

Club Level Record Book Review and Evaluation

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. 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%.**
3. Books should not be disqualified from Club review and evaluation. Rather, members should be given a score, with GREAT comments to help members succeed in the future. Provide feedback, encouragement, coaching and at best, mentorship, as the goal of all Club level review and evaluation.

California 4-H Record Book Evaluation – Club Level

Member Name: _____ Evaluator Initials _____

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

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

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

| Section 1: Preliminary Information | |
|---|---|
| | Record Book is assembled in the correct order with all parts included. |
| | Member followed formatting guidelines listed in the Record Book Manual. |

_____ **Total Section 1**

| Section 2: Personal Development Report | |
|---|--|
| Activities and involvement should be appropriate for the age of the member. | |
| Did the member: | |
| | Record participation both inside and outside of 4-H? |
| | Record events and activities in the appropriate categories? |
| | List the date, hours, level of participation, activity description, and location for each entry? |
| | Record events and activities only once? |

_____ **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> |
| | Follow the 4-H Story formatting guidelines? |
| | Reflect on 4-H experiences from the current 4-H year? |

_____ **Total Section 3**

| Section 4: Annual Project Reports | |
|---|---|
| Project skills and experiences should be appropriate for the age of the member. | |
| Did the member: | |
| | Complete at least one APR form? |
| | Record all required information: date, time, level, location, and learning experience? |
| | Include project financial records of expenses and income/value? |
| | Complete an expression page for each APR that shows what knowledge they gained or teaches the reader something? |

_____ **Total Section 4**

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

_____ **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: | |
| | Complete both sections of Part 1 (Pre and Post)? |
| | Complete both sections of Part 2 (Pre and Post) for each "significant leadership role" listed in the PDR? (If no "significant leadership roles" are listed, the member does not complete the LDR, but may have other leadership experiences in the PDR.) |
| | Describe their leadership roles and personal goals for the year in "Pre" forms? |
| | Reflect on experiences at the end of the year in "Post" forms? |

_____ **Total Section 6**

This section is only scored for Senior members

| Section 7: Resume (<i>Senior Members only</i>) | |
|---|---|
| Did the member: | |
| | Create a unique personal development statement? |
| | 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