
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<tr>
<td>4</td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Demonstration of Motions and Debate

#### Discussion (60 pts. max./member, 15 pts. max./debate)
- Excellent 13-15 pts., Good 9-12 pts., Average 6-8 pts., Poor 0-5 pts.

#### Additional Motions
- Main
- PP Indef
- Amend
- Refer
- PP Def
- Bring Back
- Total

### Required Motions

<table>
<thead>
<tr>
<th>Points</th>
<th>Discussion (60 pts. max./member, 15 pts. max./debate)</th>
<th>Leadership (20 pts.)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Excellent 13-15 pts., Good 9-12 pts., Average 6-8 pts., Poor 0-5 pts.</td>
<td>Tactful, sensitive, firm, understanding, good voice, proper pace</td>
</tr>
</tbody>
</table>

### Chair

- Ability to Preside (80 pts.)
  - State motions correctly, follow rules of debate, keep members informed, put motions to a vote, announce results of vote, use of gavel, awareness of business on floor.
  - Excellent 71-80 pts., Good 61-70 pts., Average 51-60 pts., Poor 0-50 pts.

### Team Effect

- Conclusions (40 pts.)
  - Main motion was well analyzed
  - Who, What, When, Where, Why, How was answered
- Points (40)
  - Excellent 31-40 pts., Good 21-30 pts., Average 11-20 pts., Poor 0-10 pts.

### Exam

180 points possible (45 questions x 4 pts./question; take average of all 6 exam scores)

### Research

Team Problem Solving Research (50 pts. possible) - FINALS ROUND ONLY

### Minutes

Minutes - only used in the event of a tie. Two secretaries will read minutes to the judges. Scored using NFFA Parli Pro Rubric.

### Deductions

- List Deductions: 5 to 20 pts./mistake
- Omitting assigned motion: -50 points (each)
- Deduction for overtime: -2 points/second AFTER 10:30 (ie: 10:31 = minus 2 pts.)

### Judge

______________________________

### Team Rank

______________________________

### Team Score

______________________________

### Total Deductions

______________________________
1. The number of teams eligible to compete at the state contest shall be sixteen or an amount as determined by the State Agriculture Advisory Committee. Each of the eleven districts is allowed one team. Additional team slots will be allocated to districts with the highest membership. To determine which districts will receive additional slots, the total membership number of the spring membership deadline will be divided by eleven to give the average number of members per district. Each district total membership will be divided by the average membership; the whole number of that computation will be the number of teams for that district. The highest remainder amounts will determine which districts will receive additional slots until there are sixteen teams. There is not a restriction on the numbers of students who can qualify and compete at the state contest from a single chapter.

2. If an eligible district team fails to enter the contest or does not attend the state convention, the next eligible team will be allowed to compete. If the district has no eligible individual, the next eligible districts individual will be allowed to compete.

3. The contest shall consist of two rounds, a preliminary round with speakers seeded into pools based upon the quality of their manuscript and a final round consisting of the top Three speakers from each pool. Manuscript scores will carry to the final round. Three judges will be used in each pool and in the final round.

4. The state contest will be open only to students who were regularly enrolled in Agricultural Education during the current school year or who are still in high school, but have completed all the Agricultural Education offered. When selected, contestants must be active members of chartered FFA chapters in good standing with the State Association. A state winner is eligible to compete only in the next succeeding national contest.

5. Each contestant's speech is to be the result of his/her own efforts. It is expected that they will take advantage of all available training facilities in the local school to develop their speaking ability. Facts and working data may be secured from any source. No props or visual aids are to be used during the Prepared Public Speaking Contest.

6. Members who have been previously named the state winner in the State Prepared Public Speaking Contest are ineligible for participation in another State level FFA Prepared Public Speaking Contest.

7. Members cannot participate in both the State Extemporaneous Speaking Contest and the State Public Speaking Contest within the same year.

8. Each contestant who has won the right to compete in the State Contest, by having been declared winner in a District Contest, must file with the State Advisor through his local instructor of agricultural education, the following materials by the official due date in electronic format (refer to the official calendar of events):

   Speech on 8 1/2” × 11” white bond paper with cover page that gives the speech title, participant’s name, chapter, district and date. The body of the manuscript will have 1” margins. Fonts size must be 10-12 using Times New Roman, Arial or Courier font. Follow APA style manual for developing references and bibliography. Do not bind, but place a staple in upper left corner. Manuscripts not meeting these guidelines will be penalized. Contestants shall wear Official FFA dress.

SUBJECTS

Contestants may choose their own subjects for their speeches. Any current subject of an agricultural nature, which is of general interest to the public, will be acceptable. Official judges of any FFA public speaking contest shall disqualify a participant who speaks on a non-agricultural subject.
**TIME LIMIT**

Each speech shall be a minimum of six minutes in length and a maximum of eight minutes. Five minutes additional time will be allowed each contestant in which to defend his production by answering questions that shall be asked by the questioners. Deductions of 20 points per minute or major fraction thereof will be made for speeches under six minutes or over eight minutes in length.

**METHODS OF DETERMINING AWARDS**

- Judges for the State Public Speaking contest shall consist of three qualified judges chosen by the State staff and FFA Executive Committee.
- The three judges shall also serve as the official questioners.
- At the time of the contest, the judges will score each participant. Immediately following the delivery of the speech, each questioner will question the participant upon the material presented. The total questioning time shall not exceed nor be less than five minutes.
- Participants will draw for places on the program immediately preceding the contest.
- No prompter will be present during the contest. A participant may use a manuscript or note cards, but deductions on the scoring will be made for overuse of the cards or manuscript.
- At the time of the contest, the judges will be seated in different sections of the room in which the contest is held.
- A timekeeper shall be designated who will record the time used by each contestant in delivering his/her speech, noting under time and overtime, if any, for which deductions should be made. Timekeepers will also notify questioners and contestants when the five-minute question period is through.
- Contestants shall be ranked in numerical order on the basis of final scores to be determined by each judge without consultation. The judges ranking shall be compiled after deducting any penalty for over or under time, by the contest chairman. In case of a tie, that individual who has the highest grand total shall be the winner.
- **Visual Aids are not allowed at the state or national or state level.**

**AWARDS**

Gold, Silver, and Bronze certificates and a plaque will be presented to all participants in the State Contest. The state winner will represent Colorado in the National Contest held each year.

**THE BIBLIOGRAPHY**

- All candidates in the FFA Public Speaking Contest should give credit to others where any direct quotes, phrases, or special dates are used in the manuscript, in order not to be guilty of plagiarism.
- A bibliography MUST be included as part of the public speaker's manuscript and direct quotes from any other source of information must be marked in "quotes" on the manuscript and be identified in the bibliography. Failure to do so automatically disqualifies a contestant.

**NOTE:** Judges should meet prior to the event to prepare and clarify the questions to be asked.
Prepared Public Speaking CDE Manuscript Rubric - 200 points

Student Name ____________________________

Chapter Name ____________________________

<table>
<thead>
<tr>
<th>Evaluation Criteria</th>
<th>Very strong evidence skill is present</th>
<th>Moderate evidence skill is present</th>
<th>Strong evidence skill is not present</th>
<th>Weight</th>
<th>Total Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Manuscript Content</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>100 points</td>
</tr>
<tr>
<td>Topic is important and appropriate</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Current topic of interest</td>
<td>Topic is current or a strong evidence of personal involvement in the topic is expressed.</td>
<td>Topic is dated or some evidence of personal involvement has been expressed.</td>
<td>Topic is irrelevant for the times or unrelated to personal involvement.</td>
<td>X5</td>
<td></td>
</tr>
<tr>
<td>Topic is relevant and within the scope of identified subjects in the CDE guide.</td>
<td>Topic addresses an issue facing the industry of agriculture.</td>
<td>Topic addresses an issue that may show some relationship to the industry of agriculture.</td>
<td>Topic addresses an issue that is unrelated to the industry of agriculture.</td>
<td>X5</td>
<td></td>
</tr>
<tr>
<td>Suitability of materials used</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>50 points</td>
</tr>
<tr>
<td>Validity of resources</td>
<td>Resources are from reputable sources.</td>
<td>Resources are from questionable sources.</td>
<td>Resources are from unreliable sources</td>
<td>X5</td>
<td></td>
</tr>
<tr>
<td>Accuracy of content</td>
<td>Manuscript reflects accurate statements from resources.</td>
<td>Manuscript reflects some misinterpretation of resource materials.</td>
<td>Manuscript does not reflect accurate statements based on the resources provided.</td>
<td>X5</td>
<td></td>
</tr>
<tr>
<td>Manuscript Composition</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>100 points</td>
</tr>
<tr>
<td>Organization and development of content</td>
<td>Clearly organized and concise by remaining on target; completely focused with obvious construction, body and conclusion layout.</td>
<td>Good organization with few statements out of place or lacking in clear construction.</td>
<td>Little to no organization is present; sometimes awkward and lacking construction.</td>
<td>X4</td>
<td></td>
</tr>
<tr>
<td>Accomplishment of purpose</td>
<td>The style chosen has obviously been well thought out based on the specific audience.</td>
<td>Most language is appropriate for the intended audience.</td>
<td>Some language used might be confusing for some audiences.</td>
<td>X4</td>
<td></td>
</tr>
<tr>
<td>Grammatical accuracy</td>
<td>Spelling and grammar are extremely high quality with 2 or less errors in the document.</td>
<td>Spelling and grammar are adequate with 3-5 errors in the document.</td>
<td>Spelling and grammar are less than adequate with 6 or more errors in the document.</td>
<td>X7</td>
<td></td>
</tr>
<tr>
<td>Manuscript written according to event format rule #1.</td>
<td>Double -spaced on 8½” x 11” white bond paper. point Arial or sans serif font.</td>
<td>12</td>
<td>0 points</td>
<td>25 points</td>
<td></td>
</tr>
<tr>
<td></td>
<td>APA style for references and bibliography.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>--------------------------------------</td>
<td>---------------------------------------</td>
<td>-----------------------------------</td>
<td>--------------------------------------</td>
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<td>-------------</td>
</tr>
</tbody>
</table>

Grand Total Points ____________________________

Judge's Signature ____________________________
## Prepared Public Speaking CDE Presentation Rubric - 500 points

### Oral Communication

<table>
<thead>
<tr>
<th>Indicators</th>
<th>Very strong evidence skill is present 5-4</th>
<th>Moderate evidence skill is present 3-2</th>
<th>Strong evidence skill is not present 1-0</th>
<th>Points Earned</th>
<th>Weight</th>
<th>Total Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Examples</td>
<td>Examples are vivid, precise and clearly explained. • Examples are original, logical and relevant.</td>
<td>Examples are usually concrete, sometimes needs clarification. • Examples are effective, but need more originality or thought.</td>
<td>Examples are abstract or not clearly defined. • Examples are sometimes confusing, leaving the listeners with questions.</td>
<td>x10</td>
<td></td>
<td>300 possible points</td>
</tr>
<tr>
<td>B. Speaking without hesitation</td>
<td>Speaks very articulately without hesitation. • Never has the need for unnecessary pauses or hesitation when speaking.</td>
<td>Speaks articulately, but sometimes hesitates. • Occasionally has the need for a long pause or moderate hesitation when speaking.</td>
<td>Speaks articulately, but frequently hesitates. • Frequently hesitates or has long, awkward pauses while speaking.</td>
<td>x10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C. Tone</td>
<td>Appropriate tone is consistent. • Speaks at the right pace to be clear. Pronunciation of words is very clear and intent is apparent.</td>
<td>Appropriate tone is usually consistent. • Speaks at the right pace most of the time, but shows some nervousness. Pronunciation of words is usually clear, sometimes vague.</td>
<td>Has difficulty using an appropriate tone. • Pace is too fast; nervous. Pronunciation of words is difficult to understand; unclear.</td>
<td>x10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>D. Being detail oriented</td>
<td>Is able to stay fully detail oriented. • Always provides details which support the issue; is well organized.</td>
<td>Is mostly good at being detail oriented. • Usually provides details which are supportive of the issue; displays good organizational skills.</td>
<td>Has difficulty being detail oriented. • Sometimes overlooks details that could be very beneficial to the issue; lacks organization.</td>
<td>x10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>E. Command of Audience</td>
<td>Speaker uses power of presentation to engage and captivate the audience with the message of the speech.</td>
<td>Speaker presents speech as mere repeating of facts and speech comes across as a report.</td>
<td>Speaker bores the audience with lack of enthusiasm and power to deliver the speech.</td>
<td>x10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>F. Connect and articulate facts and issues</td>
<td>Exemplary in connecting facts and issues and articulating how they impact the issue locally and globally. • Possesses a strong knowledge base and is able to effectively articulate information regarding related facts and current issues.</td>
<td>Sufficient in connecting facts and issues and articulating how they impact the issue locally and globally. • Possesses a good knowledge base and is able to, for the most part, articulate information regarding related facts and current issues.</td>
<td>Has difficulty with connecting facts and issues and articulating how they impact the issue locally and globally. • Possesses some knowledge base but is unable to articulate information regarding related facts and current issues.</td>
<td>x10</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Non-verbal Communication

<table>
<thead>
<tr>
<th>Indicators</th>
<th>200 points possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Attention (eye contact)</td>
<td>Eye contact constantly used as an effective connection. • Constantly looks at the entire audience (90-100% of the time)</td>
</tr>
<tr>
<td>B. Mannerisms</td>
<td>Does not have distracting mannerisms that affect effectiveness. • No nervous habits</td>
</tr>
<tr>
<td>C. Gestures</td>
<td>Gestures are purposeful and effective. • Hand motions are expressive and used to emphasize talking points. Great posture (confident) with positive body language.</td>
</tr>
<tr>
<td>D. Well-poised</td>
<td>Is extremely well-poised. • Poised and in control at all times.</td>
</tr>
</tbody>
</table>

**Total**

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Judges Signature: ____________________________
**Prepared Public Speaking CDE Response to Questions Rubric - 300 points**

<table>
<thead>
<tr>
<th>Indicators</th>
<th>Very strong evidence skill is present 5-4</th>
<th>Moderate evidence skill is present 3-2</th>
<th>Strong evidence skill is not present 1-0</th>
<th>Points Earned</th>
<th>Weight</th>
<th>Total Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oral Communication</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>300 possible points</td>
</tr>
<tr>
<td>A. Speaking unrehearsed (question and answer)</td>
<td>Speaks unrehearsed with comfort and ease. • Is able to speak quickly with organized thoughts and concise answers.</td>
<td>Speaks unrehearsed mostly with comfort and ease, but sometimes seems nervous or unsure. • Is able to speak effectively, has to stop and think, and sometimes gets off focus.</td>
<td>Shows nervousness or seems unprepared when speaking unrehearsed. • Seems to ramble or speaks before thinking.</td>
<td></td>
<td>X10</td>
<td></td>
</tr>
<tr>
<td>B. Demonstrates knowledge of topic</td>
<td>Answer shows thorough knowledge of the subject of the speech. • Supports answer with strong evidence.</td>
<td>Answer shows some knowledge of the subject. • Some evidence, but lacking in strength.</td>
<td>Answer shows little knowledge of the subject. • Evidence is lacking to support the answer.</td>
<td></td>
<td>X50</td>
<td></td>
</tr>
</tbody>
</table>

**Judges Signature:** ____________________________
AGCL.01.01 Understand and analyze the role of agriculture in determining the need for and supply of the world’s food

AGCL.01.01.a Define the difference in food supply and food need

AGCL.01.01.b Analyze global trends (population, societal, income, health, environmental) and the impact on food supply

AGCL.01.01.c Relate trends of food supply and food need to theories of Thomas Malthus and the work of Norman Borlaug

AGCL.01.01.d Analyze how technology has or can increase production capabilities

AGCL.01.02 Compare and contrast issues affecting the AFNR industry (including biotechnology food safety environmental and animal welfare)

AGCL.01.02.a Select solutions for different issues

AGCL.01.02.b Analyze selected solutions for feasibility

AGCL.01.02.c Present solutions determined most feasible

AGCL.01.03 Envision emerging technology and globalization and projects its influence on markets

AGCL.01.03.a Examine new technologies to project their impact on the AFNR industry

AGCL.01.03.b Discuss the relationship between the advancement of technology and the need for continuing education and career development

AGCL.02.01 Identify and prepare for career opportunities in the AFNR cluster

AGCL.02.01.a Identify careers and explore advantages and disadvantages within the AFNR cluster

AGCL.02.01.b Choose an agriculture career based upon your interest, skills and education necessary
• Each district in Colorado shall hold elimination Quiz Bowls and select winning team/teams to represent that district at the state contest.

• If an eligible district team fails to enter the contest or does not attend the state convention, the next eligible team will be allowed to compete.

**GENERAL RULES**

1. A team shall consist of three members. An alternate can be specified in case a team member is unable to attend.
2. The team members must be first year Agriculture Education students, have received the Greenhand Degree, and not be elevated above the tenth grade in school, as of May 1 of the current year.
3. Advisors will not be allowed with their team after the bracket seating test.
4. Team members must be in good standing with the FFA and be currently enrolled in Agriculture Education courses.
5. Teams will not be allowed to use notes or reference materials during the contest, or in the holding room.

**CONTEST OPERATION**

1. The contest will consist of a sixteen team single elimination bracket. Each contestant will take a 25 question multiple choice test. Teams will be seated on the bracket according to the total team score of the seating test.
2. Each round will consist of 21 questions. In the event of a tie, questions will be asked until one team is the winner.
3. Points will be awarded to a team at the rate of one point per correct answer. Points will be lost from the team score at the rate of one point per incorrect answer. The accuracy judge will determine if a question is correct or incorrect.
4. A lock out buzzer system will be used to determine the person and the team buzzing in first. At the time of buzzing in, the person reading the question will stop reading.
5. The reader will repeat the question for up to 20 seconds if a team has not buzzed in. At that time, the question will expire and the reader will go to the next question. The question will count as one of the 21 questions in the round.
6. A team has 20 seconds in which they can confer with team members after buzzing in, but prior to answering the question. Questions will not be repeated for the first team has buzzed in. No answer in the 20 seconds will constitute an incorrect answer.
7. Teams may confer prior to buzzing in as long as they buzz prior to the 20 second reading period.
8. Teams may confer after buzzing in as long as they respond within the 20 second time period.
9. The team may not answer until called upon.
10. Any team member may respond, but only one should respond to each question so one doesn’t give a correct answer and one give an incorrect answer at the same time.
11. If the first team gives an incorrect answer, the other team can answer or pass. The question will be read again if the second team requests it. They can wait to decide whether to answer or pass until after the question has been read. If they choose to answer, they will have 20 seconds to respond.
12. Questions that have two parts will be indicated prior to the actual reading of the question. No opposite answer questions will be used.
13. Questions in each of the five rounds shall be divided into the following areas: Animal Science, FFA/Ag Ed, Agribusiness, Plant Science, Natural Resources/Environmental Science, and Agricultural Power, Structure, & Technical Systems. Each round shall have no less than 3 and no more than 4 questions from each category listed for a total of 21 questions in the round.

14. Questions will be written based on level I (a) outcomes in the Colorado AFNR standards document.

15. Questions will be validated prior to the event by state Ag Ed staff and contest coordinator

16. There will be no opportunity to challenge a question during the event. No interruptions of the event will be allowed.

17. The scorekeeper, reader of the questions, buzzer operator and accuracy judge will be appointed by the State FFA Executive Committee.

AWARDS

A plaque and a cash award will be given to the contest winner and runner up at the state convention.

SUBJECT AREA AND REFERENCES

The questions will be comprised of these six areas:

1. Animal Science
2. FFA/AG Ed (AFNR Cluster)
3. Agribusiness Systems
4. Plant science
5. Natural Resources & Environmental Science Systems
6. Agricultural Power Structure & Technical Systems

Suggested resources and references which are:

- FFA Manual
- Gillespe’s Animal Science
- Delmar’s Ag Mechanics
- Delmar’s Agriscience
- Taylor’s Animal Science
- Colorado Curriculum
- John Deere-Agricultural Business Management
- Doans’ Agricultural Business Management
- Robert Rules of Order
- FFA Charlie Greenhand Game
- FFA Blue & Gold Game