**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. |

**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. |

**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). |