



## Judging Cochise County 4-H Record Books



As a judge for the Cochise County 4-H Record Book Competition you have the tremendous responsibility of providing positive feedback to the 4-H members on their 4-H careers and ways of expanding their 4-H careers. In order for you to be adequately prepared to judge these books we are providing you with a packet of materials you will find useful in judging record books. It is very important that you read this information carefully and understand the principals behind a 4-H member's record book.

The true purpose of the Cochise County 4-H Record Book Competition is to allow 4-H members to express themselves and the successes that they have had in 4-H, not just to reward them for having the most blue ribbons in a certain project. Remember these facts as you serve as a record book judge and help the 4-H'er by providing input to help them improve their developmental life skills.

### What are 4-H Record Books?

Record books play an important role in the development of record keeping skills. The skills developed include but are not limited to:

- Goal Setting - identifies what 4-H members want to achieve and the steps they will follow to succeed.
- Communication - teaches 4-H members to relate their successes and accomplishments in writing.
- Organizing Information - teaches a creative yet functional format for compiling information on 4-H successes and accomplishments.
- Planning – allows 4-H members to map out future goals and allows them to identify milestones.

Through these 4-H skills, members develop good habits, learn new skills, plan 4-H projects, handle details, assist leaders and agents, and develop personal values.

Each record book will be different from another; please keep in mind when judging, that as long as participants follow the guidelines the variances in style are acceptable.

Obviously record books presented by older 4-H members will be more detailed than record books by young 4-H'ers. Remember to consider the stages of growth and development of the 4-H'ers during judging.

Youth learn through experiences and change every time they do something new. Consider the age and number of years in 4-H, be mindful of the youths capabilities and/or resources. Understand that a member's resources (monetary, human, family situations, etc.) are unique to the individual and each will organize information differently.

### What Makes A Good Judge?

Although no one can be a "perfect judge" there are characteristics that a judge should possess to help assure each contestant of a fair chance.

- Know how to complete a record book
- Understand the ages and stages of youth
- Know the definition of a 4-H project
- Be able to identify growth and progress in member records
- Be able to communicate positive constructive criticism
- Have written communication skills
- Understand a member's resources (monetary, human, family situations, etc.)

- Be able to make decisions quickly and firmly
- Possess time management skills
- Know how to place value on experiences
- Be enthusiastic and encouraging

### **A Judge Must Possess:**

- A high level of objectivity; 4-H is open to all youth and all youth are encouraged to prepare a 4-H record book. In a similar manner, people serving as judges should accept the work of all youth. A judge must review the contestant's work without permitting personal preferences or beliefs to influence the scoring.
- A willingness to give equal consideration to all contestants. The judging process sometimes gets long and tiresome. A judge must stay alert and review all the books with equal interest. The last contestant deserves the same consideration as the first.
- An interest in young people. The judges' primary interests should be in youth, their feelings and their educational development. They should view the member's work with consideration for the youth's experience, age, and personal confidence.

A person should not volunteer to be a record book judge if that person has a conflict with another family, or is a parent of a child entering that category. There are four categories of record books, Cloverbud (non-competitive), Junior, Intermediate, and Senior.

Before the day of judging, you should be familiar with the rules, score sheets, the purpose of 4-H record books and expectations for feedback.

### **Evaluating 4-H Record Books**

As a 4-H record book judge, you will be evaluating the accomplishments and successes of 4-H'ers in the project areas they have selected. It is your challenge to remain objective and to thoroughly review all records within the predetermined time limit. This should be a positive educational experience that allows 4-H'ers to gain feedback on project work in order to strengthen their 4-H careers.

- A 4-H record should show growth and development. Different members start with and have access to different resources, thus their levels of achievement will differ.
- A member should show work towards the objectives of the program and project area selected. Reports of goals and accomplishments should relate to the member's situation and needs. The record should be presented in an individual's own words.
- 4-H members should challenge themselves to select and learn new skills, and find new progress through their 4-H careers.
- Information in the report form, story and photos, and resume (for seniors only), should provide a good basis for determining the member's accomplishments. The material should be concise and a true reflection of a members best work in 4-H.
- Records should demonstrate significant effort and balance in the project work, leadership and community service areas.

### **You will make your evaluation collectively.**

- You will judge as a team not as an individual.
- Write positive, constructive comments to assist in the youth's development.
- Please, do not write in the record book
- Listen to the opinions of the other judges
- Stand up for your honest opinion
- Make objective judgments

All record books should be judged based on content. It is your responsibility to judge how effectively the content of the record book meets the following goals.

- Is the 4-H'er addressing 4-H record keeping system objectives?
- Are record book category objectives being addressed?
- Is the information presented from the youth's perspective?
- Does the member show a desire to learn new things?
- Is the information presented appropriate to the member's age and experience?

### **Items to keep in mind while judging**

- Be consistent in the way you evaluate each book. Develop a quality standard and stick with it.
- Score sheets are for your use
- Make suggestions to make each book better. To make your comments easier to understand, write them as if you are talking directly to the participant. Remember, this should be a positive learning experience. Be encouraging.
- Do not write in the record books. Write all comments on the score sheet.
- If you make a comment and deduct points, let the 4-H member know why you deducted the point(s) and what you suggest they do differently in the future.
- Consider the age of the participant as well as the number of years in 4-H. Be mindful of the member's capabilities and/or resources. Understand that a member's resources are unique to the individual.
- Look for growth and an increase in knowledge and skills through projects. A senior member that has been in 4-H for 6 years should be showing leadership through projects and activities. Instead of just showing a steer in the county show, the 4-H'er should be teaching other 4-H members about the beef project and how to show their animals. This goes for community service also. Senior members should be doing more than just donating cookies for the nursing home; they should be arranging club community service activities.
- White space is okay. An individual can fill a page and still not have said anything. We are looking for quality of growth in projects, not necessarily quantity. Look at the content of what is written. Younger members will obviously not have as much to report as older members. Some older members (even a senior) may have just joined 4-H. In the books of younger members, there may be some pages that are almost blank.
- Every record book is different. Record books are as individual as each member. It is a reflection of their growth and development through their project. Recognize and appreciate experiences that are unique and diverse. Recognize the value of the experience that members have. Encourage variation and creativity.

### **Record books should comply with the following technical information.**

- Tabs and dividers are allowed
- Record books should be placed in 4-H Supply Service Green 4-H Member's Record Book Cover
- Members may have completed forms on the computer or hand written them
- Senior members must include a resume
- Minimum of a 10 point font
- The use of plastic sheet protectors is not allowed

### **Each record book should contain the following:**

- 4-H Member's Record Book Cover
- 4-H Resume (Senior level only)
- Arizona 4-H Member's Record
- 4-H Story
- 4-H Photos
- Arizona 4-H Project Records (current year), one record per project per year
- 4-H & FFA Project Year Self-Evaluation

The 4-H Story and Photo Portfolio are the sections that will help you to get to know the member and you should remember to reward creativity. Maximum story length should be according to the age divisions:

- Seniors (14 & up) maximum of 3 pages
- Intermediates (11-13) maximum of 2 pages
- Juniors (9-10) maximum of 1 page

The Photo Portfolio can be up to three pages in length, should be attached to one side of the page, must include captions, and should not overlap. This section should not contain ribbons, newspaper stories, etc.

Scores will be tabulated by averaging the scores provided by judges. Comments will be typed up and provided to the members as well as a tabulated score.



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## How to evaluate a record book

### Leadership

- Are significant efforts being made in leadership areas?
- Is the member teaching others?
- Is the member developing leadership skills through involvement in 4-H?
- Is the youth moving from a member role to a leadership role as he/she progresses through a 4-H career?
- Has each entry been coded with the level of participation? (L=Local, C=County, S=State, N=National)

### Community Service/Service Learning

- How significant are the listed service experiences?
- How did the member help others?
- Did activities reach beyond 4-H to help people in the community?
- Are experiences increasing in responsibility as a 4-H'er matures?

### Communication

- Are significant efforts being made to communicate about 4-H?
- Has the 4-H'er enlisted the use of several forms of communication?
- Has each entry been coded with the level of participation? (L=Local, C=County, S=State, N=National)

### 4-H Contests, Activities, and Events

- Are the entries reflective of the member's involvement in projects?
- Is the member actively involved in the 4-H program?

### Awards & Recognition

- Are the awards/recognition age and experience appropriate?

### Other Activities

- Do the activities outside of 4-H reflect that the 4-H'er is involved in a broad, diverse variety of other experiences?

### 4-H Story & Photo Portfolio

- Is the portfolio reflective of the member's involvement?
- Is there evidence of progress in experiences and learning opportunities?
- Are personal experiences related in the portfolio in a creative way?

### Goals

- Is the 4-H'er addressing 4-H record keeping system objectives?
- Are record book category objectives being addressed?
- Is the information presented from the youth's perspective?
- Does the member show a desire to learn new things?
- Is the information presented appropriate to age and experience?

### Project Experiences

- Does the information presented tell you what the project is and how the project changed or grew?
- Is attendance noted for meetings, activities and events?
- Do examples show growth?
- Did the member show a clear understanding of the cost of the project(s)

### Learning Experiences

- Are the learning experiences significant?
- Is there growth demonstrated through learning experiences?
- Is there a broad, diverse set of experiences?

## 101 Ways to Say "Very Good"

- 1) That's right
- 2) That's the way
- 3) You're doing fine
- 4) Now you have it
- 5) Exceedingly well done
- 6) That's great
- 7) Great
- 8) Fantastic
- 9) Terrific
- 10) Good work
- 11) Good for you
- 12) That's better
- 13) Excellent
- 14) Good going
- 15) Keep it up
- 16) Wow
- 17) Much better
- 18) Good
- 19) Good thinking
- 20) Super
- 21) Exactly right
- 22) Nice going
- 23) Way to go
- 24) Not bad
- 25) Superb
- 26) Keep on trying
- 27) Wonderful
- 28) That's it
- 29) Beautiful
- 30) That's good
- 31) Congratulations
- 32) Fine
- 33) Right on
- 34) Tremendous
- 35) Perfect
- 36) Outstanding
- 37) Good remembering
- 38) Great improvement
- 39) I like that
- 40) Marvelous
- 41) You remembered
- 42) Sensational
- 43) You did it
- 44) Good job (Bill/Jane)
- 45) That's really nice
- 46) Keep up the good work
- 47) Much improved
- 48) You make it look easy
- 49) I knew you could do it
- 50) Doing beautifully
- 51) That's the way to do it
- 52) You've got it made
- 53) You're learning fast
- 54) You're on the right track now
- 55) You're doing a good job
- 56) You did a lot of work today
- 57) Now you've figured it out
- 58) Now you have the hang of it
- 59) You're really going to town
- 60) That's coming along nicely
- 61) You outdid yourself today
- 62) That's the best you have ever done
- 63) I've never seen anyone do it better
- 64) You're doing that much better
- 65) You're getting better every day
- 66) Keep working on it, you're getting better
- 67) You're really working hard
- 68) Nothing can stop you now
- 69) You're good at this
- 70) You've just about got it
- 71) That's quite an improvement
- 72) Well done
- 73) You haven't missed a thing
- 74) That's the best ever
- 75) You did that very well
- 76) You've got that down pat
- 77) You're really improving
- 78) Well, look at you go
- 79) I'm very proud of you
- 80) You figured that out fast
- 81) I think you've got it now
- 82) You really are learning a lot
- 83) You certainly did well
- 84) That's better than ever
- 85) That was first class work
- 86) You really make the job fun
- 87) Now you've figured it out
- 88) That's the right way to do it
- 89) I'm proud of the way you worked
- 90) I'm happy to see you working like that
- 91) Couldn't have done it better myself
- 92) One more time and you'll have it
- 93) You've just about mastered that
- 94) You've got your brain in gear today
- 95) Now that's what I call a fine job
- 96) You've been practicing
- 97) No one could do it better
- 98) It's a pleasure to see you work like that
- 99) That kind of work makes me proud
- 100) That's admirable
- 101) It looks like you've put a lot of work into this