**Rubric - Beginner Record Form**

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| **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.
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| **Annual Project Record****Section 1: Goals & Planning for my Project**  | *Member meets one or fewer of the following:** Member identifies one project goal.
* Member Uses a life skill when stating learning goal.
* Member identifies one thing they plan to do to meet their goal.
 | *Member meets two of the following:** Member identifies one project goal.
* Member Uses a life skill when stating learning goal.
* Member identifies one thing they plan to do to meet their goal.
 | * Member identifies two project goals.
* Member uses life skills when stating learning goal.
* Member identifies 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.

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| **Section 2: My 4-H Project Activities** | * Member identifies 4-H activities.
* Member identifies how they used 2 or fewer life skills connected to Head, Heart, Hands and Health in 4-H.
 | * Member identifies 4-H activities and what they learned.
* Activity is noted for every project entered in a fair or public display.
* Member identifies how they use 3 life skills connected to Head, Heart, Hands and Health in 4-H.
* Learning experiences show limited time and practice.
 | * Member is able to connect their 4-H experience to what they learned.
* Activity is noted for every project entered in a fair or public display.
* Member identifies how they used life skills connected to Head, Heart, Hands and Health in 4-H.
* Member demonstrates Mastery. Which means multiple pathways to their learning outcomes.
* Learning experiences show time and practice.
 | * Member is able to connect their 4-H experience to what they learned.
* Activity is noted for every project entered in a fair or public display.
* Member explains how they used life skills connected to Head, Heart, Hands and Health in 4-H.
* Member uses more detailed life skill language in addition to Head, Heart, Hands and Health.
* Member demonstrates Mastery. Which means multiple pathways to their learning outcomes.
* Learning experiences show time and practice.
* Member connects learning experiences listed to their project goals
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| **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.
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| **Section 4: Reflecting on your Project****Project Advice & Experience** | *Member meets three or fewer of the following:** Some information provided about project.
* Some overview of project but limits details.
* 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 a minimum of four of the following:** Introduces project concept to another member.
* Identifies some information needed for project completion
* 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.
 | * Is able to describe project to another member.
* Identifies key information needed for project completion.
* 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.
 | * Clearly articulates knowledge gained in project.
* Identifies potential resources for other project members.
* Identifies potential key concepts to focus on in project area.
* 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.
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| **Section 4: Reflecting on your Project****Project 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.
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| Section 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.
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**Rubric – 4-H Life Skills Comparison**

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| **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 if they had fun, others had fun and how head quadrant helped this.
 | *Member meets two 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 if they had fun, others had fun and how head quadrant helped this.
 | * 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 if they had fun, other had fun and how head quadrant helped this.
 | * Uses specific detail to describe how head quadrant was used and answers if easy or hard.
* Uses specific detail to describe why they did this project and what was learned, using Head quadrant.
* Uses specific detail to describe if they had fun, others had fun and how head quadrant helped this.
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| **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 if they had fun, others had fun and how head quadrant helped this.
 | *Member meets two 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 if they had fun, others had fun and how head quadrant helped this.
 | * 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 if they had fun, others had fun and how head quadrant helped this.
 | * Uses specific detail to describe how heart quadrant was used and answers if easy or hard.
* Uses specific detail to describe why they did this project and what was learned, using Heart quadrant.
* Uses specific detail to describe if they had fun, others had fun and how head quadrant helped this.
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| **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 and what was learned, using Hands quadrant.
* Describes if they had fun, others had fun and how head quadrant helped this.
 | *Member meets two of the following:** Describes how Hands quadrant was used and answers if easy or hard.
* Describes why they did this project and what was learned, using Hands quadrant.
* Describes if they had fun, others had fun and how head quadrant helped this.
 | * Describes how Hands quadrant was used and answers if easy or hard.
* Describes why they did this project and what was learned, using Hands quadrant.
* Describes if they had fun, others had fun and how head quadrant helped this.
 | * Uses specific detail to describe how Hands quadrant was used and answers if easy or hard.
* Uses specific detail to describe why they did this project and what was learned, using Hands quadrant.
* Uses specific detail to describes if they had fun, others had fun and how head quadrant helped this.
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| **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 and what was learned, using Health quadrant.
* Describes if they had fun, others had fun and how Health quadrant helped this.
 | *Member meets two of the following:** Describes how Health quadrant was used and answers if easy or hard.
* Describes why they did this project and what was learned, using Health quadrant.
* Describes if they had fun, others had fun and how Health quadrant helped this.
 | * Describes how Health quadrant was used and answers if easy or hard.
* Describes why they did this project and what was learned, using Hands quadrant.
* Describes if they had fun, others had fun and how Health quadrant helped this.
 | * Uses specific detail to describe how Health quadrant was used and answers if easy or hard.
* Uses specific detail to describe why they did this project and what was learned, using health quadrant.
* Uses specific detail to describes if they had fun, others had fun and how Health quadrant helped this.
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| **Similarities and Differences** | *Member meets two or fewer:** 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 if participant(s) had fun and why.
 | *Member meets three:** 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 if participant(s) had fun and why.
 | * 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 if participant(s) had fun and why.
 | * Identifies 2 or more similarities and 2 or more differences between 4-Hs (Head, Heart, Hands & Health) in how project was done.
* Identifies 2 or more similarities and 2 or more differences between 4-Hs (Head, Heart, Hands & Health) in why was project was done and what was learned.
* Identifies 2 or more similarities and 2 or more differences between 4-Hs (Head, Heart, Hands & Health) related to if participant(s) had fun and why.
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**Rubric- Presentation**

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| **Indicators** | **Emerging (1)** | **Developing (2)** | **Proficient (3)** | **Distinguished (4)** |
| **Presentation** | 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 are 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) |