



# West Tennessee FFA Agricultural Communications

## Purpose

*The purpose of the agricultural communications career development event is to excite and inspire students to develop basic skills relevant to the agricultural communications industry. Students will be equipped with strong communication skills and will have developed the ability to work collaboratively to effectively communicate and advocate for the industry of agriculture.*

## Event Rules

- Teams will consist of four members.
- FFA Official Dress is required for this event.
- Team members will work together to prepare a written media plan prior to Tennessee FFA State Convention. The teams will also be responsible for presenting the plan at the state event and completing practicums and tests.
- Any participant in possession of an electronic device during the quizzes is subject to disqualification. Recording devices are not allowed during the press conference.
- State event will consist of six teams, top two teams from each region.

## Event Format

Each November following the National FFA Convention & Expo, the agricultural communications CDE committee will release event specifications for the next year. The specifications will outline the scenario to be used for the media plan and presentation as well as the specific practicum activities and software. This information can be found on [FFA.org](https://www.ffa.org).

### Equipment

**Needed:** Students must provide pens and pencils. Teams should bring all necessary equipment to complete the presentation, practicums, and other aspects during the event. This might include: screens, computers, props, extension cords, carts etc.

**Note:** Teams may bring additional equipment for the media plan presentation as long as they are able to set up and tear down equipment in the time allowed for the presentation.

**Event superintendent:** Will email out technology needs/available equipment 30 days prior to the state contest.

## Team Activities

### Agriculture-related Media Plan (200 points/team)

Teams will play the role of communications consultants and will develop a media plan for an assigned scenario. The scenario will identify a client with a communications need and a budget. Please reference the current event specifications on the CDE webpage. At the national event, the team will make a pitch (oral presentation) of the media plan.

Scenarios are based around agricultural advocacy. Teams will develop a media plan from the topic released by National FFA. The topic can be found below:

[2023 National FFA Agricultural Communications CDE Media Plan Scenario.](#)

*A media plan is a written document that describes the following items:*

- **Objectives:** What the group wants to accomplish with the media plan.

- **Target Audience:** A description of who the client is trying to reach, including demographic data.
- **Strategic plan and tactics:** The ways in which the objectives can be accomplished, including a social media plan.
- **Timeline:** When the objectives will be accomplished.
- **Evaluation:** How the results will be measured.
- **Budget:** Teams may not go over a maximum of \$5,000.
- **References.**

#### *Guidelines for media plan*

- Eight to ten typed pages not including cover page, table of contents, references or appendices.
- Double-spaced with 1-inch margins.
- Paginated (numbered pages not including cover page).
- 12-point Times New Roman font (not including display text or headings).
- Submitted electronically in PDF format to Tennessee FFA by the designated deadline. Upload location to be designated by Tennessee FFA State Staff.
- Formatted and edited according to the Publication Manual of the American Psychological Association (APA) when citing sources.

#### **The media plan must include the following sections (points will be deducted for missing or incomplete sections):**

##### *Cover page*

- Must include the title of the media plan, CDE name, state, chapter name, team member names and year
- May include a creative design

##### *Table of contents*

##### *Introduction and overview*

- Two pages maximum
- Introduction
- A brief background of the issue/topic and a statement of the problem establishing the need for this media plan.
- Overview
- A brief preview of what is contained in the plan and how it will benefit the client.
- Objectives of the media plan

##### *Audience*

- One page maximum
- Who the client is trying to reach (target audience) with the media plan
- The demographic characteristics of the intended audience. •
- Note: teams may have a primary and a secondary audience

##### *Strategic plan*

- Three to four pages maximum
- Key messages or themes to communicate to the audience
- Explanation of how the objectives will be met
- Plan to attract media attention using social media
- Description of how the plan will be executed

### *Social media tactic of the strategic plan*

A social media plan is required that addresses the following items:

- Social media platforms to be used
- Plan to gain followers
- Plan to engage followers
- General idea for the messages to be posted
- One-page example post must be provided as an appendix (can include Facebook posts, tweets, Instagram photos and others)
- Content of the “About” section of pages *Timeline*
- One page maximum
- Explanation of the duration of the plan and the timing of the media tactics

### *Evaluation*

- One page maximum
- Description of proposed methods to determine if the media plan objectives were met
- What are the key performances? (How will you measure that you are successful?)
- Examples may include number of participants, impressions, likes, shares, retweets, circulation of publications and number of video views.

### *Budget and justification*

- One page maximum
- Table of all costs associated with implementing the media plan
- Explain why you have allocated this amount for each activity.

### *Conclusion*

- One page maximum
- A final summary of key points related to the strategic plan and a statement persuading the client that the plan is a good solution to the communication problem.
- Not a restatement of the introduction and overview

### *References*

- Formatted and edited according to the Publication Manual of the American Psychological Association (APA).
- Appendices/Examples
- One page of social media posts
- Three to five other communication examples
- Suggestions include mockup or example of website, links to student-created video, press releases, blogs and op-eds *Appendices*
- Include three to five examples in the appendices.
- Examples of tactics include but are not limited to
  - Broadcast advertising.
  - Brochure.
  - Print advertising.
  - website.
  - Press releases.

- Blogging.
- Fliers.
- Displays.

### *Submission*

An electronic copy of the media plan in PDF format (no larger than 20 megabytes) must be uploaded by the designated date. A penalty of 10 percent of available media plan points will be assessed for any late submissions. Upload instructions will be provided by Tennessee FFA State staff.

### **Media Plan Pitch — Presentation (175 points/team)**

- The team should present the media plan as if pitching it to the client identified in the scenario.
- The presentation should follow the structure of the written media plan.
- Teams should bring examples of materials that would be used in the execution of the plan (e.g., social media, broadcast advertising, print advertising, press releases, fliers, brochures, website, blogging and displays).
- Each team member must participate in the presentation.
- Each team will be allowed 15 minutes to present its media plan to a panel of judges, who will play the role of the client. Five points will be deducted for each major fraction of a minute over the 15 minutes allowed for the presentation. Following the presentation, judges will be allowed five minutes to ask questions.
- Teams will have a total of 10 minutes for setting-up and tearing-down equipment (e.g., five minutes to set up and five minutes to tear down).
- Provided equipment includes an easel, projector screen and table.
- In the case of equipment failure, the team may be asked to move forward with the presentation. A backup plan is recommended.

**Note:** Teams may bring additional equipment for the presentation as long as they are able to set up and tear down equipment in the time allowed.

## Individual Activities

### **Tests**

#### *Editing exercise (25 points/individual; 100 points/team)*

Because editing is a critical skill for all communicators, each team member will complete an editing exercise. They will be given a printed document that contains 25 mistakes. In correcting the mistakes, team members will be required to use correct proofreading marks (see *Associated Press Stylebook*). Style, grammar, punctuation and spelling mistakes will be included. Team members will NOT be able to use the style manual or a dictionary during this exercise.

#### *Communications quiz (25 points/individual; 100 points/team)*

Each team member will complete a quiz that covers general knowledge of the agricultural communications industry. Questions may come from any section of the listed references excluding sports guidelines. Team members will NOT be able to use the style manual or a dictionary during this exercise. The quiz will come from the past five years National Communications Quizzes which can be found on [ffa.org](http://ffa.org).

#### *Journalistic Writing Team Practicum (100 points/team)*

### **Journalistic writers**

The practicums will consist if a Journalistic Writing team event.

All teams will meet in a central location for an orientation and press conference. All team members will be given an orientation at the beginning of the practicums to last no more than 10 minutes.

The press conference will be held immediately before the scheduled practicum. Each team member will receive a press packet with background information on the agricultural topic and expert to use during the event. An expert will speak on a current agricultural topic for 20 minutes. Students will be provided with paper to take notes if they wish.

The writers will then be involved in a 10 minute question and answer period with the expert (speaker). Each writer will stand to be recognized before asking a question. Writers may ask more than one question; however, the expert will attempt to address questions from as many different participants as possible. No electronic devices of any kind, including tape recorders and cell phones, will be allowed during this portion of the event.

Teams will write a journalistic piece based on the press packet and information that was gathered in the press conference. It should be written for an appropriate audience, have a strong focus and lead (opening paragraph) and include a headline. The story will then be word processed by the student on a computer and turned in to be scored. Participants will have 90 minutes to complete the practicum. Upload instructions will be designated by the event superintendent during team orientation.

The 2023 activity will be the following journalistic writers practicum:

- Press release

## Scoring

Teams will be ranked in numerical order based on the final score to be determined by each judge without consultation. The judge's ranking of each participant shall then be added, and the winner will be the participant whose total ranking is the lowest. Other placings will be determined in the same manner (use the low-point method of selection). Weighted rank scoring will be implemented to maintain point value emphasis between individual and team events. The criteria and points can be found on the scorecards.

| Event                                       | Individual Points | Team Points |
|---|-------------------|-------------|
| Media plan — proposal                       |                   | 200         |
| Media plan pitch — presentation             |                   | 175         |
| <b>Tests — 200 points possible</b>          |                   |             |
| Communications quiz                         | 25                | 100         |
| Editing exercise                            | 25                | 100         |
| <b>Team Practicum — 100 points possible</b> |                   |             |
| Journalistic writing practicum              |                   | 100         |
| <b>TOTAL SCORE POSSIBLE</b>                 | <b>50</b>         | <b>675</b>  |

## Tiebreakers

*Team tiebreakers will be settled in the following order:*

1. practicum rank score.
2. Proposal rank.
3. Presentation rank.
4. Media plan.

*Individual tiebreakers will be settled in the following order:*

1. Communications quiz score.
2. Editing exercise score.

## References

*This list of references is not intended to be all-inclusive.*

Other sources may be utilized, and teachers are encouraged to make use of the very best instructional materials available. The following list contains references that may prove helpful during event preparation.

- National FFA CDE Page — Past CDE Material ([FFA.org/Ag Communications/Event Resources/Past Test & Practicums](https://www.ffa.org/Ag-Communications/Event-Resources/Past-Test-&-Practicums))
- Associated Press Stylebook and Libel Manual
- Microsoft® Office computer program
- Adobe® Creative Suite (most current edition)
- Bivins, T. Public Relations Writings: The Essentials of Style and Format, 4th edition. McGraw- Hill Higher Education, ISBN 0-844-20351-3
- Harrower, T. Newspaper Designer's Handbook, 5th edition. McGraw-Hill Higher Education ISBN 0-07-249291-0
- Kalbfeld, B. Associated Press Broadcast News Handbook. McGraw-Hill Higher Education, ISBN 0-07-136388-2
- Telg, R. and T. Irani. Agricultural Communication in Action: A Hands-On Approach, 1st edition Cengage/Delmar Publishing, ISBN 1111317143 (Online versions available)

# Media Plan — Proposal Scorecard

200 POINTS

| Chapter                      | State   |  |   | Team Number   |        |              |
|------------------------------|---|--|---|---------------|--------|--------------|
| INDICATOR                    | Very strong evidence of skill<br>5–4 points   | Moderate evidence of skill<br>3–2 points   | Weak evidence of skill 1–0<br>points  | Points Earned | Weight | Total Points |
| Overview (Executive Summary) | <ul style="list-style-type: none"> <li>Adequately explains the proposal/ plan in enough detail that it can be understood without having to read the entire document</li> <li>Adequately details what is contained in the plan and how it will benefit the client</li> <li>Clearly details the objectives of the plan</li> </ul>                                   | <ul style="list-style-type: none"> <li>Explains the proposal/plan fairly well, but does not provide enough detail to fully understand it without reading entire document</li> <li>Details only some of what is contained in the plan and how it will benefit the client but is lacking in some detail</li> <li>Does not clearly or fully detail objectives of the plan</li> </ul>                    | <ul style="list-style-type: none"> <li>Incomplete overview provided; does not provide enough detail to understand the proposal/ plan without reading the document</li> <li>Lacks detail on much of what is contained in the plan and how it will benefit the client</li> <li>Does not provide any detail on objectives of the plan</li> </ul>   |               | X 2    |              |
| Introduction                 | <ul style="list-style-type: none"> <li>Does not exceed 2 pages (combined with overview)</li> <li>Provides adequate, but brief background of the issue/topic</li> <li>Clearly states the problem and objectives to be addressed by the plan</li> <li>Clearly establishes a strong need for plan</li> <li>Describes how the plan will benefit the client</li> </ul> | <ul style="list-style-type: none"> <li>Exceeds 2-page limit (combined with overview)</li> <li>Provides only partial, incomplete background of the issue/topic</li> <li>Problem and objectives to be addressed by the plan are not clear to reader</li> <li>Need for the plan is not clearly stated or is not well established</li> <li>Plan’s benefit to the client is not well supported</li> </ul> | <ul style="list-style-type: none"> <li>Introduction section is missing or incomplete</li> <li>Background of the issue/topic is not well defined or is missing</li> <li>Problem statement is unclear or missing</li> <li>Objectives are unclear or missing</li> <li>Need for the plan is not established or addressed</li> <li>No mention is made of plan’s benefit to the client</li> </ul> |               | X 3    |              |
| Description of Audience      | <ul style="list-style-type: none"> <li>Does not exceed 1 page limit</li> <li>Clearly describes who the client is targeting with the media plan</li> <li>Detailed demographics of target audience(s) are included</li> </ul>   | <ul style="list-style-type: none"> <li>Exceeds 1 page limit</li> <li>Who the client is targeting with the media plan is not well defined</li> <li>Only partial demographics of target audience(s) are included</li> </ul>  | <ul style="list-style-type: none"> <li>Description of audiences is missing or incomplete</li> <li>Who the client is targeting with the media plan is not stated</li> <li>Little or no demographics of target audience(s) are included</li> </ul>  |               | X 3    |              |
| Detailed Strategic Plan      | <ul style="list-style-type: none"> <li>Does not exceed 2–3page limit</li> <li>Key messages or themes proposed to communicate with target audience(s) are clearly presented</li> <li>Clearly restates objectives and adequately explains how they will be met</li> <li>Chosen mediums are suitable and appropriate to meet objectives and their use</li> </ul>     | <ul style="list-style-type: none"> <li>Exceeds 2–3-page limit</li> <li>Key messages or themes are not clearly presented</li> <li>Objectives not restated clearly and explanation of how they will be met lacks clarity</li> <li>Chosen mediums are not well suited for plan and/or justification of their use is not well explained</li> <li>How plan will be executed is unclear</li> </ul>         | <ul style="list-style-type: none"> <li>Key messages or themes are not presented</li> <li>Objectives are not restated and no explanation of how they will be met is provided</li> <li>Chosen mediums are not appropriate for plan and no justification of their use is provided</li> <li>How plan will be executed is not provided</li> <li>Social media plan and</li> </ul>                 |               | X 6    |              |



| INDICATOR                       | Very strong evidence of skill<br>5–4 points   | Moderate evidence of skill<br>3–2 points   | Weak evidence of skill 1–0<br>points  | Points Earned | Weight | Total Points |
|---------------------------------|---|--|---|---------------|--------|--------------|
| Detailed Strategic Plan (cont.) | <ul style="list-style-type: none"> <li>is clearly justified</li> <li>Clearly describes how plan will be executed</li> <li>Clearly states and explains social media plan and tactics used to attract media attention using social media, including: platforms to be used, plan to gain followers, plan to engage followers, and general ideas for messages to be posted</li> </ul> | <ul style="list-style-type: none"> <li>Social media plan and tactics used to attract media attention using social media are somewhat unclear.</li> <li>Some key information is missing from social media tactics</li> </ul>  | tactics used to attract media attention using social media are incomplete and lack many of the key details needed.  |               |        |              |
| Timeline                        | <ul style="list-style-type: none"> <li>Does not exceed 1 page limit</li> <li>Clearly and adequately explains duration of plan and timing of media tactics</li> <li>Easy to view and understand; well organized</li> </ul>   | <ul style="list-style-type: none"> <li>Exceeds 1 page limit</li> <li>Unclear or missing some items of plan and media tactics</li> <li>Unrealistic timeframe for plan execution</li> <li>Confusing to view and/or understand or not well organized</li> </ul>                               | <ul style="list-style-type: none"> <li>Timeline is missing</li> <li>Mostly incomplete and does not contain the majority of items in plan or media tactics</li> </ul>  |               | X 2    |              |
| Evaluation                      | <ul style="list-style-type: none"> <li>Does not exceed 1 page limit</li> <li>Clearly describes adequate methods to determine if plan objectives were met</li> <li>Clearly details key performance indicators and measures of success</li> </ul>   | <ul style="list-style-type: none"> <li>Exceeds 1 page limit</li> <li>Methods to determine if plan objectives were met are not clear or are not appropriate for the plan</li> <li>Key performance indicators and measures of success are unclear</li> </ul>                                 | <ul style="list-style-type: none"> <li>Evaluation plan is missing</li> <li>No clear methods to determine if plan objectives were met are presented</li> <li>No key performance indicators or measures of success are provided</li> </ul>                            |               | X 3    |              |
| Budget                          | <ul style="list-style-type: none"> <li>Does not exceed 1 page limit</li> <li>Clearly details and explains all costs associated with implementing the media plan</li> <li>Clearly explains how/why amount allocated to each activity was determined</li> </ul>   | <ul style="list-style-type: none"> <li>Exceeds 1 page limit</li> <li>All costs associated with implementing the media plan are not well explained or some are missing</li> <li>Explanation of how/why amount allocated to each activity was determined is incomplete or unclear</li> </ul> | <ul style="list-style-type: none"> <li>Budget and justification are missing</li> <li>Few costs associated with implementing the media plan are explained</li> <li>No explanation of how/why amount allocated to each activity was determined is provided</li> </ul> |               | X 4    |              |
| Conclusion                      | <ul style="list-style-type: none"> <li>Does not exceed 1 page limit</li> <li>Clear and well-articulated final summary of key points related to strategic plan is provided</li> <li>Well-reasoned final statement is presented to persuade client the plan is a good solution to their communication problem</li> </ul>  | <ul style="list-style-type: none"> <li>Exceeds 1 page limit</li> <li>Final summary of key points related to strategic plan is incomplete or not well stated</li> <li>Final statement lacks persuasiveness to client and is not well supported by the plan</li> </ul>                       | <ul style="list-style-type: none"> <li>Conclusion is missing</li> <li>Final summary simply restates introduction and/or overview</li> <li>No final statement to persuade client is provided</li> </ul>  |               | X 2    |              |

|            |   |   |  |  |     |  |
|------------|---|---|--|--|-----|--|
| Appendices | <ul style="list-style-type: none"> <li>3 – 5 examples/items provided</li> <li>At least 1 example social media post is provided</li> <li>Thoughtful, well-designed, and well-written, and relevant communications</li> </ul> | <ul style="list-style-type: none"> <li>Less than 3 examples/items provided</li> <li>No example social media post is provided</li> <li>Quality of communications documents provided</li> </ul> | <ul style="list-style-type: none"> <li>No examples provided</li> <li>No example social media post is provided</li> <li>Poor quality of communications documents provided ; poorly designed or contain many errors</li> </ul> |  | X 6 |  |
|------------|---|---|--|--|-----|--|

| INDICATOR  | Very strong evidence of skill<br>5–4 points   | Moderate evidence of skill<br>3–2 points  | Weak evidence of skill 1–0<br>points  | Points Earned | Weight | Total Points |
|--|---|---|---|---------------|--------|--------------|
|  | documents provided  | could be stronger<br><ul style="list-style-type: none"> <li>Examples provided are only somewhat relevant to plan objectives</li> </ul>  | <ul style="list-style-type: none"> <li>Examples provided are not relevant to plan objectives</li> </ul>   |               |        |              |
| Proposal is Relevant to Scenario                                 | <ul style="list-style-type: none"> <li>Entire proposal narrative focuses on addressing client’s specific public communication needs</li> <li>Focuses specifically on current scenario provided to teams</li> <li>Plan and all items within it are extremely relevant to provided scenario and client</li> <li>Creatively interprets scenario</li> </ul>   | <ul style="list-style-type: none"> <li>Proposal mostly focuses on addressing client’s specific public communication needs but sometimes loses focus or stray from client needs</li> <li>Lacks specific focus on current scenario provided to teams</li> <li>Is only somewhat relevant to scenario</li> <li>Some items within plan are not directly related to scenario or client</li> <li>Lacks creativity in interpretation of scenario</li> </ul> | <ul style="list-style-type: none"> <li>Proposal lacks a focus on addressing client’s specific public communication needs and often loses sight of client needs</li> <li>Strays from current scenario provided to teams</li> <li>Plan and items contained within it are not at all relevant to current scenario or client</li> </ul>           |               | X 2    |              |
| Plan Includes All Requirements and Follows Formatting Guidelines | <ul style="list-style-type: none"> <li>Plan includes a creatively designed cover page with a title for the plan, CDE name, chapter name, participant names, and year</li> <li>Table of contents is complete and does not exceed one page</li> <li>Plan formatting guidelines are followed: double spaced, one-inch margins, page numbers included, 12 pt. Times New Roman font, PDF format, required section headings used</li> </ul> | <ul style="list-style-type: none"> <li>Cover page is missing 13 required pieces of information</li> <li>Cover page is not creatively designed</li> <li>Table of contents is incomplete</li> <li>Table of contents exceeds one page</li> <li>Plan formatting guidelines are mostly followed, but 1-3 formatting errors are present</li> </ul>  | <ul style="list-style-type: none"> <li>Cover page is missing more than 3 required pieces of information</li> <li>Cover pages is disorganized and not well designed</li> <li>Table of contents is mostly incomplete or missing altogether</li> <li>Plan formatting guidelines are not well followed with more than 3 errors present</li> </ul> |               | X 2    |              |
| Quality of Writing   | <ul style="list-style-type: none"> <li>Very well-written plan</li> <li>Excellent use of grammar, spelling, punctuation, capitalization, and sentence structure</li> <li>Correct use of APA citations</li> </ul>   | <ul style="list-style-type: none"> <li>Mostly well-written plan</li> <li>Adequate use of grammar, spelling, punctuation, capitalization, and sentence structure with some errors present</li> <li>Some APA citation errors present</li> </ul>   | <ul style="list-style-type: none"> <li>Poorly well-written plan</li> <li>Poor use of grammar, spelling, punctuation, capitalization, and sentence structure with many errors present</li> <li>Many APA citation errors present or no use of APA at all</li> </ul>   |               | X 5    |              |

**TOTAL POINTS EARNED OUT OF 200 POSSIBLE**

200

## Media Plan Pitch — Presentation Scorecard

175 POINTS

| Chapter   |  | State   |  |                  | Team Number |                |
|-----------|--|---|--|------------------|-------------|----------------|
| INDICATOR | Very strong evidence of skill<br>5–4 points  | Moderate evidence of skill 3–2<br>points  | Weak evidence of skill 1–0<br>points   | Points<br>Earned | Weight      | Total<br>Score |
| Examples  | <ul style="list-style-type: none"> <li>Examples are vivid, precise and clearly explained</li> <li>Examples are original, logical and relevant</li> </ul> | <ul style="list-style-type: none"> <li>Examples are usually concrete, sometimes need clarification</li> <li>Examples are effective, but need more originality or thought</li> </ul> | <ul style="list-style-type: none"> <li>Examples are abstract or not clearly defined</li> <li>Examples are sometimes confusing, leaving the listeners with questions</li> </ul> |                  | X 5         |                |

|                                       |  |   |   |  |     |  |
|---------------------------------------|--|---|---|--|-----|--|
| Confidence in speaking                | <ul style="list-style-type: none"> <li>Speaks very articulately</li> <li>Never has the need for unnecessary pauses or hesitation when speaking</li> <li>Speaks at the right pace to be clear</li> <li>Pronunciation of words is very clear and intent is apparent</li> </ul> | <ul style="list-style-type: none"> <li>Sometimes speaks articulately</li> <li>Occasionally has the need for a long pause or moderate hesitation when speaking</li> <li>Speaks at the right pace most of the time, but shows some nervousness</li> <li>Pronunciation of words is usually clear, sometimes vague</li> </ul> | <ul style="list-style-type: none"> <li>Rarely articulate</li> <li>Frequently hesitates or has long, awkward pauses while speaking</li> <li>Pace is too fast; nervous</li> <li>Pronunciation of words is difficult to understand; unclear</li> </ul> |  | X 3 |  |
| Being detailoriented; provide details | <ul style="list-style-type: none"> <li>Is able to stay fully detail-oriented</li> <li>Always provides details that support the issue to communicate the key concepts of the plan; is well organized</li> </ul>   | <ul style="list-style-type: none"> <li>Is mostly good at being detail-oriented</li> <li>Usually provides details that are supportive of the issue to communicate the plan; displays good organizational skills</li> </ul>   | <ul style="list-style-type: none"> <li>Has difficulty being detail-oriented</li> <li>Sometimes overlooks details that could be very beneficial to the issue; not enough detail provided; lacks organization</li> </ul>                              |  | X 3 |  |
| Speaking unrehearsed and naturally    | <ul style="list-style-type: none"> <li>Speaks unrehearsed with comfort and ease</li> <li>Speaks effectively without losing focus and with organized thoughts and concise answers</li> </ul>  | <ul style="list-style-type: none"> <li>Speaks unrehearsed mostly with comfort and ease, but sometimes seems nervous or unsure</li> <li>Speaks effectively, but has to stop and think and sometimes gets off focus</li> </ul>  | <ul style="list-style-type: none"> <li>Shows nervousness or seems unprepared when speaking unrehearsed</li> <li>Seems to ramble or speaks before thinking</li> </ul>  |  | X 3 |  |
| All team members participated         | <ul style="list-style-type: none"> <li>All team members took an active role in the presentation.</li> </ul>  | <ul style="list-style-type: none"> <li>Two to three team members took an active role in the presentation.</li> </ul>  | <ul style="list-style-type: none"> <li>One team member took an active role in the presentation.</li> </ul>  |  | X 3 |  |

| INDICATOR                                      | Very strong evidence of skill<br>5-4 points  | Moderate evidence of skill<br>3-2 points   | Weak evidence of skill 1-0<br>points  | Points<br>Earned | Weight | Total<br>Score |
|--|--|--|---|------------------|--------|----------------|
| Use of visual aids                             | <ul style="list-style-type: none"> <li>Visual aids add clarity and support what is being said during the presentation.</li> </ul>                                  | <ul style="list-style-type: none"> <li>Visual aids add some clarity and support to what is being said during the presentation.</li> </ul>                                | <ul style="list-style-type: none"> <li>Visual aids add little to no clarity and support to what is being said during the presentation.</li> </ul>                         |                  | X 3    |                |
| Media plan                                     | <ul style="list-style-type: none"> <li>Key elements of the media plan are clearly communicated</li> <li>Strong understanding of chosen media is present</li> </ul> | <ul style="list-style-type: none"> <li>Key elements of the media plan are vaguely communicated</li> <li>Vague understanding of chosen media is present</li> </ul>        | <ul style="list-style-type: none"> <li>Key elements of the media plan are not communicated</li> <li>Little to no understanding of chosen media is present</li> </ul>      |                  | X 3    |                |
| Questions and answers                          | <ul style="list-style-type: none"> <li>Correctly responds to judges' questions</li> <li>Answers show familiarity with subject matter</li> </ul>                    | <ul style="list-style-type: none"> <li>Is somewhat able to correctly respond to judges' questions</li> <li>Answers show vague familiarity with subject matter</li> </ul> | <ul style="list-style-type: none"> <li>Is unable to correctly respond to judges' questions</li> <li>Answers do not reflect any familiarity with subject matter</li> </ul> |                  | X 12   |                |
| <b>TOTAL POINTS EARNED OUT OF 175 POSSIBLE</b> |  |  |   |                  |        | 175            |

Journalistic Writing Practicum Scorecard  
100 POINTS

| Chapter  |  |   |   | Name          |        |             |
|--|--|---|---|---------------|--------|-------------|
| INDICATOR                                      | Very strong evidence of skill 5–4 points   | Moderate evidence of skill 3–2 points   | Weak evidence of skill 1–0 points   | Points Earned | Weight | Total Score |
| Lead/focus                                     | Lead is accurate, draws in audience, engaging, catchy, original  | Lead has 1 or 2 strong elements but fails in others, shows some signs of originality  | Misses point of story, buries lead, neither original or catchy, too long, inaccurate  |               | x 3    |             |
| Accuracy of information and quotes             | Adequately uses multiple sources, ideas, and facts, tells complete story, information is properly attributed   | Minor inaccuracies or sources improperly used, info or opinion given without attribution, missing key sources, quotes used with weak connection                         | Missing information, holes, no or weak quotes, unfounded opinions, inaccuracies   |               | x 3    |             |
| Clarity and conciseness                        | Focus of story is clear, makes use of effective words, descriptive, nothing detracts from focus of story, everything contributes to angle of story                                 | Clear writing with some poor word choice, passive voice, slightly wordy or confusing, lacks sense of unity, some areas detract from angle                               | No clear angle, story rambles, is awkward, poor word choice, unclear statements, dull writing   |               | X 2    |             |
| Correct style (AP)                             | 0-2 errors in AP style, attributions done correctly  | 3-5 errors in AP style, 1 attribution error   | 6 or more errors in AP style, 2 or more attribution errors  |               | X 2    |             |
| Depth of coverage                              | Strong evidence of good research, adequately presents all sides, all in story are identified, info is accurate and thorough, overall fairness to subjects and sources, bias free   | Quotes are interesting and storytelling, presents sides mostly equal, quotes lead to question of bias, minor insertions of opinions                                     | Quotes are short, absent, or weak, ineffective use of quotes, displays unjustifiable bias, relies on stereotype, involves unwarranted opinion |               | X 2    |             |
| Header/ headline                               | Headline is catchy, is positive and specific, contains strong, active verbs and short, simple words  | Headline is slightly mechanical, slightly longer or slightly shorter than needed, headline is slightly vague  | Headline is mechanical, too long or too short, has no connection to the story at all, left out or forgotten                                   |               | X 2    |             |
| Grammar, spelling, punctuation and word choice | Largely error-free, well edited, no spelling errors, includes proper spelling of all names   | Minor errors but still readable, story is spell checked but contains several grammatical errors   | Errors interfere with comprehension, names are misspelled, spelling errors, contains many grammatical errors                                  |               | X 2    |             |
| Organization and format                        | Information flows seamlessly from one point to next, effective transitions, appropriate length of story, inverted pyramid order with information descending in order of importance | Information generally well ordered with a few confusing jumps, weaker transitions, readable with inconsistent flow, somewhat abrupt or not using inverted pyramid fully | Structure does not move logically from one point to another, no or poor transitions, choppy or confusing, not in inverted pyramid             |               | X 2    |             |
| Accomplishment of purpose                      | Story conveys the full intended message to audience, no doubt about any information  | Story has a few confusing parts but mostly leaves readers with a feeling of full information and understanding  | Creates confusion among readers, has information missing and is overall unclear   |               | X 2    |             |
| <b>TOTAL POINTS OUT OF 100 POSSIBLE</b>        |  |   |   |               |        |             |