

# SAE Scoring Rubric

## Part I: SAE Program (20 points)

Include (a) summary of prior experience (if relevant), (b) project description with future goals, (c) prior work experience?	
<b>17 - 20</b> Excellent	<p><b>SAE project summary section includes all of the following:</b></p> <ul style="list-style-type: none"> <li>Detailed summary of prior SAE experience (if applicable)</li> <li>A clear overview of the SAE project, including size and scope, activities that are relevant to the planning and implementation of the project, solutions for potential problems they may encounter, and how they will attain two+ goals</li> <li>Prior work experience reflecting diligence, good work ethic, and/or leadership skills that would support their SAE project</li> <li>Excellent grammar and sentence mechanics (no errors)</li> </ul>
<b>13 - 16</b> Good	<p><b>SAE project summary section includes most and effectively describes the following:</b></p> <ul style="list-style-type: none"> <li>A summary of prior SAE experience (if applicable)</li> <li>An overview of the SAE project, including a summary of size and scope, activities that are relevant to the planning and implementation of the project, address potential problems they may face, and state two goals</li> <li>Prior work experience</li> <li>Effective grammar and sentence mechanics (minimal errors)</li> </ul>
<b>8-12</b> Average	<p><b>SAE project summary selection is missing components and/or vaguely summarizes:</b></p> <ul style="list-style-type: none"> <li>A summary of prior SAE experience (if applicable)</li> <li>An overview of the SAE project, including a summary of size and scope, activities that are relevant to the planning and implementation of the project, address potential problems they may face, and state two goals</li> <li>Prior work experience</li> <li>Adequate grammar and sentence mechanics (multiple errors)</li> </ul>
<b>1-7</b> Poor	<p><b>SAE project summary selection is missing all components and/or ineffectively summarizes:</b></p> <ul style="list-style-type: none"> <li>A summary of prior SAE experience (if applicable)</li> <li>An overview of the SAE project, including a summary of size and scope, activities that are relevant to the planning and implementation of the project, address potential problems they may face, and two goals</li> <li>Ineffective grammar and sentence mechanics (extensive errors)</li> </ul>
<b>0</b> Incomplete	<b>Applicant has not completed this section</b>

## Part II: Budget (20 points)

The budget should be inclusive of the award amount (up to \$1,000), but the overall budget plan may exceed the award amount.	
<b>17 - 20</b> Excellent	<ul style="list-style-type: none"> <li>Line items are specific and quantifiable, the math is correct and appropriate to the project</li> <li>Items are directly related to the SAE project as identified within the project plan and are appropriate to the current market pricing</li> <li>Items adjoin to the priorities of the SAE and are apparent in earlier narratives</li> <li>Excellent grammar and sentence mechanics (no errors)</li> </ul>
<b>13 - 16</b> Good	<ul style="list-style-type: none"> <li>Line items are somewhat specific and quantifiable, the math is correct/contains minimal errors</li> <li>Items are generally related to the SAE project as identified within the project plan and are close to the current market pricing</li> <li>Most items match to the priorities of the SAE and are found in earlier narratives</li> <li>Effective grammar and sentence mechanics (minimal errors)</li> </ul>
<b>8-12</b> Average	<ul style="list-style-type: none"> <li>Line items are sometimes specific or quantifiable, the math contains errors</li> <li>Items are indirectly related to the SAE project and/or are not accurate to current market pricing</li> <li>Items generally do not match to the SAE and/or do not appear in the earlier narratives</li> <li>Adequate grammar and sentence mechanics (multiple errors)</li> </ul>
<b>1-7</b> Poor	<ul style="list-style-type: none"> <li>Line items are not specific or quantifiable; math is not done or contains multiple errors</li> <li>Items are not related to the SAE project</li> <li>Items do not relate to the priorities of the SAE and are not apparent in earlier narratives</li> <li>Ineffective grammar and sentence mechanics (many errors)</li> </ul>
<b>0</b> Incomplete	<b>Applicant has not completed this section</b>

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## Part III: Student's Statement (20 points)

The student statement should explain how the grant will assist the development and/or expansion of the SAE project. Include an explanation of why you need the financial assistance and identify resources currently available to you to support your SAE.	
<b>17 - 20</b> Excellent	<ul style="list-style-type: none"> <li>• Student clearly explains how the grant will benefit their SAE</li> <li>• Student clearly describes any limiting circumstances, financial needs, and available resources</li> <li>• Excellent grammar and sentence mechanics (no errors)</li> </ul>
<b>13 - 16</b> Good	<ul style="list-style-type: none"> <li>• Student generally explains how the grant will benefit their SAE</li> <li>• Student describes any limiting circumstances, financial needs, or available resources</li> <li>• Effective grammar and sentence mechanics (minimal errors)</li> </ul>
<b>8-12</b> Average	<ul style="list-style-type: none"> <li>• Student vaguely explains how the grant will benefit their SAE</li> <li>• Student imprecisely describes limiting circumstances, financial needs, and available resources, or doesn't not indicate that there are many, if any</li> <li>• Adequate grammar and sentence mechanics (multiple errors)</li> </ul>
<b>1-7</b> Poor	<ul style="list-style-type: none"> <li>• Student does not explain how the grant will benefit their SAE</li> <li>• Student does not address limiting circumstances, financial needs, and available resources</li> <li>• Ineffective grammar and sentence mechanics (many errors)</li> </ul>
<b>0</b> Incomplete	<b>Applicant has not completed this section</b>

## Part IV: Advisor's Statement (20 points)

Explain how this grant will benefit the student's SAE program. Please identify any financial or special circumstances that would limit this student's ability to start or expand their SAE without this grant.	
<b>17 - 20</b> Excellent	<ul style="list-style-type: none"> <li>• Advisor clearly explains how the grant will benefit student's SAE</li> <li>• Advisor clearly describes any limiting circumstances, financial needs, and available resources</li> <li>• Advisor statement reflects confidence in the student's ability and interest with examples of participation and/or passion for project</li> <li>• Excellent grammar and sentence mechanics (no errors)</li> </ul>
<b>13 - 16</b> Good	<ul style="list-style-type: none"> <li>• Advisor explains how the grant will benefit student's SAE</li> <li>• Advisor describes any limiting circumstances, financial needs, or available resources</li> <li>• Advisor statement mentions participation, ability, and/or interest</li> <li>• Effective grammar and sentence mechanics (minimal errors)</li> </ul>
<b>8-12</b> Average	<ul style="list-style-type: none"> <li>• Advisor states that the grant will benefit student's SAE</li> <li>• Advisor mentions limiting circumstances, financial needs, and available resources but information is vague or missing context</li> <li>• Advisor vaguely mentions student participation and/or interest</li> <li>• Adequate grammar and sentence mechanics (multiple errors)</li> </ul>
<b>1-7</b> Poor	<ul style="list-style-type: none"> <li>• Advisor does not explain how the grant will benefit student's SAE</li> <li>• Advisor does not describe any limiting circumstances, financial needs, and/or available resources</li> <li>• Advisor does not address student participation and/or interest</li> <li>• Ineffective grammar and sentence mechanics (many errors)</li> </ul>
<b>0</b> Incomplete	<b>Applicant has not completed this section</b>

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**Part V: Leadership and Education Information (10 points)**

(a) List a maximum of five activities and the participation in each; (b) List a maximum of five major activities/accomplishments that were helpful in making you more considerate, involved, and contributing; (c) GPA	
<b>0 - 4</b> (Incomplete – Excellent)	<p><b>(a) FFA Related Activities:</b></p> <ol style="list-style-type: none"> <li>0. Student did not complete this section</li> <li>1. Student has 1-2 activities, at the same level, and/or around the same time</li> <li>2. Student has 2-3 activities, shows a little more diversity in timing or level</li> <li>3. Student has 3-4 activities, reflecting at least two different years and two different levels</li> <li>4. Student has 4+ activities taking place at 3+ levels over multiple years</li> </ol>
<b>0 - 4</b> (Incomplete – Excellent)	<p><b>(b) School and Community Activities:</b></p> <ol style="list-style-type: none"> <li>0. Student did not complete this section</li> <li>1. Student has 1-2 activities listed</li> <li>2. Student has 2-3 activities showing more diversity of activity or similar activities over multiple years</li> <li>3. Student has 3-4 activities from a variety of sources or multiple years</li> <li>4. Student has 4+ activities showcasing their extensive involvement in school and/or community activities over multiple years; student must have at least one leadership role or community service project</li> </ol>
<b>0 - 2</b> (Average – Excellent)	<p><b>(c) FFA Related Activities:</b></p> <ol style="list-style-type: none"> <li>0. GPA &lt;3.0 / B / 80%</li> <li>1. GPA 3.0-3.5 / B / 80-90%</li> <li>2. GPA 3.5-4.0+ / A / 90%+</li> </ol>

**Part VI: Career Plans (10 points)**

Briefly state your future career plans.	
<b>8 - 10</b> Excellent	<ul style="list-style-type: none"> <li>• Student clearly describes their future goals</li> <li>• Student's essay is well developed and easy to read</li> <li>• Excellent grammar and sentence mechanics (no errors)</li> </ul>
<b>4 - 7</b> Good/Average	<ul style="list-style-type: none"> <li>• Student describes their future goals</li> <li>• Student's essay is shorter and may have a difficult to read sections</li> <li>• Adequate grammar and sentence mechanics (multiple errors)</li> </ul>
<b>1 - 3</b> Poor	<ul style="list-style-type: none"> <li>• Student does not describe their future goals</li> <li>• Student's essay is short, choppy, and/or difficult to follow</li> <li>• Ineffective grammar and sentence mechanics (many errors)</li> </ul>
<b>0</b> Incomplete	<b>Applicant has not completed this section</b>