

## Maine 4-H Intermediate Record Sheet

<p><b>Name:</b> _____</p> <p><b>County:</b> _____</p> <p><b>Total Years in 4-H:</b> _____</p> <p><b>Age on December 31:</b> _____</p>	<div style="border: 1px solid black; width: 100%; height: 100%; margin: 0 auto;"> <p style="font-size: 1.2em;">Your Picture (Optional)</p> </div>
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<i>Club Meetings Attended This Year</i> <i>80% attendance is required</i>	Meetings Held	Meetings Attended	Hours Attended	Percent Attended
4-H Club Name:				
4-H Club Name:				
4-H Club Name:				

### 4-H Meetings and Events: (check off each item you completed)

- ☐ I attended a fair
- ☐ I attended a 4-H club meeting and learned the 4-H pledge
- ☐ I attended Maine 4-H Days or 4-H@UMaine
- ☐ I attended a 4-H Camp
- ☐ I attended a special event like June Jamboree, 4-H Fun Days, etc.
- ☐ I participated in a 4-H Promotional Event (Tractor Supply, etc.)
- ☐ I completed public speaking (demonstration, fair, county event)
- ☐ (Other please list) \_\_\_\_\_

<b>I have personally prepared this report and believe it to be correct.</b>	
4-H Member's Signature: _____	Date: _____
<b>I have personally reviewed this report and believe it to be correct.</b>	
4-H Adult Partner's Signature: _____	Date: _____

# Annual Project Report

Submit one form per project (page 1 of 6). You may add additional pages if needed.

Name		Program Year	
Project		Years in Project	

## Section 1: Goals and Planning for My Project

To be completed at the beginning of the 4-H year.

### PROJECT GOALS:

**What do I want to learn?** Before you start your project, write at least two things you hope to learn. Use a life skill from the Life Skills Wheel in your goal sentence.

*I want to learn goal setting by designing a Web page for my 4-H club.*

*I want to get better at problem solving by figuring out how to be ready for show time at the fair.*

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### LEARNING PLAN:

**What will I do to meet my goal?** Include at least two things you plan to do to meet your goal.

*I will take an online course in Web design.*

*I will practice getting my heifer ready for show.*

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# Annual Project Report

Submit one form per project (page 2 of 6). You may add additional pages if needed.

<b>Project</b>	
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## Section 2: My 4-H Project Activities

To be completed throughout the 4-H year, noting progress made toward your goals.

<b>LEARNING EXPERIENCES</b> <b>Explain what you did, what you learned, and the skills you gained in the project.</b> <i>Include the level of participation: <b>I</b> = Individual, <b>L</b> = Local Club/Unit/Project, <b>C</b> = County/ Area/District, <b>M</b> = Multi-county/ Section, <b>S</b> = State, <b>N</b> = National/Multi-State, <b>G</b> = Global</i>			
Date	Level	Hours	<b>What did you do?   Where?</b> <b>What did you learn and/or what life skill did you practice?</b>

# Annual Project Report

Submit one form per project (page 3 of 6). You may add additional pages if needed.

<b>Project</b>	
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## Section 2: My 4-H Activities continued

Number or Frequency	List things made, raised, grown, or improved.	Life skills or knowledge skills gained or if there were any awards or honors earned.

# Annual Project Report

Submit one form per project (page 4 of 6). You may add additional pages if needed.

Project	
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## Section 3: Expenses and Income/Value

*Summarize, totaling all expenses such as: ingredients, feed, vet supplies/visits, materials, exhibitor's fees, and all income and value such as: finished products, animals sold, exhibit premiums, etc.*

Item	Number or Quantity	Expense	Income or Value
		\$	\$
		\$	\$
		\$	\$
		\$	\$
		\$	\$
		\$	\$
		\$	\$
		\$	\$
		\$	\$
Totals		\$	\$
Total Profit or Loss		\$	

# Annual Project Report

Submit one form per project (page 5 of 6). You may add additional pages if needed.

Project	
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## Section 4: Reflecting on your Project

This is to be completed at the end of your project year, revisit the goals that you set at the start of the year to assist you in thinking about these questions.

**If another member was thinking about taking on this project next year, what would you tell them about what could be learned in this project?**

*Reflect on what you have learned from mistakes during this process. What problems did you encounter and how did you solve them? How can you apply what you have learned to your life?*

# Annual Project Report

Submit one form per project (page 6 of 6). You may add additional pages if needed.

Project	
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## Section 4: Reflecting on Your Project continued

Here are my project plans for next year, *describe how your project has influenced your plans for the next 4-H year.*

## Section 5: Community Service, Citizenship & Leadership Activities

These activities do not have to be directly related to your 4-H club work. Please duplicate as needed.

### Community Service

*Community Service is an important part of any 4-H project. Community service activities must benefit people who are not related to you. If you receive any sort of compensation for this activity it becomes a job and not a service activity. Compensation includes money, services or favors such as reduction in board or other fees. Be very specific about activities and results.*

Role	What did you do? Who did this benefit?

### Citizenship Activities

*Citizenship is a very important part of your 4-H work. Responsible citizenship is an individual's demonstration of love and devotion in response to duties, rights and privileges as a member of a community or country. It includes loyalty to one's place of residence (city, state, county); the entitlements and privileges of citizenship, including voting, protection, participation in government; obligations of citizenship; and, appreciating and valuing diversity.*

Role	What did you do?

### Leadership Activities

*Leadership is an important part of any 4-H project. Extend your leadership skills to other organizations and groups outside of 4-H. When writing about your leadership experiences, be very specific. It is not enough to say that you are president of your 4-H club. You must say what you did as the president; for example, ran 10 club business meetings, met with leader 6 times to set up yearly program for the club, etc.*

Role	What did you do?



## Section 6: Expression Page

# Your Expression Page goes here!

Now is the time to get creative and teach the readers something you learned this year in 4-H. You should complete one expression, however if you have enrolled in multiple projects be sure to connect your learning.

This area is just a placeholder. Replace this page with your own expression page before submitting your record.

If you need tips or suggestions, refer to the Sample 4-H Project Expression Guidelines.

#### 4-H Life Skills I used in my projects this year

Intermediate projects should focus on the second layer of the life skills wheel; relating, caring, giving, working, being, living, thinking and managing.



Life Skills Wheel Source: Iowa State Extension

On the following page, you will be asked to compare and contrast life skills from this wheel. This is a place for you to think about your learning and what you have experienced this year through 4-H. This task will help you make connections. Learning can take place anywhere; this tool will help you communicate what you have learned.

## Section 7: 4-H Life Skill Comparison Matrix

[illegible]

<b>Why did you do this? What did you learn?</b>					<div>Similarities:</div> <div>Differences:</div>
<b>Why is this important to you? Should this be important to others? Why?</b>					<div>Similarities:</div> <div>Differences:</div>

# **Rubric - Intermediate and Advanced Record Form**

Section 1 of 4

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

	<p>experiences are identified,</p> <p><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 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>
<p><b>Annual Project Record</b></p> <p><b>Section 2: Project Experience</b></p>	<p><i>Member meets two or fewer of the following:</i></p> <p><input type="checkbox"/> Identifies knowledge and skills learned in project.</p> <p><input type="checkbox"/> Includes mistakes and what learned as a result.</p> <p><input type="checkbox"/> Identifies problems and how they were solved.</p> <p><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 type="checkbox"/> Identifies knowledge and skills learned in project.</p> <p><input type="checkbox"/> Includes mistakes and what learned as a result.</p> <p><input type="checkbox"/> Identifies problems and how they were solved.</p> <p><input type="checkbox"/> Applies learning to life outside of 4-H project work.</p>	<p><input type="checkbox"/> Identifies knowledge and skills learned in project.</p> <p><input type="checkbox"/> Includes mistakes and what learned as a result.</p> <p><input type="checkbox"/> Identifies problems and how they were solved.</p> <p><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.</p> <p><input type="checkbox"/> Explains mistakes and uses growth mindset for how to overcome in the future.</p> <p><input type="checkbox"/> Explains how problem solving was utilized and impacted project outcome.</p>
<p><b>Annual Project Record</b></p> <p><b>Section 3: Expenses and Income/Value</b></p>	<p><i>Member meets one or fewer of the following:</i></p> <p><input type="checkbox"/> Documented some expenses and some income for project.</p> <p><input type="checkbox"/> Provided limited explanations for items.</p>	<p><input type="checkbox"/> Documented some expenses and some income for project.</p> <p><input type="checkbox"/> Provided limited explanations for items.</p>	<p><input type="checkbox"/> Documented expenses and income for project.</p> <p><input type="checkbox"/> Documented profit/loss for project.</p> <p><input type="checkbox"/> Provided detail explanations for items.</p>	<p><input type="checkbox"/> Summarized in detail all expenses and all income for project.</p> <p><input type="checkbox"/> Calculated the total expense and income for the project.</p> <p><input type="checkbox"/> Total profit/loss for the project is provided.</p>
<p><b>Annual Project Record</b></p> <p><b>Section 4: Reflecting on</b></p>	<p><input type="checkbox"/> Some information provided about project.</p> <p><input type="checkbox"/> Some overview of project but limits details.</p>	<p><input type="checkbox"/> Introduces project concept to another member.</p> <p><input type="checkbox"/> Identifies some information needed for project completion.</p>	<p><input type="checkbox"/> Is able to describe project to another member.</p> <p><input type="checkbox"/> Identifies key information needed for project completion.</p>	<p><input type="checkbox"/> Clearly articulates knowledge gained in project.</p> <p><input type="checkbox"/> Identifies potential resources for other project members.</p>

<b>Your Project – Advice</b>				<input type="checkbox"/> Identifies potential key concepts to focus on in project area.
<b>Annual Project Record</b>  <b>Section 4: Reflecting on Your Project - Future Plans</b>	<input type="checkbox"/> Project plan and goals are beginning. <input type="checkbox"/> Limited connection between goals and current project work.	<input type="checkbox"/> Begins to identify goals for future project work. <input type="checkbox"/> Some connection between goals and current project work.	<input type="checkbox"/> Describes project influence. <input type="checkbox"/> Identifies specifics goals for future project work.	<input type="checkbox"/> Clearly articulates project goals and steps needed for future. <input type="checkbox"/> References knowledge/skills gained in current 4-H year to develop future goals.
<b>Annual Project Record</b>  <b>Section 5: Community Service, Citizenship &amp; Leadership Activities</b>	<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.	<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.	<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.	<input type="checkbox"/> Member completes a combination of 5 or more activities, with a minimum of one in each category.

# **Rubric - Intermediate and Advanced Record Form – Expression Page**

Section 2 of 4

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



<p><b>Section 6: 4-H Expression</b></p> <p>14-18 year olds</p>	<p><i>Meets format guidelines.</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Introduces member and why they are in 4-H.</li> <li><input type="checkbox"/> Describes one of members “sparks.”</li> <li><input type="checkbox"/> Uses life skill and is able to connect learning to other activities.</li> </ul>	<p><i>Meets format guidelines.</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Describes one of members experiences in 4-H and connects to life skills learned.</li> <li><input type="checkbox"/> Describes use of life skill and is able to connect learning to leadership, citizenship and/or community service.</li> </ul>	<p><i>Meets format guidelines.</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Describes multiple experiences in 4-H and connects to several life skills learned.</li> <li><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.</li> </ul>	<p><i>Meets format guidelines.</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Describes 4-H experience and is able to connect to future goals.</li> <li><input type="checkbox"/> Connect 4-H experiences to community, country and world around us.</li> <li><input type="checkbox"/> Describes several life skills and is able to clearly connect learning to leadership, citizenship and/or community service.</li> </ul>
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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)
<b>Head</b>	<p><i>Member meets one or fewer of the following:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Describes how head quadrant was used and answers if easy or hard.</li> <li><input type="checkbox"/> Describes why they did this project and what was learned, using Head quadrant.</li> <li><input type="checkbox"/> Describes how project is important and how head quadrant helped this.</li> <li><input type="checkbox"/> Identifies specific part of quadrant using (check box).</li> </ul>	<p><i>Member meets two or fewer of the following:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Describes how head quadrant was used and answers if easy or hard.</li> <li><input type="checkbox"/> Describes why they did this project and what was learned, using Head quadrant.</li> <li><input type="checkbox"/> Describes how project is important and how head quadrant helped this.</li> <li><input type="checkbox"/> Identifies specific part of quadrant using (check box).</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Describes how head quadrant was used and answers if easy or hard.</li> <li><input type="checkbox"/> Describes why they did this project and what was learned, using Head quadrant.</li> <li><input type="checkbox"/> Describes how project is important and how head quadrant helped this.</li> <li><input type="checkbox"/> Identifies specific part of quadrant using (check box).</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Uses detail to describe how head quadrant was used and answers if easy or hard.</li> <li><input type="checkbox"/> Uses details to describe why they did this project and what was learned, using Head quadrant.</li> <li><input type="checkbox"/> Uses detail to how project is important and how head quadrant helped this.</li> <li><input type="checkbox"/> Identifies specific part of quadrant using (check box).</li> </ul>
<b>Heart</b>	<p><i>Member meets one or fewer of the following:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Describes how heart quadrant was used and answers if easy or hard.</li> <li><input type="checkbox"/> Describes why they did this project and what was learned, using Heart quadrant.</li> </ul>	<p><i>Member meets two or fewer of the following:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Describes how heart quadrant was used and answers if easy or hard.</li> <li><input type="checkbox"/> Describes why they did this project and what was learned, using Heart quadrant.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Describes how heart quadrant was used and answers if easy or hard.</li> <li><input type="checkbox"/> Describes why they did this project and what was learned, using Heart quadrant.</li> <li><input type="checkbox"/> Describes how project is important and how heart quadrant helped this.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Uses detail to describe how heart quadrant was used and answers if easy or hard.</li> <li><input type="checkbox"/> Uses details to describe why they did this project and what was learned, using Heart quadrant.</li> <li><input type="checkbox"/> Uses detail to describe how project is important and how heart quadrant helped this.</li> </ul>

	<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 type="checkbox"/> Identifies specific part of quadrant using (check box).	<input type="checkbox"/> Identifies specific part of quadrant using (check box).
<b>Hands</b>	<p><i>Member meets one or fewer of the following:</i></p> <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).	<p><i>Member meets two or fewer of the following:</i></p> <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 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 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).
<b>Health</b>	<p><i>Member meets one or fewer of the following:</i></p> <input type="checkbox"/> Describes how Health quadrant was used and answers if easy or hard.	<p><i>Member meets two or fewer of the following:</i></p> <input type="checkbox"/> Describes how Health quadrant was used and answers if easy or hard.	<input type="checkbox"/> Describes how Health quadrant was used and answers if easy or hard. <input 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

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

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

## Intermediate and Advanced Record Reflection Form - Feedback Sheet

4-H Member: \_\_\_\_\_ 4-H Age: \_\_\_\_\_

Project Area: \_\_\_\_\_

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				
Annual Project Record: Section 1 – Project Goals & Learning Plan				
Annual Project Record: Section 2- Learning Experiences				
Annual Project Record: Section 2- Project Experiences				
Annual Project Record: Section 3 -Expenses and Income/Value				
Annual Project Record: Section 4- Reflecting on Your Project - Advice				
Annual Project Record: Section 4- Reflecting on Your Project – Future Plans				
Annual Project Record: Section 5- Community Service, Citizenship & Leadership Activities				
Annual Project Record: Section 6 - Expression				
Section 7-4-H Life skills Comparison: Head				
Section 7-4-H Life skills Comparison: Heart				
Section 7-4-H Life skills Comparison: Hands				
Section 7-4-H Life skills Comparison: Health				
Presentation				

**Evaluators Comments:**

My 4-H Club Meetings & Events

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

Annual Project Record: Section 2 – Learning and Project Experience

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

Annual Project Record: Section 4 - Advice and Future Plans



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

Annual Project Record: Section 6 - Expression

Section 7: 4-H Life Skills Comparison

Presentation

Evaluator Initials: \_\_\_\_\_