

Record Book Competition for County

Instructions to Administrators (County Record Book Chair or Designee):

1. Star Ranks are awarded at the club level after evaluation and/or review. It is the responsibility of the 4-H Club or Unit to approve Star Rank applications and ensure all requirements have been met. County UCCE 4-H Offices may have a Star Rank verification process before final awarding of Star Ranks to members. County Record Book competition may NOT involve awarding or removing Star Ranks to or from members.
2. If the county holds a Record Book competition, only the Record Book Evaluation Form for County, endorsed by the state office may be used. If the county only does a review and does not give awards (other than participation), the club evaluation form may be used as a guide, but does not have to be scored. The Danish system of scoring and awards is applied to all Record Book competitions.
3. Record Book competitions cannot include additional contests such as interviews, project competitions and knowledge bowls. Separate contests like these may be held, but they must be separate from the evaluation of Record Books.
4. During evaluation, it is recommended that the Scoring Table is not shared with evaluators. This eliminates any tendencies for evaluators to add or subtract points in order to award a member a certain level of award.
5. It is recommended that each book be reviewed by two or three evaluators and that books be evaluated in groups of same age youth so that appropriate developmental expectations are applied.
6. After evaluators have awarded points, the administrator collects score forms and assigns awards based on the average score of the evaluators.
7. If there is a wide score range between evaluators, another evaluator may be asked to read and score and that additional score is then factored into the final average.
8. Disqualifications should be rare and the reasons published prior to competition. Disqualification decisions should only be made by 4-H UCCE staff. Examples of reasonable disqualification criteria are: member used old forms or significant sections of the book are missing. Partial books can be scored and members should be given GREAT comments to help members succeed in the future. Providing feedback, encouragement, coaching and at best, mentorship, should be the goal of all County level competitions.
9. County competitions must use Danish awards systems. The “levels” here are used as placeholders. The state recommends, but does not require, using the state evaluation awards (winner, medalist, merit, participation) or a Danish seal system (gold, blue, red, white). The state also recommends that green seals are reserved for Primary Record Books as a participation seal for the sake of consistency across all clubs and counties.

Record Book Scoring Tables for County Evaluation

	Junior	Intermediate		Senior	
		<i>Without LDR</i>	<i>With LDR</i>	<i>Without LDR</i>	<i>With LDR</i>
Level One	65 – 75	65 – 75	78 – 90	76 – 87	89 – 102
Level Two	55 – 64	55 – 64	66 – 77	64 – 75	74 – 88
Level Three	45 – 54	45 – 54	54 – 65	52 – 63	61 – 73
Level Four	0 – 44	0 – 44	0 – 53	0 – 51	0 – 60

Age Group	Total Points Possible	
Junior	75	
Intermediate	<i>Without LDR</i>	<i>With LDR</i>
	75	90
Senior	<i>Without LDR</i>	<i>With LDR</i>
	87	102

Record Book Evaluation for County

Instructions to Evaluators:

1. In general, youth should be evaluated against this standard as appropriate to the age of the member. We recommend that books be evaluated in groups of same age youth so that appropriate developmental expectations are applied.
2. At a minimum, a complete Record Book has the Personal Development Report Form, My 4-H Story and Annual Project Report Form(s).
3. All books that are developed in the 4-H Online Record Book (ORB) are accepted as printed from the ORB feature. Members who use ORB as their Record Book of choice may not be penalized for any print or formatting features.
4. The difference between scoring a one (1) two (2) or three (3) is sometimes challenging to determine. In general, when scoring a 2, there should be some indication of a pattern of action or behavior. For example, if a senior member lists one citizenship activity of bringing in cans for a food drive, that's more than 0, but is obviously not a pattern; it is also not appropriate to the age of the member. Even for very young members, we would expect to see more than one or two entries to establish a pattern of citizenship. It is important for judging teams to confer and calibrate your scores with each other prior to scoring so that you are as close to the same interpretation as possible.

In general, score:

- 0 if there is no evidence of the standard requirement(s)
- 1 if there is one entry of a certain required skill or activity or less than half the time
- 2 if there is a pattern of the skill or required activity about half the time
- 3 if there is a pattern of the skill or required activity about 75% of the time or greater. ***A 3 does not mean perfect or 100%.***

California 4-H Record Book Evaluation – County Level

Member Name: _____ **Club:** _____

Age of Member: _____ *Circle one:* Junior Intermediate Senior
(as of Dec. 31st of program year)

Total Points Earned: _____ Total Points Possible: _____ Award: _____

Presentation and Layout

Select one option. No points are awarded.

- Record Book is printed in the ORB format.
- Record Book is printed using the CURRENT year's forms, on traditional paper forms. (Use of old forms is reason for disqualification).

Scale: 0=no evidence 1=minimal evidence 2=moderate evidence 3=strong evidence

Section 1: Preliminary Information

	Member followed all directions and Record Book is assembled in the correct order
	Title Page includes required information
	Table of Contents lists the required sections.

_____ **Total Section 1**

Section 2: Personal Development Report

Activities and involvement should be appropriate for the age of the member.

Did the member:

	List events and activities only one time and in the appropriate categories?
	Demonstrate a variety of experiences that developed skills in project(s)?
	Attend various 4-H events (club, county or higher levels)?
	Serve in age appropriate leadership roles in project, club, county or at a higher level?
	Participate in citizenship and community service activities to benefit the community?
	Develop communication skills by giving reports (verbal and nonverbal), presentations or online communication representing 4-H to varied audiences?
	Participate in significant activities outside of 4-H in school and community?

_____ **Total Section 2**

Section 3: 4-H Story

The 4-H Story gives the reader an opportunity to get to know the 4-H member and to read about project activities, leadership and citizenship experiences, both in the 4-H program and in school and community.

Did the member:

	Meet appropriate 4-H story word counts? <i>Junior: 250 – 500 words; Intermediate: 500 – 1000 words; Senior: 1000 – 2000 words</i>
	Describe personal learning experiences in project(s)?
	Discuss beginning or advanced leadership experiences and activities working with other members?
	Give examples of experiences working with others on citizenship/community service projects?
	Show overall growth and share Sparks in 4-H and outside of 4-H?

_____ **Total Section 3**

Section 4: Annual Project Reports	
Project skills and experiences should be appropriate for the age of the member.	
Did the member:	
	Have a variety of project experiences OR have multiple levels of experiences in one project that may be a Spark?
	Document required information (date, time, level and location)?
	Describe activities and experiences in the project(s)?
	Tell what was learned and skills gained in the project(s)?
	Share learning experiences with other 4-H members or community audiences?
	Include project financial records of expenses and income/value?
	Demonstrate a specific concept or knowledge gained in the project(s) on the expression page(s)?

___ **Total Section 4**

Section 5: Collection of Work	
Did the member:	
	Select examples of current year's 4-H work that enhance records?
	Include flyers, brochures, pictures and letters that represented 4-H activities and experiences?
	Illustrate Sparks in the Collection of Work?

___ **Total Section 5**

This section is only scored for Intermediate and Senior members with Leadership Reports

Section 6: Leadership Development Report (<i>Intermediate & Senior Members</i>)	
Did the member:	
	Describe their leadership roles for the year?
	Make a plan at the beginning of the year to develop one or more of the 6 Cs and at the end of the year, reflect on their accomplishment of that C (or not)?
	Set goals for each leadership role and reflect on the achievement of those goals?
	Determine specific strategies to reach their goals and reflect on the effectiveness of those strategies?
	Identify things that might get in the way of reaching their goals and give examples of when they had to shift gears?

___ **Total Section 6**

This section is only scored for Senior members

Section 7: Resume (<i>Senior Members only</i>)	
Did the member:	
	Demonstrate a professional and creative style and design on the resume?
	Create a personal development statement that describes what they stand for and who they aspire to become as a human being?
	Describe the skills they have gained through their leadership experiences?
	Describe the skills they have gained through their citizenship experiences?

___ **Total Section 7**

Total Points: _____

Evaluator's Comments:

Section 1: Following Instructions & Preliminary Information

Section 2: Personal Development Report

Section 3: 4-H Story

Section 4: Annual Project Reports

Section 5: Collection of Work

Section 6: Leadership Development Report

Section 7: Resume