

State 4-H Presentation Program

Judges' Orientation & State 4-H Presentation Day Event Rules

(Revised 12-7-2009)

This document provides an overview for 4-H Presentation judges. While the document applies directly to the State 4-H Presentation Day, many county and sectional 4-H Presentation Days may elect to use part or all of these guidelines.

Purposes of Presentations

1. Helps 4-H members develop an ability to speak before a group.
2. Encourages the development of creativity, self-confidence and leadership.
3. Gives an opportunity for members to share knowledge or a skill they have learned.
4. Develops the ability to organize ideas into teachable processes.

Purpose of Evaluation Rubrics

1. To standardize the expectations for members such that regardless of the judging team, the members are judged consistently and based on accepted standards.
2. To evaluate the members based on specific skills.
3. To establish objective criteria of performance for each identified skill. Members can establish goals for improvement of their performance.
4. To evaluate members based on announced requirements through presentation-style descriptions.
5. To eliminate award inflation resulting from uncertain standards.

Performance Objectives of Presenter

1. Speak loudly and clearly enough to be heard by the entire audience.
2. Stand and speak in a friendly and confident manner maintaining appropriate eye contact with the audience.
3. State the theme of the presentation and supporting information using a recognizable introduction, body and conclusion.
4. Communicate information or demonstrate a skill or technique as an outcome of the presentation and be able to express that information in a clear and coherent manner.
5. Present his/herself in an assured business-like manner.
6. Be creative with topic, style, and presentation demeanor.

Presentation Polish – A Guide for 4-H Members

1. Personal Appearance - Be well groomed and wear neat, clean, appropriate clothing.
2. Equipment - Arrange materials neatly and for visibility. Use neat, readable visuals, if needed. Do not let the noise of equipment interfere with talking.
3. Delivery - Relax and use a style of delivery that is appropriate to the room size and presentation. (i.e. if the room is large speak louder and if the room is smaller speak softer).
4. Appropriateness - Subject matter does not advocate specific political or religious viewpoints.
5. Length – There are no time limits for presentations. A Presentation is too long if it could be done better in a shorter period of time. It is too short if the topic was only covered superficially or there was not enough time to fully develop the topic.
6. Subject matter mastery - Member should have sufficient knowledge about the presentation to adequately make the presentation and answer questions following the presentation.
7. Share the Fun and Cultural Arts do not need to teach a skill and do not need to request questions.

Questions are limited to clarifying judging issues.

8. **Setup** - Members must set up their own presentations without parental assistance. If the member chooses to use overheads, projectors, or computer assisted presentation methods, they must still complete the set-up and clean-up of the presentation without adult assistance. The room host may assist the member with heavy or awkward items. Assistance by the parent may be used by the judge to infer that the presentation is not the member's work product.

Classes of Entries

1. Review all of the presentation styles entered. Even if the judge will not be judging that class he/she can learn. Unless a requirement is included in the description of the presentation style, it is no longer a requirement for that presentation style. Judges are to disregard any other requirements they believe might apply to a presentation style.
2. If a presentation has been mis-classified then the room host needs to get the appropriate forms to properly judge the member, including the standards for the type of presentation. Do not upset the already nervous member by sending them away to "find the right room."
3. Present styles using questions and possible formats for the questions. Questions are to learn how the member handles questions. Questions should be suggested by and relate to the presentation. This is also a good opportunity to determine how the presentation relates to the member's 4-H experiences. This is not the time to ask a question that test for the outer limits of the member's knowledge.
4. Primary members are never judged, individually, in primary teams, or in mixed teams. There are no exceptions to this rule. Please refer to State 4-H Policy concerning age appropriate experiences for primary members. Teams which include primaries are not judged and do not receive any awards.

Theories of Judging

1. **Comments:** The evaluation rubrics give the objective standards for each level of performance. Comments should be constructive, positive, and specific for improvement. Saying something is done improperly does not teach how to correct the problem. Positive constructive comments are better than inappropriate or critical comments. Even the best presenters want to know how to become even better.
2. Reinforcing poor performance through award inflation serves no educational purpose.
3. **Disabilities:** Watch for disabilities that might impair the member's performance. Members are to indicate on their entry form if a disability is present. Judges should be made aware during the orientation process of members who are to be judged by adapted rules to accommodate a specific disability. Still be aware of potential disabilities or illness and adjust judging accordingly. The coordinator of the event may authorize exceptions.
4. **Levels of Competition:** As members advance from level to level, judges should not assume that the member must be a certain quality level since they qualified to advance to that level. Each member should be objectively judged based on the presentation he/she is currently giving. Members may or may not perform at the level of quality attained at previous levels for a variety of reasons including failure to practice, etc.
5. **Uniform:** California 4-H does not have a uniform. Members are to neatly dressed and well groomed. There is no preferred style or combination of clothes for any particular presentation style. The presence or absence of traditional 4-H clothing is not to be used by the judges as a justification for raising or lowering a member's score for appearance.

Details and Tips

1. Complete judging forms in pencil only. Use fresh judging sheets if you make dramatic changes in the contents of the judging sheet.
2. Presentations are assigned to rooms by format type and age of presenter (teams are assigned by the

age of oldest member presenting). They are not sorted by quality so there are no fixed numbers of awards for any room.

Placement Rulings and Reconsiderations

1. Judges must complete the evaluation and return it to the tally room before engaging in any disclosure or verbal critiques. Judges should not confer with presenters, audience members, or other judges prior to completing the evaluation and turning it in to the tally room.
2. Placements of awards are determined by the Tally Room by a pre-determined scoring key. The average of all three judges is used to place the award for the presentation.
3. Questions or concerns about placements should be directed to the State Presentation Day Coordinators.
4. Judges may not disqualify a presentation.
5. **Rule Enforcement:** Enforcement of the SPD rules and guidelines for judging shall be the province of the event coordinators (both youth and adult) in consultation with the tally room staff, members of the State Presentation Day Committee, and State 4-H Office staff.
6. **Abuse of Powers by Judges:** Judges should never use their positions to impose inappropriate or artificial demands on competitors. Examples of such actions include requiring members to meet rules not published in the 4-H Presentation manual or utilizing the ballot to express non-speech related critiques. All judges are strongly encouraged to recognize that members come from a variety of backgrounds and may be unfamiliar with localized rules or customs.

Score Discrepancy

This procedure will be followed if a presenter requests it (this will not be done automatically by the tally room) and must be approved by the event coordinator.

If there is a discrepancy greater than 30% between the highest score and lowest score, then the lowest score will be dropped and replaced with an average of the two remaining scores.

An example of 30% discrepancy would be:

Demo, Display, Speech, Impromptu, A/V, Prob Sol - if there is a variance of 9 points

(e.g. Judge1 = 28 & Judge2 = 19)

Reading - if there is a variance of 8 points

(e.g. Judge1 = 24 & Judge2 = 16)

Share-the-Fun, Culture Arts - if there is a variance of 6 points

(e.g. Judge1 = 20 & Judge2 = 14)

Adapted from: 4-H Presentations Leader's Manual, (4-H8046)

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Judges' Orientation Checklist

Consult the “Guidelines for All Presentation Formats” on pages 12-13 in your *4-H Presentation Manual* or the appropriate “Presentation Format Description” page(s) to answer the following questions.

- | | 1 st Category | 2 nd Category |
|---|--------------------------|--------------------------|
| | _____ | _____ |
| 11. What procedures are followed if equipment malfunctions? | | |
| 12. Can a presenter be disqualified? | | |
| 13. How should a score be adjusted to reflect a serious defect in the presentation? | | |
| 14. How many members may be in a team/group, and what determines the age category for a mixed-age group? | | |
| 15. How should work and speaking parts be distributed among members of a team? | | |
| 16. What is the <i>minimum</i> number of presentation boards (or equivalent) required for this type of presentation? | | |
| 17. What factors dictate how long a presentation should be? | | |
| 18. Are assignments for school or science fairs appropriate topics for a 4-H presentation? | | |
| 19. May brand-name labels be visible on items used in demos? | | |
| 20. May speakers use notes, and, if “yes,” how many and what size? | | |
| 21. Should the presentation/reading be memorized? | | |
| 22. What constitutes “appropriate dress” for this type of presentation? | | |
| 23. Are presenters allowed to use props; if “yes,” what type? | | |
| 24. Who, if anyone, may ask questions? | | |
| 25. Are there specific elements that must be included (e.g., a prepared introduction, an explanation of purpose, a hypothesis, etc.?) | | |

Guidelines for Written Comments

We encourage you to include a few written comments to help even the best presenters improve in the future.

Please be sure that comments are constructive and worded in a positive manner.

- Personalize your comments, and be sure that they reflect *today's* presentation. Realize that the stress of travel, illness, or other factors may cause a presenter to perform at a different skill quality level than in a previous competition.
- Be specific. Avoid generalizations.
- Offer specific suggestions for improving and/or expanding the presentation.
- Challenge the member(s), but conclude with a positive statement to motivate future participation and expansion of their public speaking skills (e.g., suggest trying a different category next year).

AVOID THESE WORDS/PHRASES:

Can't Don't Won't Never Always Wrong No Should Must

TRY THESE WORDS/PHRASES INSTEAD:

Consider Suggest Possible How about . . . ? May Another way . . . Next time . . .
Have you thought . . . ? Have you tried . . . ?

These are only some ideas to help you write positive comments. You can expand and use your own creative ideas.

Below are some examples of poorly worded comments. Try rewriting them according to the suggestions above.

1. Your voice was way too quiet; no one in the back could hear you.
2. Practice moving your posters more—you were very clumsy.
3. You need a better conclusion. I didn't know you were really done until you asked for questions.
4. Your skit was cute, but the theme has been used so often that it was totally predictable.
5. You looked a bit sloppy. Next time, iron your shirt, and be sure it's tucked in!
6. Please avoid jargon. I'm not familiar with your project, and I had no idea what you were talking about.
7. Your plan of action didn't have much action.

Evaluation Rubrics

Evaluation rubrics measure how well a skill is performed and not whether specific rules are satisfied. While an evaluation rubric may appear generic, it measures the core skills that can be shown in each presentation format.

You should use the evaluation rubrics with your parents, leaders, and other adults to develop your presentation skills before entering county, sectional or state Presentation Days. The rubrics work equally well for practice and competition performances. Since the skills being evaluated are the same in practice and competitions, your practices can be focused on what's important to a good presentation.

At the practice, you and your "audience" should each fill out an evaluation rubric. Once completed, compare the results and work to improve your presentation skills. If you have a video camera available, you can video tape your presentation for review with the completed evaluation rubric. If a video camera is not available, try using a mirror to assist in evaluating your performance.

Practice with these evaluation rubrics because they are the same evaluation forms used when you are competing at presentation events. Compare completed evaluation rubrics with evaluation rubrics from previous presentations. Determine how you have improved since your last performance.

A good presentation performs well in all skill categories. Each major skill for the presentation format is listed in the left-hand column of the evaluation rubric. You earn points for each skill based on your performance of that skill. To find the overall quality of the presentation, total the skill scores and then compare with the scoring chart at the bottom of the evaluation rubric.

The presentation earns the award that matches the overall quality of the presentation. Performing very well in a single category does little to raise the overall presentation performance. All presentations can be improved. Just because you think you have done your best, try to do even better. Even Level 4's have room for improvement.

After you complete each competition, keep practicing to maintain your skills and performance quality. Performing at a high level in one competition does not mean that you will automatically perform at the same skill quality level at the next competition.

Scoring Key

Demonstrations/Illustrated Talk

Scientific Evaluation

25-28 points Gold
18-24 points Blue
11-17 points Red
10 points White

Prepared Speech

25-28 points-Gold
18-24 points-Blue
11-17 points-Red
10 points-White

Cultural Arts Evaluation

18-20 points-Gold
13-17 points-Blue
8-12 points-Red
7 points-White

Display Evaluation

25-28 points-Gold
18-24 points-Blue
11-17 points-Red
10 points-White

Interpretive Reading

21-24 points-Gold
15-20 points-Blue
9-14 points-Red
8 points-White

Audio-Visual Evaluation

25-28 points- Gold
18-24 points- Blue
11-17 points- Red
10 points-White

Share the Fun Evaluation

18-20 points-Gold
13-17 points-Blue
8-12 points-Red
7 points-White

Impromptu Evaluation

25-28 points-Gold
18-24 points-Blue
11-17 points-Red
10 points-White

Problem Solving Evaluation

25-28 points-Gold
18-24 points-Blue
11-17 points-Red
10 points-White