

2009 California State 4-H Record Book Judging Evaluation Worksheet

Name: _____ County: _____

Presentation and Layout

The 4-H Record Book is formatted correctly. ____ Yes ____ No

Indicate member's level of involvement:

- | | |
|---|---|
| <input type="checkbox"/> I = Individual: independent. | <input type="checkbox"/> S = State |
| <input type="checkbox"/> L = Local club, unit, project, club | <input type="checkbox"/> N = National, multi-state |
| <input type="checkbox"/> C = County, area/district, multi-club | <input type="checkbox"/> G = Global, international |
| <input type="checkbox"/> M = Multi-county, section, or region | |

Section 2: Personal Development Report

- ___ Is the PDR accurate and complete?
- ___ Did the member follow all directions and guidelines?
- ___ Do activities demonstrate a wide variety of experiences in the 4-H program?
- ___ Did the member list his/her most significant outside of 4-H activities?

Section 3: 4-H Story

The 4-H Story gives the reader another opportunity to assess the 4-H member's project experiences, leadership roles and citizenship/community service experiences, both in the 4-H program and in his/her school and community.

Did the member

- ___ Describe personal learning experiences
- ___ Give examples of working with others
- ___ Teach project skills to other 4-H members
- ___ Tell about successes and experiences that did not work as planned
- ___ Show growth in project work
- ___ Illustrate specific leadership roles at all levels in 4-H and outside of 4-H
- ___ Show diversity in citizenship/community service projects and experiences in 4-H and in the community
- ___ Show overall personal growth

When reading the story

- ___ Was the story easy to read and did it follow a logical order?
- ___ Did you learn more about the 4-H member and his/her activities and experiences from the story?

Section 4: Annual Project Reports

- Did the member have a variety of project experiences?
- Are the project meetings well documented?
- Did the member tell what he/she did and learned in the projects?
- Are the size and scope sections complete?
- Do the expression pages show creativity?

Teen Leadership Reports

- Did the member list overall and specific project goals?
- Did the member describe his/her roles and responsibilities in the project?
- Did the member tell how he/she taught project skills to members in the project?
- Did the member demonstrate leadership skills learned?
- Are member's future plans in 4-H and other activities explained?

Section 5: Collection of Work

- Was the collection of work well presented and easy to read?
- Did the member select examples of 4-H work that enhanced his/her record and made it more complete?
- Did the photographs present a vivid, clear visual picture story and include descriptive captions?
- Were the flyers, brochures and letters a good representation of the member's 4-H activities and experiences?
- Did the Collection of Work help you know the 4-H member better?

Section 6: Summary Pages of previous years in 4-H

- Are the summary pages well presented and easy to read?
- Did the member select his/her most significant 4-H involvement?
- Are items listed in reverse chronological order?
- Did the member demonstrate growth in project work, leadership and citizenship?
- Did member indicate size and scope of project work?
- Did member indicate knowledge and skills learned?
- Did member indicate leadership experiences in teaching others?
- Did member show a wide range of experiences in citizenship/community service projects?
- Has 4-H, the community, and his/her school benefited through the member's participation in citizenship/community service activities?

Leadership Overall

- Served as a Junior/Teen Leader for 4-H projects and activities.
- Served as a chairperson/committee member for a wide variety of 4-H activities.
- Participated in 4-H outreach programs in the community.
- Attended and participated in leader training and conferences.
- Demonstrated leadership roles in school and in the community.

Citizenship Overall

- Showed active involvement in citizenship/community service projects in 4-H.
- Demonstrated a wide range of experiences in both short term and long term citizenship projects.
- Worked on citizenship activities within his/her projects.
- Collaborated with other community resources to implement programs.