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	*Member meets two of the following:* ❑ Learning experiences are identified and described. ❑ At least 5 learning experiences are identified,	❑ Learning experiences are identified and described. ❑ At least 6 learning experiences are identified,	❑ Learning experiences are identified and described. Experiences are connected to life skills. ❑ More than 6 learning experiences are identified.

	experiences are identified, ❑ Includes at least one individual, one club and one county/state/national/global experience.	❑ Includes at least one individual, one club and one county/state/national/global experience.	❑ Includes at least one individual, one club and one county/state/national/global experience.	❑ 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**	❑ 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.

Your Project – Advice				❑ 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 Record **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.

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.

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.	*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 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.	☐ 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.

	☐ Describes how project is important and how heart quadrant helped this. ☐ Identifies specific part of quadrant using (check box).	☐ Describes how project is important and how heart quadrant helped this. ☐ Identifies specific part of quadrant using (check box).	☐ Identifies specific part of quadrant using (check box).	☐ 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.	*Member meets two or fewer of the following:* ☐ Describes how Health quadrant was used and answers if easy or hard.	☐ Describes how Health quadrant was used and answers if easy or hard. ☐ Describes why they did this project & what was	☐ 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

	□ 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 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).	learned, using Health quadrant. □ Describes how project is important and how health quadrant helped this. □ Identifies specific part of quadrant using (check box).	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.	*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) 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 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 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) 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) 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) 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

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).