**Rubric - Intermediate and Advanced Record Form**

Section 1 of 4

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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.
 |
| **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.
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**Rubric - Intermediate and Advanced Record Form – Expression Page**

Section 2 of 4

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| **Indicators** | **Emerging (1)** | **Developing (2)** | **Proficient (3)** | **Distinguished (4)** |
| **Section 6: 4-H Expression**9-10 year olds | *Member meets two or fewer of the following:** Partially meets format guidelines.
* Introduces member and why they are in 4-H.
* Introduces one of members emerging interests but may not fully describe.
* Limits life skill language and does not clearly connect to other activities.
 | *Member meets three or fewer of the following:** Meets format guidelines
* Introduces member and why they are in 4-H.
* Shows evidence of one of the members’ “sparks” but may not fully describe.
* Uses life skill language and begins to connect to other activities.
 | *Meets format guidelines.** Introduces member and why they are in 4-H.
* Shows evidence of one of the members “sparks.”
* Uses life skill and is able to connect learning to other activities.
 | *Meets format guidelines.** Introduces member and why they initially joined and continue to remain in 4-H.
* Shows evidence of one of the members “sparks” as it connects project selection.
* Uses life skill and is able to connect learning to leadership, citizenship and/or community service.
 |
| **Section 6: 4-H Expression**11-13 year olds | *Meets* *story format guidelines.** Introduces member and why they are in 4-H.
* Introduces one of members “sparks” but may not fully describe.
* Uses life skill language and begins to connect to other activities
 | *Meets story 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 story 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 story 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.
 |
| **Section 6: 4-H Expression**14-18 year olds | *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

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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 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 describe 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 describe 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.
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**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 viewer(s).
 | * 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).
 |