**Maine 4-H Advanced Record Sheet**

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| Your Picture  *(Optional)*  **Name:**  **County:**  **Total Years in 4-H:**        **Age on December 31:** |

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| --- | --- | --- | --- | --- |
| ***Club Meetings Attended This Year***  ***80% attendance is required***  4-H Club Name: | **Meetings Held** | **Meetings Attended** | **Hours Attended** | **Percent Attended** |
|  |  |  |  |
| 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)

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| --- | --- |
| **I have personally prepared this report and believe it to be correct.** | |
| 4-H Member’s Signature: | Date: |
| **I have personally reviewed this report and believe it to be correct.** | |
| 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.

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| **Project** |  |

**Section 2:** **My 4-H Project Activities**

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

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

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

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| --- | --- |
| **Project** |  |

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| --- | --- | --- |
| 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. |
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**Section 2: My 4-H Activities continued**

**Annual Project Report**

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

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| --- | --- |
| **Project** |  |

**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.

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| **Project** |  |

**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.

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| **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** |  |

**Section 4: Reflecting on Your Project continued**

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| --- |
| **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.*

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| **Role** | **What did you do? Who did this benefit?** |
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**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.*

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| **Role** | **What did you do?** |
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**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!**

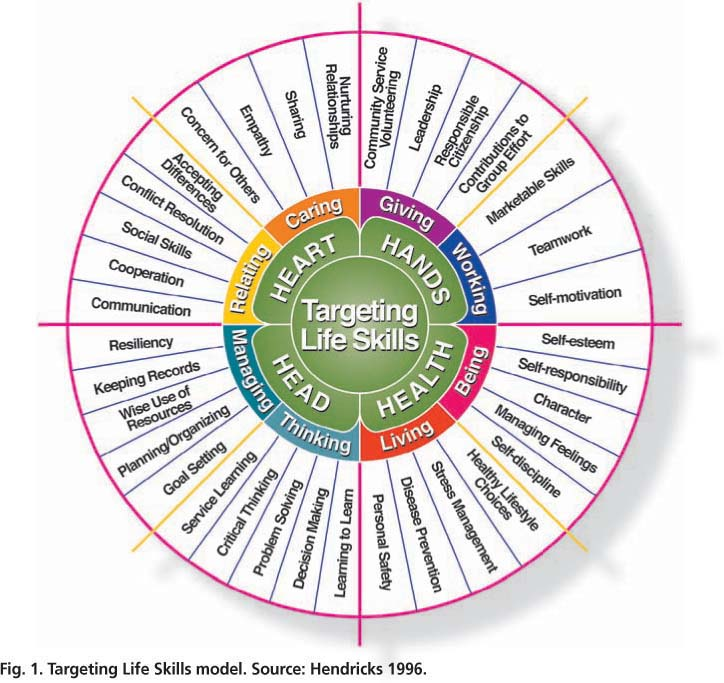
Now is the time to get creative and teach the readers something you learned this year in 4-H. You should complete one expression, however if you have enrolled in multiple projects be sure to connect your learning.

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**

Advanced projects should focus on all aspects of the 4-H Life Skills Wheel, with specific attention to the outer skills listed.



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**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Head** | **Heart** | **Hands** | **Health** | **Similarities & Differences** |
| *Characteristics*  Check off which skill you are using | How did you use one skill from middle ring of life skills wheel?  Resiliency  Keeping Records  Wise Use of Resources  Planning/ Organizing  Goal Setting  Service Learning  Critical Thinking  Problem Solving  Decision Making  Learning to Learn | How did you use one from middle ring of life skills wheel?  Communication  Cooperation  Social Skills  Conflict Resolution  Accepting Differences  Concern for Others  Empathy  Sharing  Nurturing Relationships | How did you use one from middle ring of life skills wheel?  Community Service/Volunteering  Leadership  Responsible Citizenship  Contributions to Group Effort  Marketable Skills  Teamwork  Self-motivation | How did you use one from middle ring of life skills wheel?  Self-esteem  Self-responsibility  Character  Managing Feelings  Self-discipline  Healthy Lifestyle Choices  Stress Management  Disease Prevention  Personal Safety | Compare the life skills used in your 4-H year. What is similar and what is different between these life skills? |
| **How did you do this? Was it easy or hard?** |  |  |  |  | Similarities: |
| Differences: |
| **Why did you do this? What did you learn?** |  |  |  |  | Similarities: |
| Differences: |
| **Why is this important to you? Should this be important to others? Why?** |  |  |  |  | Similarities: |
| Differences: |

**Rubric - Intermediate and Advanced Record Form**

Section 1 of 4

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Indicators** | **Emerging (1)** | **Developing (2)** | **Proficient (3)** | **Distinguished (4)** |
| **My 4-H Club, Meetings & Events**  **Signatures** | * Member knows the name of their 4-H club * Member identifies one activity participated in in 4-H. * Member attends 50% or fewer of meetings | * Member knows the name of their 4-H club. * Member identifies two activities completed in 4-H. * Member attends at 65% of club meetings. | * Member knows the name of their 4-H club. * Member identifies three 4-H events and meetings. * Member has attended 80% of club meetings. * Page 1 of the record is complete including signatures. | * Member knows the name of their 4-H club. * Member identifies four or more 4-H events and meetings. * Member attends more than 80% of club meetings. * Page 1 of the record is complete including signatures. |
| **Annual Project Record**  **Section 1: Project Goals & Learning Plan** | *Member meets one or fewer of the following:*   * Identified one project goal. * Used a life skill when stating learning goal. * Identified one thing they plan to do to meet their goal. | *Member meets two of the following:*   * Identified two project goals. * Used life skills when stating learning goal. * Identified two things they plan to do to meet their goal. | * Identified two project goals. * Used life skills when stating learning goal. * Identified two things they plan to do to meet their goal. | * Project goals are identified and described. Life skills are connected to outcomes. * More than two goals are identified. * More than two action steps are identified in detail. |
| **Annual Project Record**  **Section 2: Learning Experiences** | *Member meets one or fewer of the following:*   * Learning experiences are identified. * At least 3 learning experiences are identified, * Includes at least one individual, one club and one county/state/national/global experience. | *Member meets two of the following:*   * Learning experiences are identified and described. * At least 5 learning experiences are identified, * Includes at least one individual, one club and one county/state/national/global experience. | * Learning experiences are identified and described. * At least 6 learning experiences are identified, * Includes at least one individual, one club and one county/state/national/global experience. | * Learning experiences are identified and described. Experiences are connected to life skills. * More than 6 learning experiences are identified. * Includes multiple individual, club and county/state national/global experiences. |
| **Annual Project Record**  **Section 2: Project Experience** | *Member meets two or fewer of the following:*   * Identifies knowledge and skills learned in project. * Includes mistakes and what learned as a result. * Identifies problems and how they were solved. * Applies learning to life outside of 4-H project work. | *Member meets three or fewer of the following:*   * Identifies knowledge and skills learned in project. * Includes mistakes and what learned as a result. * Identifies problems and how they were solved. * Applies learning to life outside of 4-H project work. | * Identifies knowledge and skills learned in project. * Includes mistakes and what learned as a result. * Identifies problems and how they were solved. * Applies learning to life outside of 4-H project work. | * States knowledge and skills learning in project, with clear connection to life skills. * Explains mistakes and uses growth mindset for how to overcome in the future. * Explains how problem solving was utilized and impacted project outcome. |
| **Annual Project Record**  **Section 3: Expenses and Income/Value** | *Member meets one or fewer of the following:*   * Documented some expenses and some income for project. * Provided limited explanations for items. | * Documented some expenses and some income for project. * Provided limited explanations for items. | * Documented expenses and income for project. * Documented profit/loss for project. * Provided detail explanations for items. | * Summarized in detail all expenses and all income for project. * Calculated the total expense and income for the project. * Total profit/loss for the project is provided. |
| **Annual Project Record**  **Section 4: Reflecting on Your Project – Advice** | * Some information provided about project. * Some overview of project but limits details. | * Introduces project concept to another member. * Identifies some information needed for project completion. | * Is able to describe project to another member. * Identifies key information needed for project completion. | * Clearly articulates knowledge gained in project. * Identifies potential resources for other project members. * Identifies potential key concepts to focus on in project area. |
| **Annual Project Record**  **Section 4: Reflecting on Your Project - Future Plans** | * Project plan and goals are beginning. * Limited connection between goals and current project work. | * Begins to identify goals for future project work. * Some connection between goals and current project work. | * Describes project influence. * Identifies specifics goals for future project work. | * Clearly articulates project goals and steps needed for future. * References knowledge/skills gained in current 4-H year to develop future goals. |
| Annual Project RecordSection 5: Community Service, Citizenship & Leadership Activities | * Member begins to identify a community service project * Member begins to identify a citizenship activity * Member begins to identify a leadership activity. | * Member partially completes one community service project. Either defines their role, what they did and/or who it benefited. * Member partially completes a citizenship activity and/or a leadership activity. | * Identifies one Community Service project. Is able to define their role, what they did and who it benefited. * Identifies one citizenship activity. Is able to define their role. * Identifies one leadership activity. Is able to define their role. | * 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)** |
| **Section 6: 4-H Expression** | *Meets format guidelines.*   * Introduces member and why they are in 4-H. * Describes one of members “sparks.” * Uses life skill and is able to connect learning to other activities. | *Meets format guidelines.*   * Describes one of members experiences in 4-H and connects to life skills learned. * Describes use of life skill and is able to connect learning to leadership, citizenship and/or community service. | *Meets format guidelines.*   * Describes multiple experiences in 4-H and connects to several life skills learned. * Describes use of more than one life skill and is able to clearly connect learning to leadership, citizenship and/or community service. | *Meets format guidelines.*   * Describes 4-H experience and is able to connect to future goals. * Connect 4-H experiences to community, country and world around us. * Describes several life skills and is able to clearly connect learning to leadership, citizenship and/or community service. |

**Rubric – Intermediate and Advanced Section 7: 4-H Life skills Comparison**

Section 3 of 4

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Indicators** | **Emerging (1)** | **Developing (2)** | **Proficient (3)** | **Distinguished (4)** |
| **Head** | *Member meets one or fewer of the following:*   * Describes how head quadrant was used and answers if easy or hard. * Describes why they did this project and what was learned, using Head quadrant. * Describes how project is important and how head quadrant helped this. * Identifies specific part of quadrant using (check box). | *Member meets two or fewer of the following:*   * Describes how head quadrant was used and answers if easy or hard. * Describes why they did this project and what was learned, using Head quadrant. * Describes how project is important and how head quadrant helped this. * Identifies specific part of quadrant using (check box). | * Describes how head quadrant was used and answers if easy or hard. * Describes why they did this project and what was learned, using Head quadrant. * Describes how project is important and how head quadrant helped this. * Identifies specific part of quadrant using (check box). | * Uses detail to describes how head quadrant was used and answers if easy or hard. * Uses details to describe why they did this project and what was learned, using Head quadrant. * Uses detail to how project is important and how head quadrant helped this. * Identifies specific part of quadrant using (check box). |
| **Heart** | *Member meets one or fewer of the following:*   * Describes how heart quadrant was used and answers if easy or hard. * Describes why they did this project and what was learned, using Heart quadrant. * Describes how project is important and how heart quadrant helped this. * Identifies specific part of quadrant using (check box). | *Member meets two or fewer of the following:*   * Describes how heart quadrant was used and answers if easy or hard. * Describes why they did this project and what was learned, using Heart quadrant. * Describes how project is important and how heart quadrant helped this. * Identifies specific part of quadrant using (check box). | * Describes how heart quadrant was used and answers if easy or hard. * Describes why they did this project and what was learned, using Heart quadrant. * Describes how project is important and how heart quadrant helped this. * Identifies specific part of quadrant using (check box). | * Uses detail to describes how heart quadrant was used and answers if easy or hard. * Uses details to describe why they did this project and what was learned, using Heart quadrant. * Uses detail to describe how project is important and how heart quadrant helped this. * Identifies specific part of quadrant using (check box). |
| **Hands** | *Member meets one or fewer of the following:*   * Describes how Hands quadrant was used and answers if easy or hard. * Describes why they did this project & what was learned, using Hands quadrant. * Describes how project is important and how hands quadrant helped this. * Identifies specific part of quadrant using (check box). | *Member meets two or fewer of the following:*   * Describes how Hands quadrant was used and answers if easy or hard. * Describes why they did this project & what was learned, using Hands quadrant. * Describes how project is important and how hands quadrant helped this. * Identifies specific part of quadrant using (check box). | * Describes how Hands quadrant was used and answers if easy or hard. * Describes why they did this project & what was learned, using Hands quadrant. * Describes how project is important and how hands quadrant helped this. * Identifies specific part of quadrant using (check box). | * Uses detail to describe how Hands quadrant was used and answers if easy or hard. * Uses detail to describe why they did this project & what was learned, using Hands quadrant. * Uses detail to describe how project is important and how hands quadrant helped this. * Identifies specific part of quadrant using (check box). |
| **Health** | *Member meets one or fewer of the following:*   * Describes how Health quadrant was used and answers if easy or hard. * Describes why they did this project & what was learned, using Health quadrant. * Describes how project is important and how Health quadrant helped this. * Identifies specific part of quadrant using (check box). | *Member meets two or fewer of the following:*   * Describes how Health quadrant was used and answers if easy or hard. * Describes why they did this project & what was learned, using Health quadrant. * Describes how project is important and how health quadrant helped this. * Identifies specific part of quadrant using (check box). | * Describes how Health quadrant was used and answers if easy or hard. * Describes why they did this project & what was learned, using Health quadrant. * Describes how project is important and how health quadrant helped this. * Identifies specific part of quadrant using (check box). | * Uses detail to describe how Hands quadrant was used and answers if easy or hard. * Uses detail to describe why they did this project & what was learned, using Hands quadrant. * Uses detail to describe how project is important and how hands quadrant helped this. * Identifies specific part of quadrant using (check box). |
| **Similarities and Differences** | *Member meets two or fewer of these:*   * Identifies 1-2 similarities and 1-2 differences between 4-Hs (Head, Heart, Hands & Health) in how project was done. * 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. * 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. | *Member meets three or fewer of these:*   * Identifies 1-2 similarities and 1-2 differences between 4-Hs (Head, Heart, Hands & Health) in how project was done. * Identifies 1-2 similarities and 1-2 differences between 4-Hs (Head, Heart, Hands & Health) in why was project was done & what was learned. * 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. | * Identifies 1-2 similarities and 1-2 differences between 4-Hs (Head, Heart, Hands & Health) in how project was done. * Identifies 1-2 similarities and 1-2 differences between 4-Hs (Head, Heart, Hands & Health) in why was project was done & what was learned. * 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. | * Identifies at least 2 similarities and at least 2 differences between 4-Hs (Head, Heart, Hands & Health) in how project was done. * 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. * 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. |

**Rubric- Intermediate and Advanced Presentation**

Section 4 of 4

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| --- | --- | --- | --- | --- |
| **Indicators** | **Emerging (1)** | **Developing (2)** | **Proficient (3)** | **Distinguished (4)** |
|  | * There are persistent errors in spelling, grammar and punctuation. * Little to no attempt has been made to make the record appealing to viewers. | * The record is presented in a format that is legible or easily understood. * There are minor problems in spelling, grammar, capitalization and punctuation usage. * Presentation is somewhat appealing to viewers. | * Record is presented in a format that is legible or easily understood. * Spelling, grammar, capitalization, punctuation usage is accurate. * Presentation is attractive and appealing to the viewer(s) | * Record is presented in a format that is legible or easily understood. * No errors in spelling, grammar, capitalization or punctuation. * Creativity is evident in the preparation of this record to be attractive and appealing to the viewer (s) |

**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:**

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| My 4-H Club Meetings & Events |

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

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| --- |
| Annual Project Record: Section 2 – Learning and Project Experience |

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

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| --- |
| Annual Project Record: Section 4 - Advice and Future Plans |

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

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| Annual Project Record: Section 6 - Expression |

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| Section 7: 4-H Life Skills Comparison |

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| --- |
| Presentation |

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