# Agriculture Education
## Cycle Theme: Transcendence
## FFA Career Development Event

As a part of their work in agriculture education students will experience time outside of the classroom and participate in career development events that are hosted by the Ohio FFA Association.

Copied from (https://ohioffa.org/cde/):

> *"For students who ask their teachers "When will I ever use this in the real world?" Career Development Events (CDEs) are the answer. FFA has worked to create CDEs that demonstrate the meaningful connections between classroom instruction and real-life scenarios. CDEs build on what is learned in agricultural classes and the FFA. The events are designed to help prepare students for careers in agriculture. Classroom instruction comes alive as students demonstrate their skills in a competitive setting."*

These events provide an initiation for the adolescent, a sense of purpose, a deep connection to the rich history of agricultural education. Students choose one of 47 events to participate in. They prepare themselves using rubrics, forming teams and conducting practice runs in class before the event. They complete bus request forms and follow up with office staff to ensure that their bus will arrive on time. They secure chaperones and come ready with their Official Dress components.

Students are assessed by their ability to compete in the event, follow all expectations and requirements from the judges. An example rubric is below:

*Documenting Student Competence Through Effective Performance Assessment*

**Ag. Sales CDE Presentation Scoring Rubric**

**Name:** **School:**

**Sale Item:** **TIME: 12 min. Presentation/10 min. Warning/3 min. Questions**

| Competency Builder (Criteria) | Mastery or Above Proficient 54 | Proficient 32 | Below Proficient 10 | Weight | Total Score |
|---|---|---|---|---|---|
| **Customer Relations Introduction (Approach)** | The student greeted the customer energetically, respectfully and politely in a proper, professional manner and introduced him/herself by name. Also, the student volunteered his/her assistance to the customer. | The student greeted the customer politely and respectfully and introduced him/herself by name. Also, the student volunteered to be of assistance. | The student neglected either to greet the customer politely and respectfully or to introduce him/herself by name Or did, but neglected to volunteer his/her assistance. | X 2 | |
| **Oral Communication Skills (Demonstration)** | The student demonstrated an assertive and confident attitude, using good grammar and articulation, and engaging in a knowledgeable content matter throughout the presentation. Also, the student's presentation contained creative and original elements and demonstrated effective questioning techniques. | The student demonstrated an assertive and confident attitude, using good grammar and articulation and knowledgeable content matter throughout the presentation. However, the student included few creative and original elements and neglected to demonstrate effective questioning techniques. | The student demonstrated an overall lack of confidence and pride while engaging in conversation. The student showed lack of practice and experience with inability to use proper grammar and articulation. Or did, but neglected to demonstrate effective questioning technique | X 10 | |
| **Oral Communication Skills Eye Contact** | The student maintained continuous eye contact with the audience during the entire presentation | The student maintained good eye contact with the audience most of the time during the presentation. | The student lacked sufficient eye contact with the audience during the presentation. | X 2 | |
| **Professionalism Attire** | The student appeared in official FFA Dress, which was appropriate for the presentation. Overall appearance and hygiene of the student was immaculate | The student appeared in official FFA Dress that was appropriate for the presentation. Overall personal appearance and hygiene of the student was satisfactory | The student was in partial official FFA Dress that was not appropriate for the presentation. Personal hygiene was lacking | X 1 | |
| **Correct Solution (Objections)** | The student provided the customer with two or more (or as appropriate for the product) correct solutions that would effectively and efficiently meet the customer's needs. Also, the student provided the customer with additional information pertinent to the subject matter. | The student provided the customer with one correct solution that met the customer's needs. | The student gave the customer an incorrect solution or did not have the background knowledge or basic understanding to come to a logical and correct solution. Or did, but neglected to provide the customer with additional information pertinent to the subject matter. | X 2 | |
| **Completion of Sale (Closure)** | The student accomplished all the following: 1) offered to be of assistance to the customer in making his or her final selections; 2) asked the customer if he or she was completely satisfied with the final selections; 3) correctly completed and carried out the final purchase; and 4) thanked the customer and encouraged him or her to return. | The student correctly completed and carried out the customer's final purchase and in the process accomplished two of the following: 1) offered to be of assistance to the customer in making his or her final selections; 2) asked the customer if he or she was completely satisfied with the final selections; 3) thanked the customer and encouraged him or her to return. | The student failed to correctly complete and carry out the customer's final purchase by neglecting to do one or more of the following: 1) offer to be of assistance to the customer in making his or her final selections; 2) ask the customer if he or she was completely satisfied with the final selections; 3) thank the customer and encourage him or her to return. | X 3 | |
| | | | | **Total Points Possible 100 Points, This Score =** | |

Judges Comments:

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Contact Tom Oglesby – toglesby@ohioffa.org

Logistical information needed to happen in organizing the event: confirm date with Tom Oglesby, arrange bus transportation, confirm chaperones, secure student permission forms, submit substitute teacher request (if needed), collect fees (if needed), confirm dress code, submit all prerequisite work, bring any medications.