Candidate Expectation: Candidates will produce evidence of proficiency in demonstrating non-verbal skills when communicating with others by using appropriate tone, giving full attention (eye contact), refraining from distracting mannerisms, and using effective and purposeful gestures (hand signals, facial expressions, body language).

INDICATORS	1 = STRONG EVIDENCE SKILL IS NOT PRESENT	3 = MODERATE EVIDENCE SKILL IS PRESENT	5 = VERY STRONG EVIDENCE SKILL IS PRESENT
A. TONE	*Has difficulty using an appropriate tone.* • Speech is either too loud or too soft- not appropriate 50% or more of the time. • Pace is too fast, nervous. • Pronunciation of words is difficult to understand, unclear.	*Appropriate tone is usually consistent.* • Speech is usually at the right volume- appropriate 60-80% of the time. • Speaks at the right pace most of the time, but shows some nervousness. • Pronunciation of words is usually clear, sometimes vague.	*Appropriate tone is consistent.* • Speech is clear, and at a confident volume 95-100% of the time. • Speaks at the right pace to be clear. • Pronunciation of words is very clear, intent is apparent.
B. ATTENTION (EYE CONTACT)	*Eye contact does not always allow connection with the speaker.* • Occasionally looks at someone or some groups (less than 50% of the time). • Reads notes or looks down the entire time.	*Eye contact is mostly effective and consistent.* • Mostly looks around the audience (60-80% of the time). • Looks up from notes, but does not scan audience.	*Eye contact constantly used as an effective connection.* • Constantly looks at the entire audience (95-100% of the time). • Never or rarely references notes, scans and connects with the audience.
C. MANNERISMS	*Has mannerisms that pull from the effectiveness of the activity.* • Displays some nervous habits- fidgets or anxious ticks.	*Sometimes has distracting mannerisms that pull from the activity.* • Sometimes exhibits nervous habits or ticks.	*Does not have distracting mannerisms that affect effectiveness.* • No nervous habits.
D. GESTURES (HAND SIGNALS, FACIAL EXPRESSION, BODY LANGUAGE)	*Occasionally gestures are used effectively.* • Hands are not always used to emphasize (only 50% or less) - hand motions are sometimes distracting. • Has either a deadpan expression or shows a conflicting expression during some of the activity. • Not much positive body language- slumps.	*Usually uses purposeful gestures.* • Hands are mostly used to express or emphasize (60-80%). • Occasionally displays a deadpan and/or conflicting expression during activity. • Occasionally slumps, sometimes negative body language.	*Gestures are purposeful and effective.* • Hand motions are expressive, used to emphasize point 95-100% of the time. • Appropriate expression, face gives clues to what the content of speech is about. • Great posture (confident) with positive body language.

Reflective Questions for the Interviewer to Consider when Evaluating:

1) Is this candidate's speech clear, spoken at the right pace, and is the pronunciation of the words clear with an apparent intent?
2) Does this candidate look at the entire audience when speaking, rarely needing to reference notes?
3) Do distracting mannerisms take away from the effectiveness of a speech?
4) Does the candidate use appropriate and purposeful gestures when delivering a speech?

Reflective Questions for the Interviewee to Consider when Preparing:

1) How should you best prepare your speeches to make sure you get your points across in a clear and confident manner?
2) How will you remind yourself to maintain the appropriate amount of eye contact with the entire audience during a speech?
3) Are there any distracting mannerisms that others say you have that you need to try and avoid when delivering speeches?
4) What hand gestures can be used to effectively enhance the main points of your speech?

Candidate Expectation: Candidates will produce evidence of proficiency in displaying listening skills when dialoguing with others by recalling information, showing attentiveness, utilizing appropriate wait time, listening for understanding, and finding connections in the conversation.

INDICATORS	1 = STRONG EVIDENCE SKILL IS NOT PRESENT	3 = MODERATE EVIDENCE SKILL IS PRESENT	5 = VERY STRONG EVIDENCE SKILL IS PRESENT
A. INFORMATION RECALL	*Incorrectly recalls information from previous conversations.* • Makes 3 or more recall mistakes per activity.	*Sometimes is not able to accurately recall information from previous conversations.* • Makes 1-2 recall mistakes per activity.	*Accurately recalls information from previous conversations.* • Makes no mistakes in recall in any activity.
B. ATTENTION	*Seems preoccupied at times.* • Looking down or away frequently, sometimes distracted.	*Mostly focused.* • Occasionally looks down or away, seems distracted, losing focus.	*Always focused.* • Does not appear distracted, looks attentive and energetic.
C. WAIT TIME	*Wait time length could be longer for better effectiveness.* • Little to no time is given for questions or additional thoughts.	*Adequate wait time provided and usually allowed.* • Most of the time allows enough time for questions and additional thoughts.	*Appropriate use of wait time most often practiced.* • Waits for questions to be asked and ensures understanding is gained.
D. LISTENING FOR UNDERSTANDING	*Assumes understanding and very seldom clarifies with questions.* • Asks few or no questions to clarify points.	*Sometimes asks clarifying questions.* • Asks some questions to clarify points.	*Asks clarifying questions if needed before answering questions.* • Asks several questions consistently to ensure clarity of points.
E. FINDING CONNECTIONS IN CONVERSATION	*Struggles with making connections and transitions between conversations and discussions.* • Has difficulty connecting current conversation with previous conversations and activities.	*Has some difficulty with connecting and transitioning between conversations and discussions.* • Mostly able to connect current conversation with previous conversations and activities.	*Effortlessly connects and transitions between conversations and discussions.* • Insightfully and easily connects current conversation with previous conversations and activities.

Reflective Questions for the Interviewer to Consider when Evaluating:

1) Was information recalled and reflected in an accurate way?
2) Does this candidate appear to always stay focused on the occurring activity?
3) When presenting, is the wait time appropriately timed to ensure participants have enough time to ask questions?
4) Did this candidate ensure participants have a clear understanding of the topic discussed?
5) Does this candidate attempt to draw all participants into the conversations and/or discussions?

Reflective Questions for the Interviewee to Consider when Preparing:

1) How do you "connect" with others when in a conversation?
2) Why is it important to show attentiveness to others in a conversation?
3) What types of mental images (clues) do you give yourself for recalling information and facts when doing a presentation?

Candidate Expectation: Candidates will produce evidence of proficiency in demonstrating writing skills when communicating with others by using correct spelling and grammar, delivering a clear and concise message, using various forms of written communication appropriately (including formal letters, thank you notes, and emails), and varying writing style based on the audience.

INDICATORS	1 = STRONG EVIDENCE SKILL IS NOT PRESENT	3 = MODERATE EVIDENCE SKILL IS PRESENT	5 = VERY STRONG EVIDENCE SKILL IS PRESENT
A. SPELLING/ GRAMMAR	*Spelling and grammar are less than adequate.* • 3 or more spelling errors per activity. • 3 or more grammar errors per activity (i.e. sentence structure, verb agreement, etc.).	*Spelling and grammar are adequate.* • 1-2 spelling errors per activity. • 1-2 grammar errors per activity (i.e. sentence structure, verb agreement, etc.).	*Spelling and grammar are extremely high-quality.* • No spelling errors per activity. • No grammar errors per activity (i.e. sentence structure, verb agreement, etc.).
B. MESSAGE	*Communicates ideas clearly and concisely but message is difficult to understand.* • Some of the main ideas are not supported by sufficient details. • Some organization is present, but sometimes awkward (lacking construction, sometimes statements out of place, or problems with introduction, body, or conclusion).	*Communicates ideas clearly and concisely, and message is interesting as well as understandable.* • All or most of the main ideas are supported by sufficient details. • Good organization with few statements out of place or lacking in clear construction (i.e. introduction, body, conclusion).	*Communicates ideas extremely clearly as well as extremely focused. Thoughts are very interesting, and understandable.* • All main ideas are supported by clear and vivid details. • Clearly organized and concise by remaining on target, is completely focused with obvious construction and strong introduction, body, conclusion layout.
C. FORMS OF WRITING (FORMAL LETTERS, THANK YOU NOTES, EMAILS)	*Writes in a variety of forms for a range of purposes.* • Language used may not be appropriate for written form (i.e., too formal, too informal).	*Writes in a variety of forms for a range of purposes, showing ability to present different subject matters differently for various purposes and audiences.* • Language used is appropriate for written form (i.e., too formal, too informal).	*Writes exceptionally well in a variety of forms for a range of purposes, in an appropriate length, language and formality.* • Language used is appropriate for written form and is exemplary in capturing the purpose of that form of communication.
D. WRITING STYLE (VARIOUS)	*Writing style does not really show intent to connect with different types of audiences, style is more for a generic reader.* • Some language used might be confusing for some audiences.	*Thought was given to the intended audience, and the style reflects the purpose for communicating with that audience.* • Most language is appropriate for the intended audience.	*Writing style is selectively appropriate for the intended audience.* • The style chosen has obviously been well thought-out based on the specific audience.

Reflective Questions for the Interviewer to Consider when Evaluating:

1) Does this candidate consistently present written ideas in a clear and organized manner?
2) Is the writing quality this candidate has demonstrated at an exceptional level?
3) Is this candidate able to select an appropriate writing style based on differing audiences' needs?
4) Has all paperwork submitted by this candidate been clear and free of errors?

Reflective Questions for the Interviewee to Consider when Preparing:

1) Does writing come easy for you?
2) Can you describe the steps you take before turning in a written report for a grade?
3) How would you describe your writing style?

Candidate Expectation: Candidates will produce evidence of proficiency in demonstrating speaking skills in a variety of settings (including classrooms, board rooms, auditorium, arena, small groups or one-on-one) and audiences (including business/industry, parents, school officials, FFA members, elementary and secondary students) by using appropriate examples, engaging and motivating various audiences, speaking articulately without notes, and speaking extemporaneously with comfort and ease.

INDICATORS	1 = STRONG EVIDENCE SKILL IS NOT PRESENT	3 = MODERATE EVIDENCE SKILL IS PRESENT	5 = VERY STRONG EVIDENCE SKILL IS PRESENT
A. EXAMPLES	*Examples and word choices are abstract, or not really clearly defined.* • Examples are sometimes confusing, leave the listeners with question.	*Examples and word choices are usually concrete, sometimes needs clarification.* • Examples are effective, might need more originality or thought.	*Examples and word choices are vivid, precise, and clearly explained.* • Examples are original, logical, and relevant.
B. ENGAGING AND MOTIVATING AN AUDIENCE	*Able to keep the audience's attention, but parts might not be engaging or motivating.* • Lacks audience awareness, few gestures body language to gain attention of audience. • Is brief when responding or answering questions, doesn't use many reinforcing nonverbal listening cues.	*Able to keep the audience engaged and interested most of the time.* • Generally, demonstrates audience awareness, and uses some gestures/body language to keep audience engaged. • Uses reinforcing nonverbal listening responses when responding or answering questions.	*Able to fully capture the audience's attention in engaging and motivating speech.* • Behaviors are used to keep the audience engaged such as maintaining eye contact, modifying delivery style if needed. • Uses reinforcing nonverbal listening responses (nodding, leaning forward, etc.) when responding or answering questions.
C. SPEAKING WITHOUT NOTES	*Speaks articulately, but depends on notes to remember what to say.* • Has to reference notes often.	*Speaks articulately, but sometimes needs the reassurance of notes.* • Occasionally needs to reference notes.	*Speaks very articulately without need for notes.* • Very seldom has the need to reference notes.
D. SPEAKING UNREHEARSED	*Shows nervousness or seems unprepared when speaking unrehearsed.* • Seems to ramble or speak before thinking.	*Speaks unrehearsed mostly with comfort and ease, but sometimes seems nervous or unsure.* • Able to respond effectively, has to stop and think, sometimes gets off focus.	*Speaks unrehearsed with comfort and ease.* • Is able to respond quickly with organized thoughts and concise answers.

Reflective Questions for the Interviewer to Consider when Evaluating:

1) When presenting, are examples given by this candidate original, logical, and relevant?
2) Is this candidate able to capture and hold the audience's attention?
3) Is this candidate able to speak without the over-usage of notes?
4) Are speeches consistently good, even when unrehearsed?

Reflective Questions for the Interviewee to Consider when Preparing:

1) Have you made many presentations before large groups? If so, what did you enjoy and like least about doing the presentations?
2) How has your education and past experience prepared you to be a National FFA Officer?
3) How do you motivate audiences to whom you present?
4) In your opinion, what is the most important part of a presentation?
5) Can you give an example of how you prepared for a really important speech you had to deliver?

Candidate Expectation: Candidates will produce evidence of proficiency in demonstrating facilitation skills in a workshop setting by accommodating different learning styles through various teaching techniques (including lecture, demonstration, hands-on activity, problem solving), seeking to make the experience meaningful and enjoyable, gauging student understanding and readiness throughout the workshop and addressing it appropriately, utilizing an effective format in creating and delivering a facilitation outline (i.e. National FFA Magic Formula for Presentations, etc.).

INDICATORS	1 = STRONG EVIDENCE SKILL IS NOT PRESENT	3 = MODERATE EVIDENCE SKILL IS PRESENT	5 = VERY STRONG EVIDENCE SKILL IS PRESENT
A. VARIOUS TEACHING TECHNIQUES (LECTURE, DEMONSTRATION, HANDS-ON, PROBLEM-SOLVING)	*Lacks the use of various teaching techniques.* • Consistently uses one common method when facilitating. • Appeals to few learners, makes no adjustments in teaching techniques even if a need in a learning style arises. • Has difficulty administering several methods (lecture, demonstration, hands-on, problem-solving).	*Uses a limited variety of teaching techniques.* • Seems fairly comfortable using two or more methods when facilitating. • Accommodates some learners, sometimes changes teaching techniques to meet the various learning style needs of the audience. • Has difficulty administering one of the methods (lecture, demonstration, hands-on, problem-solving).	*Very effectively utilizes several various teaching techniques.* • Uses a variety of teaching techniques effectively. • Accommodates multiple learners, fully aware of the differences in learning styles and adjusts presentation accordingly. • Has no difficulty with any of the methods (lecture, demonstration, hands-on, problem-solving).
B. MAKING THE EXPERIENCE MEANINGFUL AND ENJOYABLE	*Doesn't make the experience meaningful and enjoyable.* • Very seldom inserts humor and examples to which the audience can connect.	*Mostly makes the experience meaningful and enjoyable.* • Sometimes inserts humor and examples to which the audience can connect.	*Definitely makes the experience meaningful and enjoyable.* • Inserts humor and examples to which the audience can connect.
C. ADDRESSING STUDENT'S UNDERSTANDING	*Does not address student's understanding.* • Shows little awareness of the level of audience understanding of presented topics. • Doesn't ask questions to ensure the understanding of the students.	*Mostly addresses student's understanding.* • Appears to be somewhat aware of the audience's understanding of presented topics. • Asks a few questions to ensure the understanding of the students.	*Extremely aware of student's understanding.* • Is keenly aware of audience understanding of presented topics. • Allows appropriate time for questions to fully ensure the students are on the same page and understand.
D. CREATING AND DELIVERING A FACILITATION OUTLINE	*Doesn't seem to utilize an effective format in creating and delivering a facilitation outline.* • Format used to organize is not effective. • Throughout facilitation seems unorganized or doesn't know where to go next.	*Generally utilizes an effective format in creating and delivering a facilitation outline.* • Format used to organize is somewhat effective. • Throughout facilitation seems organized, but sometimes seems lost.	*Always utilizes an effective format in creating and delivering a facilitation outline.* • Format used to organize is extremely effective. • Throughout facilitation seems extremely organized and follows outline successfully.

Reflective Questions for the Interviewer to Consider when Evaluating:

1) Is this candidate effectively able to use various teaching techniques to meet the needs of all persons in the audience?
2) Does this person insert humor into presentations in an attempt to make the time spent more enjoyable for others?
3) Does this person use examples when presenting information to which others can relate?
4) Does this candidate utilize an effective format for outlining presented information?

Reflective Questions for the Interviewee to Consider when Preparing:

1) Have you ever been evaluated by a large group after giving a presentation? If so, how did you rate and why do you think you received that rating from the participants?
2) How do you think you should accommodate for the various learning styles of persons with whom you work?
3) What should you do to make a learning experience enjoyable for others?
4) How should a facilitation outline be organized?