



Nursery/Landscape

Purpose

The purpose of the Tennessee FFA Nursery/Landscape Career Development Event is to promote career interest, encourage proficiency development and recognize excellence in participants of the event which includes all aspects of the industry to produce, market, utilize and maintain landscape plants (woody and herbaceous plants and turf grasses), as well as related production and landscaping products, equipment and services including design.

Objectives

- Participants in the nursery/landscape CDE will be able to utilize the skills specific to each of the following categories:
- **Nursery/Landscape Principles:** Apply nursery and landscape principles and practices as they impact residential, commercial, public and recreational applications.
- **Plant Materials:** Demonstrate the ability to identify, select and utilize nursery and landscape plants (interior/exterior), landscape materials and turf grasses commonly used in the United States.
- **Plant Disorders:** Demonstrate the ability to identify unhealthy plant conditions due to pests, nutritional/physiological disorders and mechanical/chemical injury.
- **Cultural Practices:** Demonstrate knowledge of the principles and skills involved in propagation, growth requirements, growing techniques, harvesting, sustainability, marketing, and maintenance of interior and exterior landscape plants and turf grasses.
- **Design and Construction:** Demonstrate knowledge of the principles and techniques of landscape design, estimating and construction.
- **Supplies and Equipment:** Demonstrate the ability to identify, select, use and maintain appropriate supplies and equipment for nursery and landscape operations, including equipment and procedures in mechanization and automation.
- **Safety:** Demonstrate knowledge of safety practices in nursery and landscape operations.
- **Interpersonal Relations:** Demonstrate skills in oral and written business communications.
- **Business Management:** Demonstrate an understanding of marketing principles and business management as well as proper sales and service skills.
- **Records and Reports:** Demonstrate the ability to prepare estimates and complete financial statements.

Event Rules

- Each team will be comprised of four team members. The four individual scores and the team activity and skills challenge scores will be used to determine the final team score.
- FFA Official Dress is NOT required. It is highly recommended that the team should dress in appropriate “work clothing”.
- Coaches may accompany participants to the event site but must leave the area at the start of the event. At the conclusion of all event components, the superintendent will announce when participants, visitors and coaches may enter the competition area to review the materials and organization.
- Under no circumstances will any participant be allowed to touch or handle plant materials or other specimens during the event except as expressly permitted in certain practicums.
- Any participant in possession of an electronic device, other than a calculator and electronic speller, in the event area is subject to disqualification.

Event Format

- Each participant must have the following individual tools for both days of competition:
 - A clean clipboard
 - At least two No. 2 pencils
 - A ball-point or felt-tip pen
 - A calculator — Calculators used in this event should be battery operated, nonprogrammable and silent with large keys and large displays. Calculators may have only these functions: addition, subtraction, multiplication, division, equals, percent, square root, +/- key and one memory register. No other calculators can be used during the event.
- An architect's scale
- An engineer's scale
- Additional items allowed, but not required, include the following:
 - A pocket-size dictionary or electronic speller and a hand pruner or knife.
- Teams may also be requested to supply one or more laptop computers. Coaches will be notified if laptops are needed in the coaches' letter.

TEAM INTERACTIVE EVENTS

Phase 1: Team Activity (50 points per contestant Plus 100 team points)

This practicum involves team members working together to accomplish an assignment. It is designed to evaluate individual and group contributions in coordination and cooperation of knowledge, evaluation and decision-making. The team activity has two parts, described below.

TEAM PREPARATION

- The team members work as a group in evaluating landscape or nursery business situations (production, service, personnel, business operations/relations) or educational programming, as in the following general themes: promotions, startup business plan, consulting, customer service, service-learning or community involvement. The team will have 30 minutes for preparation. Notepaper and other supplies, including computer resources that may be appropriate for the situation, will be available. References will not be needed beyond what is provided for this preparation section. The judge(s) will be observing and scoring teamwork during this time but will not interact with the team. If needed, the team may ask the judge(s) basic questions about the assignment or materials provided.

TEAM PRESENTATION

- Each of the team members will participate in the verbal presentation to the judge(s) based on decisions made during the preparation. The team will have 15 minutes for the presentation and interaction with the judge(s). The presentation format is informal, and the conversation will be as if at a conference table, not a speech prepared with visual aids. Division of the time and organization of the presentations is at the team's discretion. The judge(s) may ask questions of the team members during this time. Information will be provided to the team on the judge's role as a business client, supervisor or other appropriate party to facilitate the dialogue.
- Scoring criteria for the team preparation and presentation portions are given on the Team Activity scorecards. Individual components from each phase have a value of 50 points added to the individual's score, while the team components of both phases have a value of 100 points added to the composite team score.

INDIVIDUAL EVENTS

Phase 2: General Knowledge Examination (150 points per contestant)

Objective questions will be prepared on topics reflecting subject areas in the objectives. This phase will evaluate the participant's knowledge and understanding of basic horticultural principles in producing, marketing, using and maintaining landscape plants and turf. Questions will be pulled from the last five years of National FFA Exams. The test bank will be uploaded to tnffa.org.

Phase 3: Identification of Plants, Pests, Disorders, Beneficial Insects, Equipment and Supplies (150 points per contestant)

- Participants will identify items selected from the provided list covering the following categories:
- Plant materials will be presented as intact, live specimens, photos, plant parts or any combination.
- Pests and disorders will be presented as a damaged specimen, photograph or preserved specimen, herbarium sheet, insect mount, etc. A "disorder" label will be with an item to designate identification of a problem rather than the plant.
- Beneficial insects and other organisms that benefit the landscape by feeding on harmful organisms.
- Equipment and supplies will be either an intact item or photograph.
- Each specimen will be designated by a station number. When the participant identifies the item, its name is then located on the identification list. The participant then records the number by that name on a scan form at the respective station number.
- Each participant will be provided a copy of the list at the event site. No specimens or items may be touched or handled in any way.

Phase 4: Landscape Estimating (100 points per contestant)

This practicum is designed to evaluate participant knowledge of and ability in the following areas:

- Evaluating a landscape design.
- Reading a landscape drawing.
- Determining materials needed to execute a landscape plan.
- Maintenance estimating and bidding.
- Evaluating factors that affect profitability of a landscape business.

A landscape drawing and scratch paper will be provided to the participants. There will be objective questions about the landscape plan. Participants will record their answers using a scan form.

NOTE- ONLY ONE PHASE BETWEEN 5-6 WILL BE CONDUCTED AT THE STATE EVENT.

Phase 5: Verbal Customer Assistance (50 points per contestant)

This interpersonal relations practicum is designed to evaluate participant knowledge of and ability in the following areas:

- Verbal communication.
- Sales and customer assistance skills.
- Plant materials, plant culture and problems.
- Nursery and landscape supplies and equipment.

The participant will assume the role of a business customer service representative (garden center or other related business or an educational agency) responding to an assistance need of the customer or client (the judge). General themes might include, but are not limited to, the following: clinical diagnosis or recommendations; care advice; sales of plants, equipment or treatments; dealing with complaints.

Each participant will be located at a separate station with one minute allotted to review the materials and information provided prior to arrival of the judge. These materials may be handled and referred to as appropriate for the conversation with the judge. Plants, disorders and supplies not listed on the material and plant resource lists will be communicated prior to the event. Scoring criteria are listed on the respective scorecard.

Phase 6: Written Customer Assistance (50 points per contestant)

This interpersonal relations practicum has the same objectives as in Phase 6: Verbal Customer Assistance but as applied to written communication. This interpersonal relations practicum is designed to evaluate participant knowledge of and ability in the following areas:

- Written communication.
- Sales and customer assistance skills.
- Plant material, plant culture and problems.
- Nursery and landscape supplies and equipment.

The participant will assume the role of a customer service representative or the representative of an education agency, such as the extension service. A copy of correspondence about a plant, landscape or business question will be provided, along with the appropriate response information. Each participant will compose an appropriate response in handwritten or electronic format. Thirty minutes will be allowed for this practicum. Scoring criteria are presented on the Written Customer Assistance Scorecard.

Phase 7: Nursery Propagation or Potting (50 points)

This practicum is designed to evaluate participant knowledge of and ability in performing fundamental nursery production practices. All participants will perform one of the following exercises. The selected exercise will not be announced prior to the start of the event. Judges will ask clarifying questions of the students.

- **Propagating Nursery Stock:** Each participant will be furnished with a stock plant or stock plant material, rooting flat and media, rooting hormone, a hand pruner, a label and marking pen. Personal propagating knives or pruners are allowed, if desired. Participants are to prepare the cuttings and place them in the media with a single label.
- **Potting Nursery Stock:** Each participant will be furnished with a supply of plants, nursery containers of appropriate size and growing media. Hand pruners, a label and a marking pen will also be provided. Personal pruners are allowed, if desired. The participants will pot the plants, one per container, using standard nursery practices. Plant division or grading of liners may be involved. One finished container will be labeled.

An official will observe and score each participant during the practicum. Following completion of the assigned practicum, the official will ask questions regarding the propagation or potting activity. Scoring criteria are listed on the respective scorecards.

Scoring

Participant scores are the sum of the seven individual phases of the event. Team scores are the sum of all members scores plus the group portion of the team activity and team challenge. Possible points are as follows:

| Phase | Member | Team |
|---|--------|-------|
| 1A. Team activity – individual | 50 | 200 |
| 1B. Team activity – group | | 100 |
| 3. General knowledge exam | 150 | 600 |
| 4. Identification | 150 | 600 |
| 5. Landscape estimating | 100 | 400 |
| 6. Verbal customer assistance/written customer assistance | 50 | 200 |
| 8. Nursery propagation/potting | 50 | 200 |
| <i>Individual Total</i> | 550 | |
| TEAM TOTAL | | 2,300 |

TIEBREAKERS

Individuals

If needed in the case of tied individuals, final placings will be determined by comparing, in order, scores for the following:

- General knowledge exam.
- Identification.
- Landscape estimating.

Teams

If needed in the case of tied team total scores, final placings will be determined by comparing, in order, scores for the following:

- Team activity total
- Team preparation and presentation scores.
- Team general knowledge exam score.

References

The following list of references is a guide to team training and is not meant to be all-inclusive.

Some content areas have more than one title listed. This reflects the wide array of quality references available for this event. No single reference is recommended as superior over others in that area. Multiple references are desirable as no single source is comprehensive for the entire nursery/landscape CDE. References other than those listed may be equally valuable resources, along with the many video and computer-based training aids available.

NATIONAL FFA CORE CATALOG

- Nursery/Landscape CDE materials, shop.FFA.org
- CDE Q&A's, FFA.org

GENERAL REFERENCES

- Introduction to Horticulture. (Current edition.) Charles B. Schroeder, Eddie Dean Seagle, Lorrie M. Felton, John M. Ruter, William Terry Kell, and Gerard Krewer. Prentice-Hall, Inc., Englewood Cliffs, N.J. ISBN 0130364134
- Introductory Horticulture. (Current edition.) H. Edward Reiley and Carroll L. Shry, Jr. Clifton Park, N.Y.: Delmar Cengage Learning. ISBN 9781435480391
- Ornamental Horticulture. Current edition. Jack Ingels. Delmar Publishers Inc., Albany, N.Y. ISBN-13: 9781435498167
- Introduction to Plant and Soil Science and Technology. (Current edition.) Ronald J. Biondo and Jasper S. Lee. Prentice-Hall, Inc., Englewood Cliffs, N.J. ISBN 0813432162

LANDSCAPE

- Landscaping Principles and Practices. (Current edition.) Jack Ingels. Delmar Publishers Inc., Albany, N.Y. ISBN 13: 9781428376410
- Landscaping Construction. (Current edition.) David Sauter. Delmar Publishers Inc., Albany, N.Y. ISBN 143549718X
- Introduction to Landscaping: Design, Construction, and Maintenance. (Current edition.) Ronald J. Biondo and Charles B. Schroeder. Prentice-Hall, Inc., Englewood Cliffs, N.J. ISBN 0133626385
- Landscape Training Manuals for Installation, Irrigation, and Maintenance Technicians. (Current edition.) National Association of Landscape Professionals, 950 Herndon Pkwy, Suite 450, Herndon, Va. 20170, https://www.landscapeprofessionals.org/LP/Store/AllBooks/SET_0050.aspx

TURF

- Turfgrass Science and Management. (Current edition.) Robert D. Emmons. Delmar Publishers Inc., Albany, N.Y. ISBN 10: 1418013307
- Turfgrass Management. (Current edition.) A.J. Turgeon. Prentice-Hall, Inc. Boston. ISBN 0137074352

NURSERY

- Plant Propagation: Principles and Practices. (Current edition.) Hudson T. Hartmann, Fred T. Davies, Jr., Dale E. Kester, and Robert L. Genieve. Prentice Hall, Boston. ISBN 0135014492
- American Standard for Nursery Stock. (Current edition.) American Association of Nurserymen, Inc., 1250 I St., NE, Suite 500, Washington, DC. (available as a pdf file free to nonmembers at <https://www.americanhort.org/education/american-nursery-stock-standards/>)

SECONDARY REFERENCES

- Practical Horticulture. (Current edition.) Laura W. Rice and Robert P. Rice. Prentice-Hall, Inc., Englewood Cliffs, N.J. ISBN 0135038669

- Landscape Design: A Practical Approach. (Current edition.) Leroy G. Hannebaum. PrenticeHall, Inc., Upper Saddle River, N.J. ISBN 0130105813
- Manual of Woody Landscape Plants. (Current edition.) Michael A. Dirr. Stipes Publishing Co., Champaign, Ill. ISBN 978-1-58874-868-3
- A Field Guide to Woody Landscape Plants of the Southeast. (Current edition.) Rex Bishop. Tea Olive Productions. Marietta, Ga. ISBN 097253430X
- Nursery Management: Administration and Culture. (Current edition.) Harold Davidson, Roy Mecklenburg, and Curtis Peterson. Prentice-Hall, Upper Saddle River, N.J. ISBN 0138579962
- Landscape Plants, Their Identification, Culture, and Use. (Current edition.) Ferrell M. Bridwell. Delmar Thomson Learning, Albany, N.Y. ISBN 0766836347
- Know It and Grow It III: A Guide to the Identification and Use of Landscape Plants. (Current edition.) Carl E. Whitcomb. Lacebark, Inc. Stillwater, Okla. ISBN 0961310910
- Manual of Herbaceous Ornamental Plants. (Current edition.) Steven M. Still. Stipes Publishing Co., Champaign, Ill. ISBN 0-87563-433-8.
- Herbaceous Perennial Plants: A Treatise on Their Identification, Culture, and Garden Attributes. (Current edition.) Allan M. Armitage, Stipes Publishing Co., Champaign, Ill. ISBN 978-1-58874-868-3.
- Landscape Construction Procedures, Techniques, and Design. (Current edition.) Floyd Giles. Stipes Publishing Co., Champaign, Ill. ISBN 0875638848
- The Turf Problem Solver: Case Studies and Solutions for Environmental, Cultural, and Pest Problems. (Current edition.) A.J. Turgeon and J.M. Vargas, Jr. J. Wiley, Hoboken, N.J. ISBN 9780471736196.

TRADE PERIODICALS

1. American Nurseryman. American Nurserymen Publishing Co., Chicago, Ill., <http://www.amerinursery.com/>
2. Turf Magazine plus several other on-line titles. Moose River Media LLC., www.turfmagazine.com/

INDUSTRY CATALOGS

1. Many horticultural supply company catalogs can be utilized for reference support on tools, equipment and supplies that may not be illustrated in other sources.
2. A.M. Leonard, Inc., 665 Spiker Road, Piqua, OH 45356 (513/773-2697 or <https://www.amleo.com/>)
3. Hummert International, 4500 Earth City Expressway, Earth City, Mo. 63045, 800-325-3055, <https://www.hummert.com>

WEBSITES AND PROBLEM SAMPLES

Visit the National FFA website at FFA.org for information on career development events, access to prior-year event materials and links to additional study aids. Additional links and resources will be included as they are developed or identified, along with the following links of the CDE sponsors:

1. <http://www.stihlusa.com/information/>
2. <http://www.kubota.com>
3. <http://www.arysta-na.com>
4. <http://www.treefund.org>
5. <https://www.landscapeprofessionals.org/>

Nursery/Landscape Plant Identification

| No. | Botanical Name | Common Name |
|-----|--|-----------------------------|
| 101 | <i>Abelia x grandiflora cv.</i> | Glossy Abelia |
| 102 | <i>Abies concolor</i> | White Fir |
| 103 | <i>Acer palmatum cv.</i> | Japanese Maple |
| 104 | <i>Acer platanoides cv.</i> | Norway Maple |
| 105 | <i>Acer rubrum cv.</i> | Red Maple |
| 106 | <i>Acer saccharum cv.</i> | Sugar Maple |
| 107 | <i>Ajuga reptans cv.</i> | Carpet Bugle |
| 108 | <i>Antirrhinum majus cv.</i> | Snapdragon |
| 109 | <i>Aquilegia x hybrida cv.</i> | Columbine |
| 110 | <i>Amelanchier arborea</i> | Downy Serviceberry |
| 111 | <i>Astilbe hybrid cv.</i> | Astilbe |
| 112 | <i>Begonia semperflorens-cultorum</i> | Wax Begonia |
| 113 | <i>Berberis x mentorensis</i> | Mentor Barberry |
| 114 | <i>Betula nigra</i> | River Birch |
| 115 | <i>Brassaia actinophylla</i> | Schefflera, Octopus Tree |
| 116 | <i>Buxus microphylla cv.</i> | Littleleaf Boxwood |
| 117 | <i>Camellia japonica cv.</i> | Common Camellia |
| 118 | <i>Cedrus atlantica 'Glauca'</i> | Blue Atlas Cedar |
| 119 | <i>Cercis canadensis</i> | Redbud |
| 120 | <i>Chaenomeles speciosa cv.</i> | Japanese (Flowering) Quince |
| 121 | <i>Clematis hybrid</i> | <i>Clematis</i> |
| 122 | <i>Cornus florida cv.</i> | Flowering Dogwood |
| 123 | <i>Cotoneaster dammeri</i> | Bearberry Cotoneaster |
| 124 | <i>Cotoneaster divaricatus</i> | Spreading Cotoneaster |
| 125 | <i>Crataegus phaenopyrum</i> | Washington Hawthorn |
| 126 | <i>Cynodon dactylon cv</i> | Bermudagrass |
| 127 | <i>Dieffenbachia maculata cv.</i> | Spotted Dumb Cane |
| 128 | <i>Dracaena deremensis 'Warneckii'</i> | Striped Dracaena |
| 129 | <i>Dracaena fragrans 'Massangeana'</i> | Corn Plant |

| No. | Botanical Name | Common Name |
|-----|--|-------------------------|
| 130 | <i>Echinaceae purpurea</i> | Purple Coneflower |
| 131 | <i>Epipremnum spp.</i> | Pothos |
| 132 | <i>Euonymus alatus</i> | Winged Euonymus |
| 133 | <i>Euonymus fortunei cv.</i> | Wintercreeper |
| 134 | <i>Fagus sylvatica cv.</i> | European Beech |
| 135 | <i>Festuca spp. and cv.</i> | Fescue |
| 136 | <i>Ficus benjamina</i> | Benjamin Fig |
| 137 | <i>Ficus elastica 'Decora'</i> | Decora Rubber Plant |
| 138 | <i>Forsythia x intermedia cv.</i> | Border Forsythia |
| 139 | <i>Fraxinus americana cv.</i> | White Ash |
| 140 | <i>Gaillardia aristata cv.</i> | Common Blanketflower |
| 141 | <i>Gardenia jasminoides cv.</i> | Gardenia |
| 142 | <i>Ginkgo biloba</i> | Ginkgo, Maidenhair Tree |
| 143 | <i>Gleditsia triacanthos inermis cv.</i> | Thornless Honeylocust |
| 144 | <i>Hedera helix cv.</i> | English Ivy |
| 145 | <i>Heemerocallis spp. and cv.</i> | Day lily |
| 146 | <i>Hosta x hybrida cv.</i> | Plantain Lily |
| 147 | <i>Hydrangea quercifolia</i> | Oakleaf Hydrangea |
| 148 | <i>Hydrangea macrophylla</i> | Bigleaf Hydrangea |
| 149 | <i>Ilex cornuta cv.</i> | Chinese Holly |
| 150 | <i>Ilex crenata cv.</i> | Japanese Holly |
| 151 | <i>Ilex x meserveae cv.</i> | Meserve Holly |
| 152 | <i>Impatiens hybrid cv.</i> | Impatiens |
| 153 | <i>Iris x germanica florentina cv.</i> | Bearded Iris |
| 154 | <i>Juniperus chinensis cv.</i> | Chinese Juniper |
| 155 | <i>Juniperus horizontalis cv.</i> | Creeping Juniper |
| 156 | <i>Lagerstroemia indica cv.</i> | Crape Myrtle |
| 157 | <i>Leucanthemum x superbum cv.</i> | Shasta Daisy |
| 158 | <i>Liquidambar styraciflua</i> | Sweet Gum |
| 159 | <i>Liriodendron tulipifera</i> | Tuliptree |

| No. | Botanical Name | Common Name |
|-----|---|-----------------------------------|
| 160 | <i>Liriope</i> spp. cv. | Lilyturf |
| 161 | <i>Lonicera japonica</i> 'Halliana' | Hall's Japanese Honeysuckle |
| 162 | <i>Magnolia grandiflora</i> cv. | Southern Magnolia |
| 163 | <i>Magnolia x soulangiana</i> cv. | Chinese (Saucer) Magnolia |
| 164 | <i>Mahonia aquifolia</i> cv. | Oregon Grape |
| 165 | <i>Malus</i> spp. and cv. | Flowering Crabapple |
| 166 | <i>Myrica pensylvanica</i> | Bayberry |
| 167 | <i>Nandina domestica</i> | Heavenly Bamboo |
| 168 | <i>Narcissus pseudonarcissus</i> cv. | Daffodil |
| 169 | <i>Nyssa sylvatica</i> | Sour (Black) Gum |
| 170 | <i>Pachysandra terminalis</i> | Japanese Spurge |
| 171 | <i>Paeonia hybrid</i> cv. | Peony |
| 172 | <i>Parthenocissus tricuspidata</i> | Boston Ivy |
| 173 | <i>Pelargonium x hortorum</i> cv. | Zonal Geranium |
| 174 | <i>Pennisetum ruppelia</i> | Fountain Grass |
| 175 | <i>Petunia x hybrida</i> cv. | Petunia |
| 176 | <i>Philodendron scandens oxycardium</i> | Heartleaf Philodendron |
| 177 | <i>Picea abies</i> | Norway Spruce |
| 178 | <i>Picea pungens</i> cv. | Colorado (Blue) Spruce |
| 179 | <i>Pieris japonica</i> | Lily-of-the-Valley Bush |
| 180 | <i>Pinus mugo</i> | Mugo Pine |
| 181 | <i>Pinus strobus</i> | Eastern White Pine |
| 182 | <i>Pinus sylvestris</i> | Scotch Pine |
| 183 | <i>Pinus thunbergiana</i> | Japanese Black Pine |
| 184 | <i>Platanus x acerifolia</i> | London Planetree |
| 185 | <i>Poa pratensis</i> cv. | Kentucky Bluegrass |
| 186 | <i>Podocarpus macrophyllus</i> | Southern Yew |
| 187 | <i>Potentilla fruticosa</i> cv. | Shrubby Cinquefoil |
| 188 | <i>Prunus laurocerasus</i> cv. | Cherry Laurel |
| 189 | <i>Prunus serrulata</i> | Kwanzan Japanese Flowering Cherry |
| 190 | <i>Pyracantha coccinea</i> cv. | Firethorn |

| No. | Botanical Name | Common Name |
|-----|-------------------------------------|---------------------------------|
| 191 | <i>Quercus alba</i> | White Oak |
| 192 | <i>Quercus palustris</i> | Pin Oak |
| 193 | <i>Quercus rubra</i> | Red Oak |
| 194 | <i>Rhododendron x catawbiense</i> | Catawba Hybrid Rhododendron |
| 195 | <i>Rhododendron Hybrid</i> | Exbury Hybrid Azalea |
| 196 | <i>Rosa</i> spp. | Landscape/Shrub Rose cv. |
| 197 | <i>Salvia nemorosa</i> cv. | Meadow Sage |
| 198 | <i>Sedum</i> spp. | Sedum |
| 199 | <i>Solenostemon scutellarioides</i> | Coleus |
| 200 | <i>Sorbus aucuparia</i> | European Mountain Ash |
| 201 | <i>Spiraea x bumalda</i> | Bumalda Spirea |
| 202 | <i>Syringa vulgaris</i> cv. | Common Lilac |
| 203 | <i>Tagetes</i> spp. cv. | Marigold |
| 204 | <i>Taxodium distichum</i> | Bald Cypress |
| 205 | <i>Taxus</i> spp. and cv. | Yew |
| 206 | <i>Thuja occidentalis</i> cv. | American Arborvitae |
| 207 | <i>Tilia cordata</i> | Littleleaf Linden |
| 208 | <i>Tsuga canadensis</i> | Canadian Hemlock |
| 209 | <i>Tulipa</i> spp. cv. | Tulip |
| 210 | <i>Verbena x hybrida</i> cv. | Garden Verbena |
| 211 | <i>Viburnum x burkwoodii</i> | Burkwood Viburnum |
| 212 | <i>Viburnum trilobum</i> | American Cranberrybush Viburnum |
| 213 | <i>Vinca minor</i> cv. | Periwinkle |
| 214 | <i>Viola x wittrockiana</i> cv. | Pansy |
| 215 | <i>Wisteria sinensis</i> cv. | Chinese Wisteria |
| 216 | <i>Yucca filamentosa</i> | Adam's Needle |

Pests, Disorders and Beneficial Insects Identification

| No. | Item Name |
|-----------------|------------------|
| Pests | |
| 217 | Aphid |
| 218 | Bagworm |
| 219 | Borer |
| 220 | Leafhopper |
| 221 | Leaf Miner |
| 222 | Scale |
| 223 | Spider Mite |
| 224 | Snail/Slug |
| 225 | Whitefly |
| 226 | White Grub |
| Diseases | |
| 227 | Anthraco nose |
| 228 | Apple Scab |
| 229 | Black Spot |
| 230 | Botrytis |
| 231 | Canker |
| 232 | Cedar-Apple Rust |
| 233 | Crown Gall |
| 234 | Fire blight |
| 235 | Powdery Mildew |
| 236 | Root Rot |

| No. | Item Name |
|-------------------------------|-----------------------------------|
| Weeds | |
| 237 | Annual Bluegrass |
| 238 | Broadleaf Plantain |
| 239 | Buckhorn Plantain |
| 240 | Chickweed |
| 241 | Crabgrass |
| 242 | Dandelion |
| 243 | Henbit |
| 244 | Nutsedge |
| 245 | Oxalis |
| 246 | Purslane |
| 247 | Clovers |
| Physiological Problems | |
| 248 | Frost/Freeze Injury |
| 249 | Iron Deficiency |
| 250 | Leaf Scorch (drought/winter burn) |
| 251 | Nitrogen Deficiency |
| 252 | Pot-Bound Roots |
| 253 | String Trimmer Injury |
| 254 | 2,4-D Injury |
| Beneficial Insects | |
| 255 | Praying Mantis |
| 256 | Lady Beetle |
| 257 | Paper Wasp |
| 258 | Lacewing |
| 259 | Spider |

Equipment and Supplies Identification

| No. | Item Name |
|-----|---|
| 260 | anvil-and-blade pruner |
| 261 | ball cart (B&B truck) |
| 262 | bark mulch |
| 263 | bow saw |
| 264 | broadcast (cyclone) spreader |
| 265 | bubbler head, irrigation |
| 266 | bulb planter |
| 267 | bunker rake |
| 268 | burlap |
| 269 | compressed air sprayer tank pressurized |
| 270 | core aerifier |
| 271 | chain saw |
| 272 | cut-off machine |
| 273 | drip emitter, irrigation |
| 274 | dry-lock wall block |
| 275 | edger (power or hand) |
| 276 | edging |
| 277 | erosion netting |
| 278 | fertilizer injector |
| 279 | fertilizer tablet |
| 280 | garden (spading) fork |
| 281 | garden (bow) rake |
| 282 | grafting band |
| 283 | grafting knife |
| 284 | granular fertilizer |
| 285 | gravity (drop) spreader |
| 286 | ground/pelleted limestone |
| 287 | hedge shears |
| 288 | hoe |
| 289 | hook-and-blade pruners |
| 290 | hose-end repair fitting |
| 291 | hose-end sprayer |
| 292 | hose-end washer |
| 293 | hose repair coupling |

| No. | Item Name |
|-----|-----------------------------------|
| 294 | impact sprinkler |
| 295 | landscape fabric |
| 296 | leaf rake |
| 297 | loppers |
| 298 | mattock |
| 299 | measuring wheel |
| 300 | mist nozzle (mist bed) |
| 301 | mower blade balancer |
| 302 | nursery container |
| 303 | oscillating sprinkler |
| 304 | peat moss |
| 305 | pick |
| 306 | planting/earth/soil auger |
| 307 | pole pruner |
| 308 | polyethylene pipe |
| 309 | pop-up irrigation head |
| 310 | post-hole digger |
| 311 | power blower |
| 312 | power hedge trimmer |
| 313 | pot-in-pot units |
| 314 | pump sprayer tank not pressurized |
| 315 | propagation mat |
| 316 | pruning saw |
| 317 | reel mower |
| 318 | resin-coated fertilizer |
| 319 | rotary mower |
| 320 | rototiller |
| 321 | round point shovel |
| 322 | scoop shovel |
| 323 | shade fabric |
| 324 | sharpening stone |
| 325 | siphon proportioner |
| 326 | soaker hose |
| 327 | soil sampling tube |

| No. | Item Name |
|-----|----------------------------|
| 328 | solenoid valve |
| 329 | spade |
| 330 | sphagnum moss |
| 331 | square point (flat) shovel |
| 332 | string trimmer |
| 333 | thatch rake |
| 334 | tree caliper |
| 335 | tree wrap |
| 336 | trowel |
| 337 | vertical mower |
| 338 | water breaker |
| 339 | wire tree basket |

2023 Nursery/Landscape Plant Identification

| No. | Botanical Name | Common Name |
|-----|--|-----------------------------|
| 101 | <i>Abelia x grandiflora</i> cv. | Glossy Abelia |
| 102 | <i>Acer palmatum</i> cv. | Japanese Maple |
| 103 | <i>Acer rubrum</i> cv. | Red Maple |
| 104 | <i>Acer saccharum</i> cv. | Sugar Maple |
| 105 | <i>Aglaonema commutatum</i> | 'Chinese Evergreen' |
| 106 | <i>Ajuga reptans</i> cv. | Carpet Bugle |
| 107 | <i>Amelanchier arborea</i> | Downy Serviceberry |
| 108 | <i>Aquilegia x hybrida</i> cv. | Columbine |
| 109 | <i>Astilbe hybrid</i> cv. | Astilbe |
| 110 | <i>Begonia semperflorens-cultorum</i> | Wax Begonia |
| 111 | <i>Berberis x mentorensis</i> | Mentor Barberry |
| 112 | <i>Betula nigra</i> | River Birch |
| 113 | <i>Brassaia actinophylla</i> | Schefflera, Octopus Tree |
| 114 | <i>Buddleia davidii</i> cv. | Butterfly Bush |
| 115 | <i>Buxus microphylla</i> cv. | Littleleaf Boxwood |
| 116 | <i>Camellia japonica</i> cv. | Common Camellia |
| 117 | <i>Cedrus atlantica</i> 'Glauca' | Blue Atlas Cedar |
| 118 | <i>Cercis canadensis</i> | Redbud |
| 119 | <i>Chaenomeles speciosa</i> cv. | Japanese (Flowering) Quince |
| 120 | <i>Clematis hybrid</i> | Clematis |
| 121 | <i>Cornus florida</i> cv. | Flowering Dogwood |
| 122 | <i>Cotoneaster dammeri</i> | Bearberry Cotoneaster |
| 123 | <i>Crataegus phaenopyrum</i> | Washington Hawthorn |
| 124 | <i>Cynodon dactylon</i> cv | Bermudagrass |
| 125 | <i>Dieffenbachia maculata</i> cv. | Spotted Dumb Cane |
| 126 | <i>Dracaena deremensis</i> 'Warneckii' | Striped Dracaena |
| 127 | <i>Dracaena fragens</i> 'Massangeana' | Corn Plant |
| 128 | <i>Echinacea purpurea</i> | Purple Coneflower |
| 129 | <i>Epipremnum</i> spp. | Pothos |
| 130 | <i>Euonymus alatus</i> | Winged Euonymus |
| 131 | <i>Euonymus fortunei</i> cv. | Wintercreeper |
| 132 | <i>Fagus sylvatica</i> cv. | European Beech |
| 133 | <i>Festuca</i> spp. and cv. | Fescue |
| 134 | <i>Ficus benjamina</i> | Benjamin Fig |

| No. | Botanical Name | Common Name |
|-----|--|-----------------------------|
| 135 | <i>Ficus elastica</i> 'Decora' | Decora Rubber Plant |
| 136 | <i>Forsythia x intermedia</i> cv. | Border Forsythia |
| 137 | <i>Gaillardia aristata</i> cv. | Common Blanketflower |
| 138 | <i>Gardenia jasminoides</i> cv. | Gardenia |
| 139 | <i>Ginkgo biloba</i> | Ginkgo, Maidenhair Tree |
| 140 | <i>Gleditsia triacanthos inermis</i> cv. | Thornless Honeylocust |
| 141 | <i>Hedera helix</i> cv. | English Ivy |
| 142 | <i>Helleborus orientalis</i> cv. | Lenten Rose |
| 143 | <i>Heemerocallis</i> spp. and cv. | Day lily |
| 144 | <i>Heuchera</i> cv. | Coral Bells, Alumroot |
| 145 | <i>Hibiscus syriacus</i> cv | Rose of Sharon |
| 146 | <i>Hosta x hybrida</i> cv. | Plaintain Lily |
| 147 | <i>Hydrangea macrophylla</i> | Bigleaf Hydrangea |
| 148 | <i>Hydrangea quercifolia</i> | Oakleaf Hydrangea |
| 149 | <i>Ilex cornuta</i> cv. | Chinese Holly |
| 150 | <i>Ilex crenata</i> cv. | Japanese Holly |
| 151 | <i>Ilex x meserveae</i> cv. | Meserve Holly |
| 152 | <i>Impatiens hybrid</i> cv. | Impatiens |
| 153 | <i>Itea virginica</i> | Sweetspire |
| 154 | <i>Juniperus chinensis</i> cv. | Chinese Juniper |
| 155 | <i>Juniperus horizontalis</i> cv. | Creeping Juniper |
| 156 | <i>Lagerstroemia indica</i> cv. | Crape Myrtle |
| 157 | <i>Lavendula angustifolia</i> cv. | English lavender |
| 158 | <i>Leucanthemum x superbum</i> cv. | Shasta Daisy |
| 159 | <i>Liquidambar styraciflua</i> | Sweet Gum |
| 160 | <i>Liriodendron tulipifera</i> | Tuliptree |
| 161 | <i>Liriope</i> spp. cv. | Lilyturf |
| 162 | <i>Lonicera japonica</i> 'Halliana' | Hall's Japanese Honeysuckle |
| 163 | <i>Magnolia grandiflora</i> cv. | Southern Magnolia |
| 164 | <i>Magnolia x soulangiana</i> cv. | Chinese (Saucer) Magnolia |
| 165 | <i>Mahonia aquifolia</i> cv. | Oregon Grape |
| 166 | <i>Malus</i> spp. and cv. | Flowering Crabapple |
| 167 | <i>Miscanthus sinensis</i> cv. | Miscanthus grass |
| 168 | <i>Myrica pensylvanica</i> | Bayberry |

| No. | Botanical Name | Common Name |
|-----|---|-----------------------------------|
| 169 | <i>Nandina domestica</i> | Heavenly Bamboo |
| 170 | <i>Nyssa sylvatica</i> | Sour (Black) Gum |
| 171 | <i>Pachysandra terminalis</i> | Japanese Spurge |
| 172 | <i>Paeonia hybrid cv.</i> | Peony |
| 173 | <i>Parthenocissus tricuspidata</i> | Boston Ivy |
| 174 | <i>Pelargonium x hortorum cv.</i> | Zonal Geranium |
| 175 | <i>Pennisetum ruppelia</i> | Fountain Grass |
| 176 | <i>Petunia x hybrida cv.</i> | Petunia |
| 177 | <i>Philodendron scandens oxycardium</i> | Heartleaf Philodendron |
| 178 | <i>Phlox paniculate</i> | Garden Phlox |
| 179 | <i>Phlox sublata cv.</i> | Moss Pink |
| 180 | <i>Picea abies</i> | Norway Spruce |
| 181 | <i>Picea pungens cv.</i> | Colorado (Blue) Spruce |
| 182 | <i>Pieris japonica</i> | Lily-of-the-Valley Bush |
| 183 | <i>Pinus mugo</i> | Mugo Pine |
| 184 | <i>Pinus strobus</i> | Eastern White Pine |
| 185 | <i>Pinus thunbergiana</i> | Japanese Black Pine |
| 186 | <i>Platanus x acerifolia</i> | London Planetree |
| 187 | <i>Poa pratensis cv.</i> | Kentucky Bluegrass |
| 188 | <i>Podocarpus macrophyllus</i> | Southern Yew |
| 189 | <i>Potentilla fruticosa cv.</i> | Shrubby Cinquefoil |
| 190 | <i>Prunus laurocerasus cv.</i> | Cherry Laurel |
| 191 | <i>Prunus serrulata</i> | Kwanzan Japanese Flowering Cherry |
| 192 | <i>Pyracantha coccinea cv.</i> | Firethorn |

| No. | Botanical Name | Common Name |
|-----|-----------------------------------|---------------------------------|
| 193 | <i>Quercus alba</i> | White Oak |
| 194 | <i>Quercus palustris</i> | Pin Oak |
| 195 | <i>Quercus rubra</i> | Red Oak |
| 196 | <i>Rhododendron Hybrid</i> | Exbury Hybrid Azalea |
| 197 | <i>Rhododendron x catawbiense</i> | Catawba Hybrid Rhododendron |
| 198 | <i>Rosa spp.</i> | Landscape/Shrub Rose cv. |
| 199 | <i>Rudbeckia fulgida</i> | Black-eyed Susan |
| 200 | <i>Salvia nemorosa cv.</i> | Meadow Sage |
| 201 | <i>Sedum spp.</i> | Sedum |
| 202 | <i>Spiraea x bumalda</i> | Bumalda Spirea |
| 203 | <i>Syringa vulgaris cv.</i> | Common Lilac |
| 204 | <i>Taxodium distichum</i> | Bald Cypress |
| 205 | <i>Taxus spp. and cv.</i> | Yew |
| 206 | <i>Thuja occidentalis cv.</i> | American Arborvitae |
| 207 | <i>Tilia cordata</i> | Littleleaf Linden |
| 208 | <i>Tsuga canadensis</i> | Canadian Hemlock |
| 209 | <i>Verbena x hybrida cv.</i> | Garden Verbena |
| 210 | <i>Viburnum trilobum</i> | American Cranberrybush Viburnum |
| 211 | <i>Viburnum x burkwoodii</i> | Burkwood Viburnum |
| 212 | <i>Vinca minor cv.</i> | Periwinkle |
| 213 | <i>Viola x wittrockiana cv.</i> | Pansy |
| 214 | <i>Weigela florida</i> | Weigelia |
| 215 | <i>Wisteria sinensis cv.</i> | Chinese Wisteria |
| 216 | <i>Yucca filamentosa</i> | Adam's Needle |

Potting Nursery Stock Practicum Scorecard

50 POINTS

Name _____ Member Number _____

Chapter _____ State _____ Team Number _____

| | Possible Points | Points Earned |
|---|-----------------|---------------|
| Potting Process (34 points) | | |
| Preparation of Plants <ul style="list-style-type: none"> Plants selected for quality and uniformity Inspects/prunes/grooms damaged parts Prunes excess root length Handles plants properly | 10 | |
| Placement of Plants in Containers <ul style="list-style-type: none"> Plant centered and vertical Roots carefully and properly spread Plant at proper depth Plant roots covered | 10 | |
| Media Filling and Settling <ul style="list-style-type: none"> Sufficient media added Media settled by bumping or hand firming Plant remains stable | 10 | |
| Labeling of Completed Units <ul style="list-style-type: none"> Plant (variety) name and date Legible | 2 | |
| Safety Practices Applied <ul style="list-style-type: none"> Proper cutting technique Tool closed when finished Minimal clutter/good organization in work area | 2 | |
| Potting Productivity and Response to Questions (16 points) | | |
| Number of Units Completed | 5 | |
| Quality of Units Completed <ul style="list-style-type: none"> Overall quality and uniformity of lot | 5 | |
| Response to Questions | 6 | |
| TOTAL POINTS EARNED OUT OF 50 POSSIBLE | | |

Judge's Name _____

Judge's Signature _____

Date _____

Propagating Nursery Stock Practicum Scorecard

50 POINTS

| | |
|---------|-------------------|
| Name | Member Number |
| Chapter | State Team Number |

| | Possible Points | Points Earned |
|---|-----------------|---------------|
| Propagation Process (34 points) | | |
| Removal of Cuttings <ul style="list-style-type: none"> Selects best quality uniform stock Cuts at appropriate lengths Makes clean cuts | 5 | |
| Preparation of Cuttings <ul style="list-style-type: none"> Leaves stripped/trimmed/groomed as needed Proximity of cuts to nodes Angled or wounded basal cut Cutting/buds not damaged | 10 | |
| Application of Proper Hormone <ul style="list-style-type: none"> Sufficient applied and excess removed Hormone kept clean | 7 | |
| Placement of Cuttings in Media <ul style="list-style-type: none"> Proper medium depth, as applicable Media furrow cut and closed Proper sticking depth Efficient row and cutting spacing | 8 | |
| Labeling of Completed Units <ul style="list-style-type: none"> Plant (variety) name, date, treatment Legible | 2 | |
| Safety Practices Applied <ul style="list-style-type: none"> Proper cutting technique Tool closed when finished Minimal clutter in work area | 2 | |
| Propagation Productivity and Response to Questions (16 points) | | |
| Number of Units Completed | 5 | |
| Quality of Units Completed <ul style="list-style-type: none"> Uniform size and placement Cutting stable in media | 5 | |
| Judge's Questions <ul style="list-style-type: none"> Response to questions | 6 | |
| TOTAL POINTS EARNED OUT OF 50 POSSIBLE | | |

| | | |
|--------------|-------------------|------|
| Judge's Name | Judge's Signature | Date |
|--------------|-------------------|------|

Judges please award points as whole numbers only, no fractions

Team Activity Preparation Rubric - Team

50 POINTS

Chapter _____ State _____ Team Number _____

| Indicator | Very strong evidence of skill is present 5-4 points | Moderate evidence of skill is present 3-2 points | Weak evidence of skill is present 1-0 points | Weight | Points Earned |
|--|---|--|---|--------|---------------|
| Understanding of project goal | All members clearly show understanding of the project goal. | Two to three members show understanding of the project goal. | One or less members show understanding of project goal. | X 2 | |
| Member responsibilities outlined and defined. | All members have activity responsibilities outlined and defined. | Two to three members have activity responsibilities outlined and defined. | One member or less has responsibilities outlined and defined. | X 2 | |
| Participation in the team project goal | All team members clearly completed task, sharing written and oral solutions. | Task primarily completed by two or three members, other members assist sparingly | Task primarily completed by one team member, other members contribute only slightly | X 2 | |
| Agreement reached among team members on recommended solution to the goal | Clearly all members reach agreement on solution and are supportive of each other. | Two to three members reach agreement on solution. | Two members or less reach agreement on solution. | X 2 | |
| Plan is made on how to present the proposal to the client | Clearly defined plan developed: who does what during presentation | Vaguely defined plan developed: who does what during presentation | Little or no defined plan for presentation | X 2 | |
| TOTAL POINTS EARNED OUT OF 50 POSSIBLE | | | | | |

Judge's Name _____

Judge's Signature _____

Date _____

Team Activity Presentation Rubric - Team

50 POINTS

Chapter _____ State _____ Team Number _____

| Indicator | Very strong evidence of skill 5-4 points | Moderate evidence of skill 3-2 points | Weak evidence of skill 1-0 points | Weight | Points Earned |
|--|---|--|---|--------|---------------|
| Effective team interaction during presentation | Clearly evident that all team members are listening to presenter and add to presentation. | Listening occurs but no interaction with other team member ideas | Not listening to each other, passive | X 2 | |
| Oral communication | Clearly evident that all team members are discussing the topic and are enthusiastic. | Communication occurs but lacks enthusiasm and two to three members dominate | One member dominates the conversation. | X 2 | |
| Demonstrated cooperation | All team members clearly completing tasks, sharing written and oral solutions. | Tasks primarily completed by two or three members, other members assist occasionally | Tasks primarily completed by one member, other members contributing only slightly | X 2 | |
| Technical value, correct information | Ideas are creative, technically correct and feasible. | Idea lacks creative thinking but is feasible and correct. | Glaring error in technical presentation, or idea is not feasible. | X 2 | |
| Overall results of presentation | All team members enthusiastic, convincing and positive about proposed solution. | Members make a knowledgeable but less than enthusiastic presentation of solution. | Presentation is not convincing, lacking in knowledge and salesmanship. | X 2 | |
| TOTAL POINTS EARNED OUT OF 50 POSSIBLE | | | | | |

Judge's Name _____

Judge's Signature _____

Date _____

Team Activity Preparation Rubric - Individuals

Chapter _____

State _____

Team Number _____

| Indicator | Very strong evidence of skill 5-4 points | Moderate evidence of skill 3-2 points | Weak evidence of skill 1-0 points | Weight | Student's Name _____ | Student's Name _____ | Student's Name _____ | Student's Name _____ |
|---|---|--|--|--------|-------------------------|-------------------------|-------------------------|-------------------------|
| Member effective with individual task. | Member effective in completing individual task, taking notes, making calculations, etc. | Member somewhat effective in completing individual task, making notes, making calculations, etc. | Member ineffective in completing their individual task. Does not prepare notes or do calculations. | X 2 | | | | |
| Member is supportive of others. | Member clearly supports each team member and makes suggestions to other team members. | Member does assigned task but does not offer suggestions. | Member is really not involved or is argumentative. | X 2 | | | | |
| Member interacts in positive/constructive manner. | Member completes task, sharing written and oral solutions. | Member disagrees with proposed solution but does not present an alternative. | Member shows no interest in solution proposed. | X 2 | | | | |
| TOTAL POINTS EARNED OUT OF 30 POSSIBLE PER TEAM MEMBER | | | | | | | | |

Judge's Name _____

Judge's Signature _____

Date _____

Team Activity Presentation Rubric - Individuals

Chapter _____

State _____

Team Number _____

| Indicator | Very strong evidence of skill is present 5-4 points | Moderate evidence of skill is present 3-2 points | Weak evidence of skill is present 1-0 points | Student's Name _____ | Student's Name _____ | Student's Name _____ | Student's Name _____ |
|---|--|---|--|----------------------|----------------------|----------------------|----------------------|
| Voice, tone, eye contact | Speaks very articulately, with passion and with constantly effective eye contact (90-100% of the time) | Speaks articulately but occasionally speaks too fast or has long unnecessary hesitations; somewhat upbeat, with mostly effective eye contact (60-80% of the time) | Speaks too slow or too fast; lacks passion; occasionally effective eye contact (less than 50% of the time) | | | | |
| Organization of information | Content is very organized and easy to understand. | Content is somewhat organized and somewhat easy to understand. | Content is poorly organized and challenging to understand. | | | | |
| Organization of time | Team members share equally in presentation time. | Two members dominate the presentation time. | One member dominates the majority of the time. | | | | |
| Subject knowledge | Possesses a strong knowledge-base and effectively articulates information regarding situation | Possesses a good knowledge-base and for the most part, articulates information regarding situation | Possesses some knowledge-base but is unable to articulate information regarding situation | | | | |
| TOTAL POINTS EARNED OUT OF 20 POSSIBLE PER TEAM MEMBER | | | | | | | |

Judge's Name _____

Judge's Signature _____

Date _____

Verbal Customer Assistance Rubric

50 POINTS

| | |
|---------|-------------------|
| Name | Member Number |
| Chapter | State Team Number |

| Indicator | Very strong evidence of skill is present 5-4 points | Moderate evidence of skill is present 3-2 points | Weak evidence of skill is present 1-0 points | Points Possible | Points Earned |
|---|--|---|---|-----------------|---------------|
| First impression | Individual identifies themselves with a good first impression. | Individual mostly identifies themselves with a good first impression. | Individual poorly identifies themselves with a good first impression. | 5 | |
| Personal rapport | Individual asks questions and utilizes information from answers in an attempt to build personal rapport. | Individual mostly asks questions and utilizes information from answers in an attempt to build personal rapport. | Individual poorly asks questions and utilizes information from answers in an attempt to build personal rapport. | 5 | |
| Clarifying questions | Individual asks questions to learn about the customer's situation and to confirm preliminary customer information. | Individual mostly asks questions to learn about the customer's situation and to confirm preliminary customer information. | Individual poorly asks questions to learn about the customer's situation and to confirm preliminary customer information. | 5 | |
| Needs and wants | Individual confirmed and discovered customer needs and wants. | Individual mostly confirmed and discovered customer needs and wants. | Individual poorly confirmed and discovered customer needs and wants. | 5 | |
| Features and benefits | Individual applied features and benefits of their product to the customer's needs/wants. | Individual mostly applied features and benefits of their product to the customer's needs/wants. | Individual poorly applied features and benefits of their product to the customer's needs/wants. | 5 | |
| Matching needs and wants | Individual allows customer to participate in matching their wants/needs to the product features. | Individual mostly allows customer to participate in matching their wants/needs to the product features. | Individual poorly allows customer to participate in matching their wants/needs to the product features. | 5 | |
| Trial close | Individual uses appropriate technique to confirm customer understanding. | Individual mostly uses appropriate technique to confirm customer understanding. | Individual poorly uses appropriate technique to confirm customer understanding. | 5 | |
| Objections | Student listens and clarifies customers objections and discusses the features/benefits of the product information to address the customers objections. | Student mostly listens and clarifies customers objections and discusses the features/benefits of the product information to address the customers objections. | Student poorly listens and clarifies customers objections and discusses the features/benefits of the product information to address the customers objections. | 5 | |
| Close transaction | Student closes or attempts to close the transaction. | Student mostly closes or attempts to close the transaction. | Student poorly closes or attempts to close the transaction. | 5 | |
| Active listening | Individual actively listens to comments and answers from the customer. | Individual mostly listens to comments and answers from the customer. | Individual poorly listens to comments and answers from the customer. | 5 | |
| TOTAL POINTS EARNED OUT OF 50 POSSIBLE | | | | | |

| | | |
|--------------|-------------------|------|
| Judge's Name | Judge's Signature | Date |
|--------------|-------------------|------|

Written Customer Assistance Practicum Scorecard

| | |
|---------|-------------------|
| Name | Member Number |
| Chapter | State Team Number |

| Indicator | Very strong evidence of skill is present 5-4 points | Moderate evidence of skill is present 3-2 points | Weak evidence of skill is present 1-0 points | Points Possible | Points Earned |
|--|--|--|---|-----------------|---------------|
| Customer Relations | | | | | |
| Creates Goodwill | Free of negative words. | No more than two negative words | More than two negative words | 5 | |
| Tone is appropriate for communication purposes | Tone is appropriate - positive | Tone is mostly appropriate – mostly positive. | Tone is inappropriate – negative. | 5 | |
| Emphasis is on the reader | Emphasizes the reader (you) rather than the writer (I). | Mostly emphasizes the reader (you) rather than the writer (I). | Emphasis is on the writer (I). | 5 | |
| Reading Level | Reading level is appropriate. | Reading level is mostly appropriate. | Reading level is not appropriate. | 5 | |
| Organization | | | | | |
| Letter Format | Date, addressee, greeting closing and signature included. | No more than 1 component missing. | Two or more components missing. | 5 | |
| Content Structure | Content is properly divided into paragraphs with a topical sentence. | Content is mostly divided into paragraphs with a topical sentence. | Paragraphs and sentences are disorganized. | 5 | |
| Sentence Structure | Sentences clearly convey key points. | Sentences mostly convey key points. | Sentences do not convey key points. | 5 | |
| Technical Information | | | | | |
| Recommendations | Technical Information is adequate. | Technical information is mostly accurate. | Technical information is inadequate. | 5 | |
| Ease of understanding the letter | Information is clear and concise. | Information is mostly clear and concise. | Information is not clear. | 5 | |
| Grammar/Punctuation | | | | | |
| Errors | No grammar, punctuation, or spelling errors. | No more than two grammar, punctuation, or spelling errors. | More than two grammar, punctuation, or spelling errors. | 5 | |
| TOTAL POINTS EARNED OUT OF 50 POSSIBLE | | | | | |

| | | |
|--------------|-------------------|------|
| Judge's Name | Judge's Signature | Date |
|--------------|-------------------|------|