

Intermediate and Advanced Record Reflection Form - Feedback Sheet

4-H Member: Chris Clover 4-H Age: 14
 Project Area: Beef Club

Indicate which level is demonstrated in the project record reflection form.
 Complete one feedback form for each project report completed.

Indicators	Emerging 1	Developing 2	Proficient 3	Distinguished 4
My 4-H Club Meetings & Events		2		
Annual Project Record: Section 1 – Project Goals & Learning Plan			3	
Annual Project Record: Section 2- Learning Experiences			3	
Annual Project Record: Section 2- Project Experiences		2		
Annual Project Record: Section 3 -Expenses and Income/Value				4
Annual Project Record: Section 4- Reflecting on Your Project - Advice			3	
Annual Project Record: Section 4- Reflecting on Your Project – Future Plans				4
Annual Project Record: Section 5- Community Service, Citizenship & Leadership Activities				4
Annual Project Record: Section 6 - Expression <i>not received</i>				
Section 7-4-H Life skills Comparison: Head			3	
Section 7-4-H Life skills Comparison: Heart			3	
Section 7-4-H Life skills Comparison: Hands			3	
Section 7-4-H Life skills Comparison: Health			3	
Presentation			3	

Evaluators Comments:

My 4-H Club Meetings & Events

- good mix of activities
- don't forget to sign record/ ask club leader to sign.

Annual Project Record: Section 1 - Project Goals & Learning Plan

- could be more clear about overall project/ goals - would help others who may want to do a beef project and clarify for those not familiar with beef projects.

Annual Project Record: Section 2 - Learning and Project Experience

- great mix of project activities, could clarify mistakes/ learnings for some.
- multiple of each level would learn "Distinguished"

Annual Project Record: Section 3 - Expenses and Income/Value

great job! Thorough and detailed, helpful to me as someone who does not work with beef.

Annual Project Record: Section 4 - Advice and Future Plans

Great write-up connecting project to future plans.

Annual Project Record: Section 5 - Community Service, Citizenship & Leadership Activities

Great mix of activities!

Annual Project Record: Section 6 - Expression

Not received.

Section 7: 4-H Life Skills Comparison

Well done - including more details would bump this up to "Distinguished"

Presentation

Expression Page would have added the "creativity" element.

Evaluator Initials: UP

Rubric - Intermediate and Advanced Record Form

Section 1 of 4

Indicators	Emerging (1)	Developing (2)	Proficient (3)	Distinguished (4)
<p>My 4-H Club, Meetings & Events</p>	<p><input type="checkbox"/> Member knows the name of their 4-H club</p> <p><input type="checkbox"/> Member identifies one activity participated in in 4-H.</p> <p><input type="checkbox"/> Member attends 50% or fewer of meetings</p>	<p><input checked="" type="checkbox"/> Member knows the name of their 4-H club.</p> <p><input checked="" type="checkbox"/> Member identifies two activities completed in 4-H.</p> <p><input checked="" type="checkbox"/> Member attends at 65% of club meetings. <i>80%</i></p> <p><i>★</i></p>	<p><input checked="" type="checkbox"/> Member knows the name of their 4-H club.</p> <p><input checked="" type="checkbox"/> Member identifies three 4-H events and meetings.</p> <p><input checked="" type="checkbox"/> Member has attended 80% of club meetings.</p> <p><i>★</i> Page 1 of the record is complete including signatures.</p>	<p><input type="checkbox"/> Member knows the name of their 4-H club.</p> <p><input type="checkbox"/> Member identifies four or more 4-H events and meetings.</p> <p><input type="checkbox"/> Member attends more than 80% of club meetings.</p> <p><input type="checkbox"/> Page 1 of the record is complete including signatures.</p>
<p>Annual Project Record</p> <p>Section 1: Project Goals & Learning Plan</p>	<p><i>Member meets one or fewer of the following:</i></p> <p><input type="checkbox"/> Identified one project goal.</p> <p><input type="checkbox"/> Used a life skill when stating learning goal.</p> <p><input type="checkbox"/> Identified one thing they plan to do to meet their goal.</p>	<p><i>Member meets two of the following:</i></p> <p><input checked="" type="checkbox"/> Identified two project goals.</p> <p><input checked="" type="checkbox"/> Used life skills when stating learning goal.</p> <p><input checked="" type="checkbox"/> Identified two things they plan to do to meet their goal. <i>Clearly ID'd.</i></p>	<p><input checked="" type="checkbox"/> Identified two project goals.</p> <p><input checked="" type="checkbox"/> Used life skills when stating learning goal.</p> <p><input checked="" type="checkbox"/> Identified two things they plan to do to meet their goal. <i>yes - could be clearer. ★</i></p>	<p><input type="checkbox"/> Project goals are identified and described. Life skills are connected to outcomes.</p> <p><input type="checkbox"/> More than two goals are identified.</p> <p><input type="checkbox"/> More than two action steps are identified in detail.</p>
<p>Annual Project Record</p> <p>Section 2: Learning Experiences</p>	<p><i>Member meets one or fewer of the following:</i></p> <p><input type="checkbox"/> Learning experiences are identified.</p> <p><input type="checkbox"/> At least 3 learning</p>	<p><i>Member meets two of the following:</i></p> <p><input type="checkbox"/> Learning experiences are identified and described.</p> <p><input type="checkbox"/> At least 5 learning experiences are identified,</p>	<p><input checked="" type="checkbox"/> Learning experiences are identified and described.</p> <p><input checked="" type="checkbox"/> At least 6 learning experiences are identified, <i>★</i></p>	<p><input type="checkbox"/> Learning experiences are identified and described. Experiences are connected to life skills.</p> <p><input type="checkbox"/> More than 6 learning experiences are identified.</p>

	<p>experiences are identified, <input type="checkbox"/> Includes at least one individual, one club and one county/state/national/global experience.</p>	<p><input type="checkbox"/> Includes at least one individual, one club and one county/state/national/global experience.</p>	<p><input checked="" type="checkbox"/> Includes at least one individual, one club and one county/state/national/global experience. *</p>	<p><input type="checkbox"/> Includes multiple individual, club and county/state national/global experiences.</p>
Annual Project Record	<p><i>Member meets two or fewer of the following:</i></p> <p><input type="checkbox"/> Identifies knowledge and skills learned in project. <input type="checkbox"/> Includes mistakes and what learned as a result. <input type="checkbox"/> Identifies problems and how they were solved. <input type="checkbox"/> Applies learning to life outside of 4-H project work.</p>	<p><i>Member meets three or fewer of the following:</i></p> <p><input checked="" type="checkbox"/> Identifies knowledge and skills learned in project. <input checked="" type="checkbox"/> Includes mistakes and what learned as a result. ^{Can't be} <input checked="" type="checkbox"/> Identifies problems and how they were solved. <input checked="" type="checkbox"/> Applies learning to life outside of 4-H project work. *</p>	<p><input type="checkbox"/> Identifies knowledge and skills learned in project. <input type="checkbox"/> Includes mistakes and what learned as a result. <input type="checkbox"/> Identifies problems and how they were solved. <input type="checkbox"/> Applies learning to life outside of 4-H project work.</p>	<p><input type="checkbox"/> States knowledge and skills learning in project, with clear connection to life skills. <input type="checkbox"/> Explains mistakes and uses growth mindset for how to overcome in the future. <input type="checkbox"/> Explains how problem solving was utilized and impacted project outcome.</p>
Annual Project Record	<p><i>Member meets one or fewer of the following:</i></p> <p><input type="checkbox"/> Documented some expenses and some income for project. <input type="checkbox"/> Provided limited explanations for items.</p>	<p><input type="checkbox"/> Documented some expenses and some income for project. <input type="checkbox"/> Provided limited explanations for items.</p>	<p><input type="checkbox"/> Documented expenses and income for project. <input type="checkbox"/> Documented profit/loss for project. <input type="checkbox"/> Provided detail explanations for items.</p>	<p><input checked="" type="checkbox"/> Summarized in detail all expenses and all income for project. <input checked="" type="checkbox"/> Calculated the total expense and income for the project. <input type="checkbox"/> Total profit/loss for the project is provided. *</p>
Annual Project Record	<p><input type="checkbox"/> Some information provided about project. <input type="checkbox"/> Some overview of project but limits details.</p>	<p><input type="checkbox"/> Introduces project concept to another member. <input type="checkbox"/> Identifies some information needed for project completion.</p>	<p><input checked="" type="checkbox"/> Is able to describe project to another member. <input checked="" type="checkbox"/> Identifies key information needed for project completion. *</p>	<p><input type="checkbox"/> Clearly articulates knowledge gained in project. <input type="checkbox"/> Identifies potential resources for other project members.</p>

but could be clearer in future.

<p>Your Project -- Advice</p>				<p><input type="checkbox"/> Identifies potential key concepts to focus on in project area.</p>
<p>Annual Project Record Section 4: Reflecting on Your Project - Future Plans</p>	<p><input type="checkbox"/> Project plan and goals are beginning. <input type="checkbox"/> Limited connection between goals and current project work.</p>	<p><input type="checkbox"/> Begins to identify goals for future project work. <input type="checkbox"/> Some connection between goals and current project work.</p>	<p><input type="checkbox"/> Describes project influence. <input type="checkbox"/> Identifies specific goals for future project work.</p>	<p><input checked="" type="checkbox"/> Clearly articulates project goals and steps needed for future. <input checked="" type="checkbox"/> References knowledge/skills gained in current 4-H year to develop future goals.</p>
<p>Annual Project Record Section 5: Community Service, Citizenship & Leadership Activities</p>	<p><input type="checkbox"/> Member begins to identify a community service project <input type="checkbox"/> Member begins to identify a citizenship activity <input type="checkbox"/> Member begins to identify a leadership activity.</p>	<p><input type="checkbox"/> Member partially completes one community service project. Either defines their role, what they did and/or who it benefited. <input type="checkbox"/> Member partially completes a citizenship activity and/or a leadership activity.</p>	<p><input type="checkbox"/> Identifies one Community Service project. Is able to define their role, what they did and who it benefited. <input type="checkbox"/> Identifies one citizenship activity. Is able to define their role. <input type="checkbox"/> Identifies one leadership activity. Is able to define their role.</p>	<p><input checked="" type="checkbox"/> Member completes a combination of 5 or more activities, with a minimum of one in each category.</p> <p style="text-align: right;">★</p>

Rubric - Intermediate and Advanced Record Form – Expression Page

Section 2 of 4

Indicators	Emerging (1)	Developing (2)	Proficient (3)	Distinguished (4)
<p>Section 6: 4-H Expression 9-10 year olds</p>	<p><i>Member meets two or fewer of the following:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Partially meets format guidelines. <input type="checkbox"/> Introduces member and why they are in 4-H. <input type="checkbox"/> Introduces one of members emerging interests but may not fully describe. <input type="checkbox"/> Limits life skill language and does not clearly connect to other activities. 	<p><i>Member meets three or fewer of the following:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Meets format guidelines <input type="checkbox"/> Introduces member and why they are in 4-H. <input type="checkbox"/> Shows evidence of one of the members' "sparks" but may not fully describe. <input type="checkbox"/> Uses life skill language and begins to connect to other activities. 	<p><i>Meets format guidelines.</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Introduces member and why they are in 4-H. <input type="checkbox"/> Shows evidence of one of the members "sparks." <input type="checkbox"/> Uses life skill and is able to connect learning to other activities. 	<p><i>Meets format guidelines.</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Introduces member and why they initially joined and continue to remain in 4-H. <input type="checkbox"/> Shows evidence of one of the members "sparks" as it connects project selection. <input type="checkbox"/> Uses life skill and is able to connect learning to leadership, citizenship and/or community service.
<p>Section 6: 4-H Expression 11-13 year olds</p>	<p><i>Meets story format guidelines.</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Introduces member and why they are in 4-H. <input type="checkbox"/> Introduces one of members "sparks" but may not fully describe. <input type="checkbox"/> Uses life skill language and begins to connect to other activities 	<p><i>Meets story format guidelines.</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Introduces member and why they are in 4-H. <input type="checkbox"/> Describes one of members "sparks." <input type="checkbox"/> Uses life skill and is able to connect learning to other activities. 	<p><i>Meets story format guidelines.</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Describes one of members experiences in 4-H and connects to life skills learned. <input type="checkbox"/> Describes use of life skill and is able to connect learning to leadership, citizenship and/or community service. 	<p><i>Meets story format guidelines.</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Describes multiple experiences in 4-H and connects to several life skills learned. <input type="checkbox"/> Describes use of more than one life skill and is able to clearly connect learning to leadership, citizenship and/or community service.

<p>Section 6: 4-H Expression 14-18 year olds</p> <p><i>Opts.</i> <i>Expression page</i> <i>Not submitted.</i></p>	<p><i>Meets format guidelines.</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Introduces member and why they are in 4-H. <input type="checkbox"/> Describes one of members "sparks." <input type="checkbox"/> Uses life skill and is able to connect learning to other activities. 	<p><i>Meets format guidelines.</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Describes one of members experiences in 4-H and connects to life skills learned. <input type="checkbox"/> Describes use of life skill and is able to connect learning to leadership, citizenship and/or community service. 	<p><i>Meets format guidelines.</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Describes multiple experiences in 4-H and connects to several life skills learned. <input type="checkbox"/> Describes use of more than one life skill and is able to clearly connect learning to leadership, citizenship and/or community service. 	<p><i>Meets format guidelines.</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Describes 4-H experience and is able to connect to future goals. <input type="checkbox"/> Connect 4-H experiences to community, country and world around us. <input type="checkbox"/> Describes several life skills and is able to clearly connect learning to leadership, citizenship and/or community service.
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Rubric – Intermediate and Advanced Section 7: 4-H Life skills Comparison

Section 3 of 4

Indicators	Emerging (1)	Developing (2)	Proficient (3)	Distinguished (4)
<p>Head</p>	<p><i>Member meets one or fewer of the following:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Describes how head quadrant was used and answers if easy or hard. <input type="checkbox"/> Describes why they did this project and what was learned, using Head quadrant. <input type="checkbox"/> Describes how project is important and how head quadrant helped this. <input type="checkbox"/> Identifies specific part of quadrant using (check box). 	<p><i>Member meets two or fewer of the following:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Describes how head quadrant was used and answers if easy or hard. <input type="checkbox"/> Describes why they did this project and what was learned, using Head quadrant. <input type="checkbox"/> Describes how project is important and how head quadrant helped this. <input type="checkbox"/> Identifies specific part of quadrant using (check box). 	<p>Describes how head quadrant was used and answers if easy or hard.</p> <p>Describes why they did this project and what was learned, using Head quadrant.</p> <p>Describes how project is important and how head quadrant helped this.</p> <p>Identifies specific part of quadrant using (check box).</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Uses detail to describe how head quadrant was used and answers if easy or hard. <input type="checkbox"/> Uses details to describe why they did this project and what was learned, using Head quadrant. <input type="checkbox"/> Uses detail to how project is important and how head quadrant helped this. <input type="checkbox"/> Identifies specific part of quadrant using (check box).
<p>Heart</p>	<p><i>Member meets one or fewer of the following:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Describes how heart quadrant was used and answers if easy or hard. <input type="checkbox"/> Describes why they did this project and what was learned, using Heart quadrant. 	<p><i>Member meets two or fewer of the following:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Describes how heart quadrant was used and answers if easy or hard. <input type="checkbox"/> Describes why they did this project and what was learned, using Heart quadrant. 	<p>Describes how heart quadrant was used and answers if easy or hard.</p> <p>Describes why they did this project and what was learned, using Heart quadrant.</p> <p>Describes how project is important and how heart quadrant helped this.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Uses detail to describe how heart quadrant was used and answers if easy or hard. <input type="checkbox"/> Uses details to describe why they did this project and what was learned, using Heart quadrant. <input type="checkbox"/> Uses detail to describe how project is important and how heart quadrant helped this.

	<input type="checkbox"/> Describes how project is important and how heart quadrant helped this. <input type="checkbox"/> Identifies specific part of quadrant using (check box).	<input type="checkbox"/> Describes how project is important and how heart quadrant helped this. <input type="checkbox"/> Identifies specific part of quadrant using (check box).	<input checked="" type="checkbox"/> Identifies specific part of quadrant using (check box).	<input type="checkbox"/> Identifies specific part of quadrant using (check box).
Hands	<i>Member meets one or fewer of the following:</i> <input type="checkbox"/> Describes how Hands quadrant was used and answers if easy or hard. <input type="checkbox"/> Describes why they did this project & what was learned, using Hands quadrant. <input type="checkbox"/> Describes how project is important and how hands quadrant helped this. <input type="checkbox"/> Identifies specific part of quadrant using (check box).	<i>Member meets two or fewer of the following:</i> <input type="checkbox"/> Describes how Hands quadrant was used and answers if easy or hard. <input type="checkbox"/> Describes why they did this project & what was learned, using Hands quadrant. <input type="checkbox"/> Describes how project is important and how hands quadrant helped this. <input type="checkbox"/> Identifies specific part of quadrant using (check box).	<input checked="" type="checkbox"/> Describes how Hands quadrant was used and answers if easy or hard. <input checked="" type="checkbox"/> Describes why they did this project & what was learned, using Hands quadrant. <input checked="" type="checkbox"/> Describes how project is important and how hands quadrant helped this. <input checked="" type="checkbox"/> Identifies specific part of quadrant using (check box).	<input type="checkbox"/> Uses detail to describe how Hands quadrant was used and answers if easy or hard. <input type="checkbox"/> Uses detail to describe why they did this project & what was learned, using Hands quadrant. <input type="checkbox"/> Uses detail to describe how project is important and how hands quadrant helped this. <input type="checkbox"/> Identifies specific part of quadrant using (check box).
Health	<i>Member meets one or fewer of the following:</i> <input type="checkbox"/> Describes how Health quadrant was used and answers if easy or hard.	<i>Member meets two or fewer of the following:</i> <input type="checkbox"/> Describes how Health quadrant was used and answers if easy or hard.	<input checked="" type="checkbox"/> Describes how Health quadrant was used and answers if easy or hard. <input checked="" type="checkbox"/> Describes why they did this project & what was	<input type="checkbox"/> Uses detail to describe how Hands quadrant was used and answers if easy or hard. <input type="checkbox"/> Uses detail to describe why they did this project & what

<p>Similarities and Differences</p>	<p><input type="checkbox"/> Describes why they did this project & what was learned, using Health quadrant.</p> <p><input type="checkbox"/> Describes how project is important and how Health quadrant helped this.</p> <p><input type="checkbox"/> Identifies specific part of quadrant using (check box).</p>	<p><input type="checkbox"/> Describes why they did this project & what was learned, using Health quadrant.</p> <p><input type="checkbox"/> Describes how project is important and how health quadrant helped this.</p> <p><input type="checkbox"/> Identifies specific part of quadrant using (check box).</p>	<p>learned, using Health quadrant.</p> <p><input checked="" type="checkbox"/> Describes how project is important and how health quadrant helped this.</p> <p><input checked="" type="checkbox"/> Identifies specific part of quadrant using (check box).</p>	<p>was learned, using Hands quadrant.</p> <p><input type="checkbox"/> Uses detail to describe how project is important and how hands quadrant helped this.</p> <p><input type="checkbox"/> Identifies specific part of quadrant using (check box).</p>
<p>Similarities and Differences</p>	<p><i>Member meets two or fewer of these:</i></p> <p><input type="checkbox"/> Identifies 1-2 similarities and 1-2 differences between 4-Hs (Head, Heart, Hands & Health) in how project was done.</p> <p><input type="checkbox"/> Identifies 1-2 similarities and 1-2 differences between 4-Hs (Head, Heart, Hands & Health) in why project was done and what was learned.</p>	<p><i>Member meets three or fewer of these:</i></p> <p><input type="checkbox"/> Identifies 1-2 similarities and 1-2 differences between 4-Hs (Head, Heart, Hands & Health) in how project was done.</p> <p><input type="checkbox"/> Identifies 1-2 similarities and 1-2 differences between 4-Hs (Head, Heart, Hands & Health) in why project was done & what was learned.</p>	<p><input checked="" type="checkbox"/> Identifies 1-2 similarities and 1-2 differences between 4-Hs (Head, Heart, Hands & Health) in how project was done.</p> <p><input checked="" type="checkbox"/> Identifies 1-2 similarities and 1-2 differences between 4-Hs (Head, Heart, Hands & Health) in why project was done & what was learned.</p>	<p><input type="checkbox"/> Identifies at least 2 similarities and at least 2 differences between 4-Hs (Head, Heart, Hands & Health) in how project was done.</p> <p><input type="checkbox"/> Identifies at least 2 similarities and at least 2 differences between 4-Hs (Head, Heart, Hands & Health) in why project was done & what was learned.</p>

	<input type="checkbox"/> Identifies 1-2 similarities and 1-2 differences between 4-Hs (Head, Heart, Hands & Health) related to the importance of the project to the participant(s) & describes the reasons this project should be important to others.	<input type="checkbox"/> Identifies 1-2 similarities and 1-2 differences between 4-Hs (Head, Heart, Hands & Health) related to the importance of the project to the participant(s) & describes the reasons this project should be important to others.	<input checked="" type="checkbox"/> Identifies 1-2 similarities and 1-2 differences between 4-Hs (Head, Heart, Hands & Health) related to the importance of the project to the participant(s) & describes the reasons this project should be important to others.	<input type="checkbox"/> Identifies at least 2 similarities and at least 2 differences between 4-Hs (Head, Heart, Hands & Health) related to the importance of the project to the participant(s) & describes in detail the reasons this project should be important to others.
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Rubric- Intermediate and Advanced Presentation

Section 4 of 4

Indicators	Emerging (1)	Developing (2)	Proficient (3)	Distinguished (4)
	<ul style="list-style-type: none"> <input type="checkbox"/> There are persistent errors in spelling, grammar and punctuation. <input type="checkbox"/> Little to no attempt has been made to make the record appealing to viewers. 	<ul style="list-style-type: none"> <input type="checkbox"/> The record is presented in a format that is legible or easily understood. <input type="checkbox"/> There are minor problems in spelling, grammar, capitalization and punctuation usage. <input type="checkbox"/> Presentation is somewhat appealing to viewer(s). 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Record is presented in a format that is legible or easily understood. <input checked="" type="checkbox"/> Spelling, grammar, capitalization, punctuation usage is accurate. <input checked="" type="checkbox"/> Presentation is attractive and appealing to the viewer(s). 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Record is presented in a format that is legible or easily understood. <input checked="" type="checkbox"/> No errors in spelling, grammar, capitalization or punctuation. <input type="checkbox"/> Creativity is evident in the preparation of this record to be attractive and appealing to the viewer (s).

→ Expression Page
would add to this.