

Strategies to Improve Efficiency in Award Season

AET Office Hours – Week 7



Topics:

- ✓ Summary of Progress and Awards
- ✓ Record Book Checklist
- ✓ Accountability Implementation
- ✓ Building a good record keeper
 - Easy Grading Components
 - Using Incentives and Recognition

What time stressors exist:

- Extensive consumption of record inputs
- Multiple students pursuing awards
 1. *Students have no records = time consuming purge*
 2. *Records need significant review, correction, edits and updates*
 3. *Proficiency apps require writing conflicting with record inputs/corrections*
- Awards demand time that conflicts with instruction time & planning
- Little support or knowledge of AET record keeping
- School and community expectation of awards



How to sort through the stressors

1. Create a timeline of expectations
2. Utilize record keeping regularly during the school year
3. Implement accountability standards
 - Grading period standards of record inputs
 - Established as part of the 3 circle grading policy with administration
 - Classroom, SAE, FFA percentages in grading periods and/or semester and/or final
4. Deliver a recognition and motivation system for good records and input
5. Learn and teach good record keeping
6. Use AET resources to assist in ALL of the Above



AET Tools on a Time Line

Improving Award Season Efficiency



Records Time Line

August

- Intro to AET
- Update Summer Records

October

- Profile Complete, FFA Activity Journals
- Records Grade 1

November

- Awards Summary Eligibility **Deadline**

January

- SAE Exploratory Activity
- Records Grade 2 - Closeout

March

- SAE Plans
- Records Grade 3

May

- SAE to date
- Records Grade 4

Tools:

AUG – [Students Getting Started \(Profile\)](#)

OCT – [SAE Grading Rubrics](#)

NOV – Summary of Progress and Awards

Awards: [FFA Awards Resources](#),
[Record Book Checklist](#)

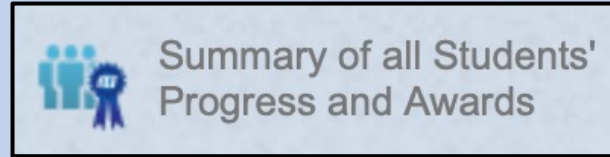
JAN – [Explore SAE](#), Project Grading Report

MAR – [SAE Plans](#), [SAE Grading Rubrics](#)

MAY – [SAE Grading Rubrics](#)

Summary of Progress and Awards

- Accounts TAB



- Choose end year
- Choose grade levels 11 & 12 in Student Finder
- Click Columns to order high to low
- Check SAE plans for completeness

**Draw cutoff line where students meet all 3 benchmarks

Summary of Progress and Awards												
Student Finder												Reset
Year: 2023		<input checked="" type="checkbox"/> All Students <input type="checkbox"/> Grade Levels <input type="checkbox"/> FFA Membership <input type="checkbox"/> Custom Groups										Export to Excel
Financial statistics are updated nightly.												
Name	Grade	Mths Ag*	FFA Yrs	FFA Info (% Comp)	Prod Inv (Line H4)	Earnings (Line G3)	Unpaid Hrs (Line I1)	CS Hours	Apps In Progress	SAEs / Plans	Parli Quiz	
MissouriSAE1, Example	13	54	0	100%	\$28,015	\$28,065	49		4	12 / Plans		
ND2024-13, Example	13	54	0	100%	\$7,650	\$7,700	40		1	5 / Plans		
ND2024-15, Example	13	54	0	100%	\$6,449	\$6,449			2	7 / Plans		
Foundational, Exaom12		30	0	50%	\$0	\$0	100		1	1 / Plans		
Davis, Rob	13	54	0	100%					2	6 / Plans		
Dendinger, Tracy	15	102	0	93%				77	20	7 / Plans		
Dendinger, Tracy	15	18	0	93%					22	18 / Plans		
Dendinger24, Tee	10	18	0	71%					4	2 / Plans		



Efficiency Contribution

- **Set initial records deadline for award applications**
 - *Deadline determines what students are serious about pursuing awards*
 - *Those students have records that meet the criteria*
- **Identify cut off of eligibility for the award**
 - *Prod Invested \$*
 - *Earnings \$*
 - *Community Service \$*

****Sets the benchmark for the student to meet and move forward**
- **Allow only those who meet requirements with current records**
 - *Can identify a 2nd date if so choose for more to get on board*
- **Acknowledge those eligible students**



Record Book Check List - Profile

IDEAS:

✓ Use in sections

✓ Use for 1 SAE

✓ Complete

Doesn't advance unless complete

✓ Accuracy

Screenshots

Interactive records

Print & attach

Student Name: _____



AET Student Check Sheet

*Use to review your records and identify areas that need updates. Check showing complete OR N/A; not applying to your records. **This should help you get ready to begin reviewing your award application check sheets.***

In Your AET PROFILE:

Manage/Edit your personal profile & Ag Education Classes

<input type="checkbox"/>	Is your profile information complete for all areas and is 100% listed as complete? If not, update all areas
<input type="checkbox"/>	Are ALL of your agricultural education courses listed for all years?

PROFILE / Manage My Resume:

<input type="checkbox"/>	Are your listings of FFA degrees complete (Green hand, Chapter, etc....)?
<input type="checkbox"/>	Are your important accomplishments in awards, competitions, certifications/skills and other listed?
<input type="checkbox"/>	Choose "Objective tab" and is your career objective listed?
<input type="checkbox"/>	Choose "References tab" and are THREE references listed with a name, address, phone and email?

PROFILE / FFA Committee membership:

<input type="checkbox"/>	Do you at least have ONE FFA committee, charimanship or officer position listed for each year?
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Record Book Check List – SAE Plans

PROFILE / Experience Manager SAE Name, SAE Plans & Budgets:

Reference SAE Plan:  :

	Does the name of EACH SAE start at the correct year (year Beg.) and include a descriptive name?
	Does EACH SAE listed show a completed SAE plan (green check on pencil icon)?
	If Entrepreneurship, explain your rent/labor exchange agreements or how you attained capital items?
	In EACH SAE plan, is the "SAE Skills" section complete and have at least 3 AFNR learning outcomes?
	If Research SAE, review your budget (red/green dollar symbol) and does it outline a project budget?

IDEAS:

- ✓ **Create a SAE template for each Plan Tab** (*Description, Time, Financial*)
 - Upload in the Chapter Portfolio or Google Classroom/Drive for copy/paste/fill-in access
- ✓ **Teach budgets annually to new students**
 - Use a template to assist in SAE animal/plant SAE's
 - Use a formula in the memo to help student track the math in the estimate



Record Book Check List – Journals

In Your AET JOURNAL:

Reference  to review each of the following journals. Select “All Years” and “Activity” to review:

	Choose <i>Experience Related Activities</i> – Does EACH SAE have appropriate journals and hours listed?
	Choose <i>Other FFA Related Activities</i> – Have you recorded all of your involvement in conventions, meetings, stock shows or other for all years? Review all types and add new journals as needed. Refer to your specific application for exact hours required
	Choose <i>FFA Competition Activity</i> – Have you recorded all of your FFA competitions for all related years and are they listed at the correct level (above the chapter level)? Refer to your specific application for exact hours required.
	Choose <i>Community Service Activities</i> – Have you recorded community service activities and correct hours with a detailed description? Also, does the group served NOT INCLUDE FFA as the group? Refer to your degree/award application check sheet for specific hours required.

IDEAS:

- ✓ Teach students annually the expectations for journaling (FFA, SAE, Community Service)
- ✓ Attach Skills as these journals can contribute to: WBL, credentials, award supplemental

****GRADED journals at check points will improve this section in award season****



Record Book Check List – Finances

In Your AET FINANCES:

Reference  to review each of the following Financial Areas. Select "All Years" and "SAEs" to review:

	For EACH ANIMAL Entrepreneurship SAE listed, does the project show inventory for resale and feed?
	For EACH Entrepreneurship SAE, are there appropriate expenses (record pen rental or labor exchanged, feed, hay, entry fees, hoof trimmings, wormers, vet, repairs, seed, etc.)?
	For EACH Paid Placement SAE, are their appropriate paychecks and hours documented weekly, monthly or as paid? Be sure your hours are on the paycheck entries, not just the JOURNAL tab.
	If Unpaid Placement or Research, are appropriate journal hours documented weekly, monthly?
	For EACH SAE, is income (sales, awards/premium, or other) listed?

IDEAS:

- ✓ Use Finance Tab/Review Edit/Each Year to review financial entries
- ✓ Placement SAE's have Paychecks & Journals that match in hours

****GRADED SAE's at check points will improve this section in award season****



Record Book Check List – Finances

Beginning Values

FINANCES / Beginning Values (If not relevant, choose N/A):

Reference  to review beginning values sections:

	Is your start date of ag education correct?
	Choose "Current Projects" – Did you list any items or expenses prior to your first day in ag education for all SAE projects?
	Choose "Non-Current" – Did you list any long term items-cows, tractors, show-box, equipment, etc.?
	Choose "Liabilities" – Did you have any loans that were SAE related before starting ag education?
	Choose "Cash on Hand" – Did you list the value from your accounts (checking or savings) on hand and planned to be used in SAE before starting ag education?

FINANCES / Non-Current Items (If not relevant, choose N/A):

IDEAS:

- ✓ If student uses cash expenses, **BEGINNING CASH on HAND** needs value on 1st day in Ag
- ✓ What does the student have SAE related when entering on 1st Day in Ag

****GRADED with Profile and Plans on 1st SAE record grading helps this area during awards****



Record Book Check List – Finances

Non-Current Items

FINANCES / Non-Current Items (If not relevant, choose N/A):

Reference  to review long-term items used in SAEs:

	Are all Non-current items listed still used in production and in your ownership and the starting date is correct?
	Are the values of EACH item at December 31 appropriate?
	Choose "Usage" for each item and is usage" listed for each item and all years add to 100%?
	Choose "Sold Items" – Are all sales listed correctly and is "usage" listed for each item and all years add to 100%?

IDEAS:

- ✓ Asset name reflects breed, make, model, age that can be researched for value
- ✓ Salvage value is 75% of original value
- ✓ "Fluffy" "Bubba" are not quality asset names

****GRADED with SAE Rubrics on 2nd and 3rd SAE record grading helps this area during awards****



Record Book Check List – Finances

Non-SAE Entries

FINANCES / Non-SAE Entries (If not relevant, choose N/A):

Reference  to review non-SAE or other financial entries:

	Have you entered any gifts or other non-ag income used to support your SAEs?
	Have you entered any scramble certifications as "non-SAE income"?
	Have you entered college tuition or other related educational expenses?

IDEAS:

- ✓ Any earnings outside of an SAE can be entered as non-SAE Ag earnings
- ✓ Non-Ag jobs can be entered as non-Ag non-SAE earnings
- ✓ All non-SAE earnings will contribute to cash/checking, but not productively invested

****GRADED with SAE Rubrics at check points can help SAE cash flow along the way****

Record Book Check List – Finances

Livestock Managers

FINANCES / Livestock Managers

Reference  or  to review important records:

	Choose "Market Manager" are all market livestock sold or remaining animals for all SAEs is correct?
	Choose "Market Manager" are all sale dates and value correct for all SAEs?
	Choose "Breeding Manager" are all breeding animals associated to the correct breeding SAE project?
	Choose "Breeding Manager" and "Manage Offspring", are all offspring sold and those remaining correct?

IDEAS:

- ✓ No (-) days transactions
- ✓ Any animals in white on 12.31 should be considered for Ending Current Inventory
 - *Cash users can claim all, labor exchange users claim market value only*

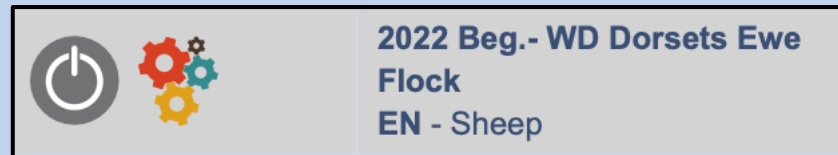
****GRADED with SAE Rubrics at check points can help SAE cash flow along the way****



Record Book Check List – SAE Reflection

SAE Reflection = PROFILE / Experience Manager, Numbers of Entries, Annual Review, Ending Inventory & Learning Outcomes

	Does EACH SAE listed show a completed annual review (clipboard with green check)?
	Does EACH SAE with an Ending Value icon have appropriate remaining inventory items? (graph icon)
	Does EACH SAE have usage complete (depreciation) on all non-current items? If applicable (tractor icon)
	Does EACH SAE have learning outcomes complete (brain icon with green check)
	If your SAE is completed, is it marked as "Inactive" (grey colored row) and no SAEs list warnings?
	Does your SAE have adequate records? Use graph far-right icon to view the Single SAE Report.



IDEAS:

- ✓ Reflection tools are a **DIRECT TRANSFER** to the award apps
- ✓ Completion of these tools in a timely manner make records to awards transition easy

****GRADED with SAE Rubrics at YEAR END check points ****



Record Book Check List – Portfolio

In Your AET PORTFOLIO:

Have you uploaded SAE photos and **developed captions** communicating skills and action for each SAE?

Once all sections are complete- choose REPORTS and Complete Record Book Report with a correct ending date to review all areas and submit for review by your teacher and other supervisors.

IDEAS:

- ✓ Encourage students to upload photos with captions as part of each SAE
- ✓ These photos with captions can be easily selected as the 6 photos in award

****GRADED with SAE Rubrics at Project End check point ****

Accountability Implementation

Improving Award Season Efficiency



Accountability

Record Keeping

Foundational Life Skill

WBL/Credentials

Skill Development

Awards

Skill Achievement

Accountability

- SAE records are part of the 3 circle model
 - Record keeping is part of the curriculum and financial responsibility
 - SAE's can be part of the syllabus and grading system
 - Classroom = 75%
 - FFA = 15%
 - SAE = 10%
- **Administration Approval
- **AET must be teacher supported by guided learning and practice for students**
 - **Good records are a result of good instruction, award success is a result of record keeping success!**



Building a Good Record Keeper

Helping students become record keepers



Easy Grading Components - AET

Student Grading Report

START Date:

1/1/2023

END Date:

12/31/2023

Journal Date Mode: Login Datestamp - Ignore Backdating

Student Finder

Reset

- All Students
- Grade Levels
- FFA Membership
- Custom Groups

Print Close this Window Export To Excel

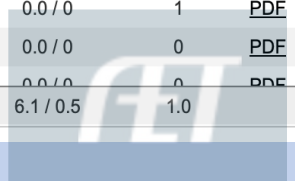
Click a column heading to sort.

Start message to students with zero logins: Start

Start message to students with zero Total Entries: Start

Start message to students with zero SAE records: Start

Name	Profile and Classroom Entries						FFA Entries		SAE Entries		Total Entries (#)	Record book
	Logins (#) ▲	Classes (#)	Contact Info (%)	FFA Info (%)	Resume	Class (Hrs/#)	FFA Activities (Hrs/#)	Community Srv. (Hrs/#)	Financial (\$/#)	Journal (Hrs/#)		
Ewell, Russell	62	0	80%	100%	Resume	0.0 / 0	1.0 / 1	0.0 / 0	\$0 / 0	212.2 / 7	14	PDF
Wilson, Mary	32	0	40%	71%	Resume	0.0 / 0	0.0 / 0	0.0 / 0	\$0 / 0	0.0 / 0	0	PDF
Ewell, Clay	13	0	100%	100%	Resume	0.0 / 0	0.0 / 3	0.0 / 0	\$12 / 1	1.0 / 1	7	PDF
Kirby, Vanessa	11	1	100%	100%	Resume	0.0 / 0	0.0 / 0	0.0 / 0	\$0 / 0	0.0 / 0	0	PDF
Hanagriff, Roger	6	0	20%	79%	Resume	0.0 / 0	0.0 / 2	0.0 / 0	\$0 / 0	0.0 / 0	3	PDF
Wilson, Mary	3	0	20%	71%	Resume	0.0 / 0	0.0 / 0	0.0 / 0	\$0 / 0	0.0 / 0	0	PDF
Breeding-Beef, Example	0	0	0%	57%	Resume	0.0 / 0	0.0 / 0	0.0 / 0	\$0 / 0	0.0 / 0	0	PDF
CareerExplorationSAE, Example	0	0	0%	50%	Resume	0.0 / 0	0.0 / 0	0.0 / 0	\$0 / 0	18.0 / 7	7	PDF
Committee, example	0	0	0%	50%	Resume	0.0 / 0	0.0 / 0	0.0 / 0	\$0 / 0	0.0 / 0	0	PDF
Exploratory, test	0	0	0%	50%	Resume	0.0 / 0	0.0 / 0	0.0 / 0	\$0 / 0	0.0 / 0	0	PDF
Farming, Example	0	0	40%	50%	Resume	0.0 / 0	0.0 / 0	0.0 / 0	\$500 / 1	0.0 / 0	1	PDF
grading_test, example	0	0	0%	50%	Resume	0.0 / 0	0.0 / 0	0.0 / 0	\$0 / 0	0.0 / 0	0	PDF
Hill, Bobby	0	0	20%	50%	Resume	0.0 / 0	0.0 / 0	0.0 / 0	\$0 / 0	0.0 / 0	0	PDF
Mean Values	3.1			55.9%		0.0 / 0.0	0.0 / 0.1	0.0 / 0.0	\$86 / 0.1	6.1 / 0.5	1.0	



Student Grading Report – Report Tab

Student Grading Report

START Date:

Journal Date Mode:

END Date:

Student Finder

[Reset](#)

- All Students
- Grade Levels
- FFA Membership
- Custom Groups

Click a column heading to sort.

Start message to students with zero logins:

Start message to students with zero Total Entries:

Start message to students with zero SAE records:

- Set Grading Date Window
- Sort by Grade, Class, Teacher, Custom Group
- Message Students
 - *With 0 logins*
 - *With 0 total entries*
 - *With 0 SAE records*

Student Grading Report

Name	Profile and Classroom Entries					
	Logins (#) ▲	Classes (#)	Contact Info (%)	FFA Info (%)	Resume	Class (Hrs/#)
Ewell, Russell	62	0	80%	100%	Resume	0.0 / 0
Wilson, Mary	32	0	40%	71%	Resume	0.0 / 0
Ewell, Clay	13	0	100%	100%	Resume	0.0 / 0
Kirby, Vanessa	11	1	100%	100%	Resume	0.0 / 0
Hanagriff, Roger	6	0	20%	79%	Resume	0.0 / 0
Wilson, Mary	3	0	20%	71%	Resume	0.0 / 0
Breeding-Beef, Example	0	0	0%	57%	Resume	0.0 / 0
CareerExplorationSAE, Example	0	0	0%	50%	Resume	0.0 / 0
Committee, example	0	0	0%	50%	Resume	0.0 / 0
Exploratory, test	0	0	0%	50%	Resume	0.0 / 0
Farming, Example	0	0	40%	50%	Resume	0.0 / 0
grading_test, example	0	0	0%	50%	Resume	0.0 / 0
Hill, Bobby	0	0	20%	50%	Resume	0.0 / 0
Mean Values	3.1			55.9%		0.0 / 0.0

- Number of Logins
- Class Enrollments
- Contact Info
- FFA Info

- Resume
- Class Hours/Journals

****Grading keeps info current for records**

Resume Use, membership, course enrollment





Student Grading Report

Quick Reference Grades – Window

- FFA Activities
- Community Service
- Financial Entries
- Journal Entries
- PDF Record Book

1. Set the record window
 - 9 weeks, bi-weekly, etc
2. Yes or No assessment quick view
3. Confirmation in PDF Record

 FFA Entries		 SAE Entries		Total Entries (#)	Record book
FFA Activities (Hrs/#)	Community Sr. (Hrs/#)	Financial (\$/#)	Journal (Hrs/#)		
1.0 / 1	0.0 / 0	\$0 / 0	212.2 / 7	14	PDF
0.0 / 0	0.0 / 0	\$0 / 0	0.0 / 0	0	PDF
0.0 / 3	0.0 / 0	\$12 / 1	1.0 / 1	7	PDF
0.0 / 0	0.0 / 0	\$0 / 0	0.0 / 0	0	PDF
0.0 / 2	0.0 / 0	\$0 / 0	0.0 / 0	3	PDF
0.0 / 0	0.0 / 0	\$0 / 0	0.0 / 0	0	PDF
0.0 / 0	0.0 / 0	\$0 / 0	0.0 / 0	0	PDF
0.0 / 0	0.0 / 0	\$0 / 0	18.0 / 7	7	PDF
0.0 / 0	0.0 / 0	\$0 / 0	0.0 / 0	0	PDF
0.0 / 0	0.0 / 0	\$0 / 0	0.0 / 0	0	PDF
0.0 / 0	0.0 / 0	\$500 / 1	0.0 / 0	1	PDF
0.0 / 0	0.0 / 0	\$0 / 0	0.0 / 0	0	PDF
0.0 / 0	0.0 / 0	\$0 / 0	0.0 / 0	0	PDF
0.0 / 0.1	0.0 / 0.0	\$86 / 0.1	6.1 / 0.5	1.0	



SAE Grading Report

START Date*:
12/21/2023

END Date*:
2/22/2024

* Date specified in the entry

SAE Type:
(Show All)

Pathway:
(Show All)

Project Group:
(None Chosen)

Last Name Starts With:

Student Finder [Reset](#)

- All Students
- Grade Levels
- FFA Membership
- Custom Groups

Print Close this Window Export To Excel

Click a column heading to sort.

- Set Grading Date Window
- Select SAE
- Sort by Grade, Class, Teacher, Custom Group

									Within Specified Date Range						
Name	Experience/Enterprise Name	Type	Sub-Type	Active	Overall Date Range	Plan / Budget	Teacher Sig	Plan Fully Signed	Journal (Hrs / Entry # / Skill #)	Financial (\$/#)	# Files	# Videos	# Evals (Teacher / External)	Annual Review / SCK / SAE Report / Evaluate	
Dendinger, Tracy	Poultry	EN	Poultry		2/8/2024 2/8/2024				0.0 / 0 / 0	\$450 / 6	0	0	0 / 0		
Dendinger24, Tee	WD Dorsets Ewe Flock	EN	Sheep		8/17/2022 12/31/2023				0.0 / 0 / 0	\$80 / 2	0	0	0 / 0		

- Grade SAE Components (Plan, Budget, Signatures)
- Number of journal and financial entries (hours and \$)
- Reflection Tools (Clip Board, Skills, Single SAE Report, SAE Evaluation)
- **ALL on ONE PLATFORM for EASY. EFFICIENT. GRADING**










RUBRICS

Placement SAE Grading Rubric

Name: _____











Date: _____

Grading Area	Maximum	Mid-Range	Minimum	Earned
Setup (5%)	SAE Name / Type / Sub-Type Name clearly communicates the project and type of experience. (5 pts)	Name describes the project, but lacks communication of the type of project and connection to AFNR. (4-3 pts.)	Name does not describe the project and does not align with AFNR. (2-0 pts.)	
SAE Plan (15%)	Description  Describes interest in AFNR skill area, estimates dates of involvement, related courses and generally, describes the project. (5 pts.)	Describes general ideas, but lacks planned dates, relation to previous experiences and connection to AFNR skill areas. (4-3 pts.)	Missing or lacks information and needs major revisions. (2-0 pts.)	
	Time Investment  Describes commitment of time including planning and working in the project. Describes how time is balanced to other commitments. (5 pts.)	Describes general ideas of time management, but lacks clarity and needs minor revisions. (4-3 pts.)	Missing or lacks information and needs major revisions. (2-0 pts.)	
	Learning Objectives  Selects three or more AFNR learning objectives and provides detailed activities to support selected learning objectives. (5 pts.)	Selects less than three learning objectives and provided detailed activities to support selected learning objectives. (4-3 pts.)	Missing or lacks information and needs major revision. (2-0 pts.)	
SAE Entries (55%)	Journal  Activities represent the complete timeframe, illustrate consistent engagement and make quality connections to AFNR skill areas. (15-11 pts.)	Activities represent the complete timeframe of the project, but are not consistent and make vague connections to AFNR skill areas. (10-5 pts.)	Missing or lacks information and needs major revisions. (4-0 pts.)	
	Finances  Financial details represent the complete timeframe of the project, illustrate appropriate finances for the scope/size of the project. (30-20 pts.)	Financial details lack consistency for the time frame of the project and do not reflect the scope/size of the project. (19-10 pts.)	Financial details are missing information and need major revision. (9-0 pts.)	
	SAE Pictures Pictures illustrate responsibility and connection to AFNR skill areas. Captions describe the photo and are well written. (10-8 pts.)	Pictures are provided but lack quality or connection to AFNR skill areas. Minor revisions are needed. (7-4 pts.)	Photos are missing, poor quality or errors exist in captions. Major revisions are needed. (3-0 pts.)	
Reflection (25%)	Annual Review  Includes a summary of the project, skills gained and how this experience relates to their career plan and future SAE goals. (15-11 pts.)	Includes a good summary but lacks the details necessary to share the value of the experience. (10-5 pts.)	Missing or lacks information and needs major revisions. (4-0 pts.)	
	Skills-Competencies-Knowledge  Includes measurable learning outcomes in at least three learning areas (AFNR) (10-8 pts.)	Measurable results or outcomes are provided for less than three learning objectives. (7-4 pts.)	Missing or lacks information and needs major revisions. (3-0 pts.)	
Total Score				

Entrepreneurship SAE Grading Rubric

Name: _____

Date: _____

Grading Area	Maximum	Mid-Range	Minimum	Earned
Setup (5%)	SAE Name / Type / Sub-Type Name clearly communicates the project and base of production (acres, head, dollars, etc.). (5pts)	Name describes the project but lacks communication of the base of production and clarity to AFNR. (4-3pts.)	Name does not describe the project and does not align with AFNR. (2-0 pts.)	
SAE Plan (20%)	Description  Describes interest in AFNR skill area, estimates dates of involvement, related courses and generally, describes the project. (5pts.)	Describes general ideas, but lacks planned dates, relation to previous experiences and connection to AFNR skill areas. (4-3pts.)	Missing or lacks information and needs major revisions. (2-0 pts.)	
	Time Investment  Describes commitment of time including planning and working in the project. Describes how time is balanced to other commitments. (5pts.)	Describes general ideas of time management, but lacks clarity and needs minor revisions. (4-3pts.)	Missing or lacks information and needs major revisions. (2-0 pts.)	
	Financial Investment  Describes in detail planned project expenses (including non-cash), planned project income, and planned use of non-current items. (5pts.)	Describes general ideas but lacks details about planned project expenses (including non-cash), planned project income, and the planned use of non-current items. (4-3pts.)	Missing or lacks information and needs major revision. (2-0pts.)	
	Learning Objectives  Selects three or more AFNR learning objectives and provides detailed activities to support selected learning objectives. (5 pts.)	Selects less than three learning objectives and provided detailed activities to support selected learning objectives. (4-3 pts.)	Missing or lacks information and needs major revision. (2-0pts.)	
SAE Entries (55%)	Journal  Activities represent the complete timeframe, illustrate consistent engagement and make quality connections to AFNR skill areas. (15-11pts.)	Activities represent the complete timeframe of the project, but are not consistent and make vague connections to AFNR skill areas. (10-5 pts.)	Missing or lacks information and needs major revisions. (4-0 pts.)	
	Finances  Financial details represent the complete timeframe of the project, illustrate appropriate finances for the scope/size of the project. Entries make good use of breeding and market managers. (30-20 pts.)	Financial details lack consistency for the time frame of the project and do not reflect the scope/size of the project. Limited or no use of the breeding and market managers. (19-10 pts.)	Financial details are missing information and need major revision. (9-0 pts.)	
	SAE Pictures Pictures illustrate responsibility and connection to AFNR skill areas. Captions describe the photo and are well written. (10-8 pts.)	Pictures are provided but lack quality or connection to AFNR skill areas. Minor revisions are needed. (7-4 pts.)	Photos are missing, poor quality or errors exist in captions. Major revisions are needed. (3-0 pts.)	
Reflection (20%)	Annual Review  Includes a summary of the project, skills gained and how this experience relates to their career plan and future SAE goals. (5pts.)	Includes a good summary but lacks the details necessary to share the value of the experience. (4-3pts.)	Missing or lacks information and needs major revisions. (2-0 pts.)	
	Market Value – Inventory  Correct market value adjustments (if any) and current inventories are provided. (5pts.)	Includes most of the necessary market value adjustments and/or current inventories. (4-3pts.)	Missing or lacks information and needs major revisions. (2-0 pts.)	
	Non-Current/Capital Item Usage  Non-current items are correctly entered and usage is applied for each item. Usage totals to 100% for each non-current item. (5pts.)	Includes most of the capital items and correctly provides usage for each of the provided non-current items. (4-3pts.)	Missing or lacks information and needs major revisions. (2-0 pts.)	
Skills-Competencies-Knowledge  Includes measurable learning outcomes in at least three learning areas (AFNR) (5pts.)	Measurable results or outcomes are provided for less than three learning objectives. (4-3pts.)	Missing or lacks information and needs major revisions. (2-0 pts.)		
Total Score				

MOTIVATION AND INCENTIVES

- ✓ AET badges
- ✓ AET Fridays (Tokens)
- ✓ Chapter Accounting Award (Banquet)
- ✓ Set the Standard for Awards

ITS YOURS TO CREATE, IMPLEMENT AND MOTIVATE

