

4-H Presentation Manual

UNIVERSITY OF CALIFORNIA



Version 3 (2005)

© 2005 The Regents of the University of California



Preface

Public speaking has been a cornerstone of the 4-H Youth Development Program since its inception in the early 20th century. During the intervening decades, the presentation program has expanded to include competitions and various public speaking formats.

For many decades, presentation competitions have taken place at the county and sectional levels. Each county and section has developed slightly different specifications and formats. In 2002, a 4-H Member from San Joaquin County, Daniel Bates, recognized the need for a State Presentation Day and re-created this state-wide event with the support of the State 4-H Leaders' Council.

The 2004 State Presentation Day Committee saw the need for a 4-H Presentation Manual to be created for the event. Led by the efforts of Tom Fraser, 4-H Volunteer in Alameda County, the committee supported his development of this manual for use at the State Presentation Day in May 2004.

In October 2004, the State 4-H Office convened an independent review group composed of youth, volunteers, and county staff to review the manual. They recommended it for use as the state-wide standard for 4-H Presentations. In fall of 2005, the manual underwent minor revisions.

The review group used the following criteria to evaluate the Presentation Manual:

- Utilize current research and industry practices in public speaking
- Ensure processes and criteria are clearly documented
- Ensure evaluation methods are fair, understandable and equitable
- Utilize current research on student evaluation and recognition

It is not required for this manual to be adopted by county or sectional competitions, but it is encouraged. Consistency will help 4-H members understand the requirements of their presentation and methods of evaluation, which will be used at each level of competition.

The manual is a living document and will continue to be updated as needed. Hopefully it will help you in your public speaking programs and competitions!

Steven Worker
State 4-H Program Representative

Developed by:

Tom Fraser, 4-H Volunteer, Alameda County

Mary Engebret, 4-H Volunteer, Sonoma County

Editing and Layout: Steven Worker, State 4-H Program Representative

With assistance from the Presentation Manual Review Committee (October 2004)

Carol Green-Lingbaoan, Barbara Nordin-Elmer, Matthew Smith, Mary Ann Smith, Chere Cackett, Brennan Cackett, Jacki Zediker, Sue Moore, Stephanie McNabb, Merrilee Merritt

With assistance from California State 4-H Presentation Day Committee (September 2003)

Kiera Hornby, Marta Kroger, Sue Moore, Barbara Nordin-Elmer, Rachel Onojafe, Pauline Smoke, Rozalia Trammell, Erin Twomey, Pat Wight, Jacki Zediker

Table of Contents

Introduction.....	4
-------------------	---

Section 1: Presentation Best Practices

Mechanics of Presenting	5
Lettering for Posters and Charts	7
Color Combinations for Posters and Charts	8
Planning a 4-H Presentation: A Few Easy Steps	10

Section 2: Competition Specifications

Guidelines for All Presentation Formats	12
---	----

Presentation Format Descriptions

Demonstrations and Illustrated Talks	14
Scientific Demonstrations and Illustrated Talks	15
Educational Display	16
Prepared Speech.....	17
Impromptu Speech	18
Interpretive Reading	19
Share the Fun.....	20
Cultural Arts	20
Audio-visual Presentations	21
Problem Solving Presentations	22

Evaluation Rubrics	23
--------------------------	----

4-H Presentation Evaluation Rubric	24
4-H Display Evaluation Rubric.....	25
4-H Prepared Speech Evaluation Rubric.....	26
4-H Interpretive Reading Evaluation Rubric	27
4-H Impromptu Speaking Evaluation	28
4-H Share the Fun and Cultural Arts Evaluation Rubric	29
4-H Audio/Visual Presentation Evaluation Rubric	30
4-H Problem Solving Evaluation Rubric	31

Scoring Key	32
-------------------	----

References	32
------------------	----

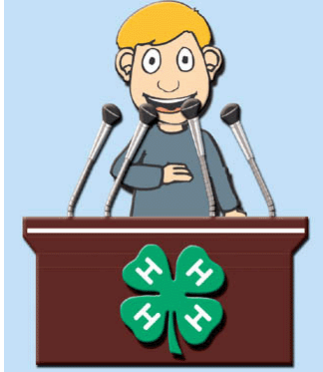


The University of California prohibits discrimination or harassment of any person on the basis of race, color, national origin, religion, sex, gender identity, pregnancy (including childbirth, and medical conditions related to pregnancy or childbirth), physical or mental disability, medical condition (cancer-related or genetic characteristics), ancestry, marital status, age, sexual orientation, citizenship, or service in the uniformed services (as defined by the Uniformed Services Employment and Reemployment Rights Act of 1994: service in the uniformed services includes membership, application for membership, performance of service, application for service, or obligation for service in the uniformed services) in any of its programs or activities. University policy also prohibits reprisal or retaliation against any person in any of its programs or activities for making a complaint of discrimination or sexual harassment or for using or participating in the investigation or resolution process of any such complaint. University policy is intended to be consistent with the provisions of applicable State and Federal laws. Inquiries regarding the University's nondiscrimination policies may be directed to the Affirmative Action/Equal Opportunity Director, University of California, Agriculture and Natural Resources, 1111 Franklin Street, 6th Floor, Oakland, CA 94607, (510) 987-0096.

4-H Presentations

A Guide for 4-H Members

Introduction



What is a 4-H presentation?

A presentation is a method used to communicate an idea by showing and/or telling. It can be a demonstration or a talk that uses posters and other visual aids. A

4-H Presentation helps you learn to:

- Research a subject
- Organize ideas in a logical order
- Be a teacher and practice public speaking skills

Why are public speaking skills important?

Public speaking skills are ranked number one among the skill sets of professionals. Other guiding factors for developing public speaking skills include:

- Discovering an important component of leadership development
- Increasing self-esteem, self confidence, and ability to accept feedback
- Expanding skills for planning, preparation and performance

Story telling is a traditional way of passing knowledge from group to group and youth enjoy participating in this activity. Young children begin by telling stories to friends, family, at school, and later as part of formal presentations.

As you participate in projects, you collect information and ideas that can be shared with others. This sharing of information is part of the process of learning. Teaching project skills in a presentation takes advanced skills and a deeper understanding of what you have learned.

Giving presentations helps develop many life skills including the ability to speak in front of a group, organizing ideas, and creating and using graphics to support the spoken word.

Speakers prepare for presentations by giving talks to project groups and community club meetings, practicing skills learned in a project, and observing other people giving presentations.

You can get ideas for presentations from many different sources. The first place to start is with your project leaders. They know what you have learned in your project and what you might enjoy presenting. Your community club leader also can be a source of ideas. Your local librarian can help you develop your subject through research. Sources for presentation

ideas are project manuals, books, magazines, and brochures from various organizations.

Presentations are not just demonstrations. You have many options ranging from traditional demonstrations to problem solving for senior members. All of the various presentation styles require similar skills, but are designed to meet the interests and age-

Section 1 of this publication provides speakers, leaders and parents with general suggestions and strategies for developing and delivering presentations.

Section 2 explains how presentations are judged at 4-H Presentation Days.

appropriate levels of the member. No style of presentation is better than any other. Choose the style that best fits you for your first presentation and then try other styles as you advance in 4-H.

Every member is encouraged to give a presentation each year. Show what you've learned; give a presentation.

Know the rules for each presentation style including number of boards, speaking requirements, whether there will be questions from the judges, and whether notes are allowed.

Mechanics of Presenting

The effectiveness of your presentation depends on:

HOW YOU LOOK,
HOW YOU SAY IT, and
WHAT YOU SAY.

As a speaker you should explore different ways to effectively communicate by using different presentation formats and styles. While each person is most effective when he/she becomes comfortable with his/her own unique style, the following materials on presentation mechanics are intended to provide a base of accepted presentation practices with which to start.

BODY POSITIONING AND BODY LANGUAGE

When positioning yourself in the front of the room, stand slightly to your right side of the presentation area. Any posters or other visuals should be on your right side. You can then move closer to the audience for emphasis and closer to your visuals to emphasize the visuals. Spend most of your time during the presentation halfway between the audience and the visuals. By staying left of the audience's center you are taking advantage of most people's visual preference since they read from left to right.

Use your visual aids as an outline to keep your presentation on track. The visuals are not the entire presentation. Try to minimize the need

for the audience to shift its view repeatedly from you to other parts of the presentation.

You should look at the audience 80-90 percent of the time and make eye contact with them. The avoidance of visual contact with the audience leads to the perception of unpreparedness, awkwardness, and dishonesty. Focus your eyes on the back third of the audience because this will keep your head up and help you project your voice.

Your shoulders should be kept parallel to the ground with no dipping to one side or the other when moving. When resting, hold your shoulders 45 degrees to the audience to convey a non-threatening, casual sense of power. Stand with shoulders square to the group to command the audience's attention.

Avoid upstaging, which includes turning your back to the audience, hiding your facial expression, or crossing your body with your hands. Stay open and exposed. Keep your hands to your side and in sight. This position may feel unnatural, but it looks best. Other hand positions limit gesturing. Never put your hands in your pockets.



Your weight should be distributed evenly with feet shoulder width apart and knees unlocked. If you become tired during the presentation, shift from front to back (put one foot behind) because this type of body movement does not introduce a swaying look to the presenter.

Gesturing should focus toward the audience. The best gestures are hands out and palms up. If the elbow is bent, the gesture will appear casual. If the elbow is straight, the gesture will appear forceful. Gestures should not attract attention or detract from your message. They should appear spontaneous and natural, and enhance your speech.

THE POWER OF VOICE

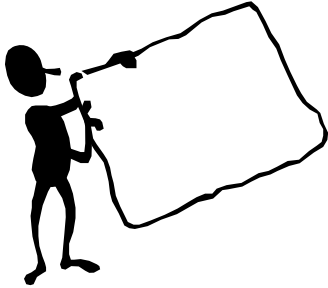
Add power to your presentation with well-planned pauses. Start with a hard consonant so people listen more attentively. Group ideas in threes and then insert a pause. Avoid vocalized pauses including “um,” “er,” and other vocalized fillers that detract from your presentation.

Volume should match your audience and room size. Remember, your voice is louder to you than to the rest of the audience. If you speak too quietly your audience will not understand you, but do not yell at them or they will avoid what you are saying.

Pitch and vocal variation can be used to heighten the quality of your speech. You can use it to reflect on your message. One point to remember is to avoid using the same tone throughout your presentation.

Change the volume, speed, and tone of your voice. Project your voice to the audience in the back of the room. Present to individuals in the audience and check for understanding by the audience's facial and physical reactions. These reactions reflect their understanding of your presentation.

Lettering for Posters and Charts



Words on posters and charts should be easy to read. People find it easier to read words running from left to right across the page rather than from top to bottom on a page. Be consistent in style.

The use of UPPERCASE (capitals) should be limited to titles, headings, or where you want to make a point. Also, use uppercase letters for the start of each new item in a list. Any more than seven consecutive words with their letters all capitalized cause the audience to slow their reading and re-read. Titles may be all capitals.

Lettering should be bold enough to be easily read from a distance. Boldness is part line thickness, letter size, and letter style.

Demonstration posters and other visual aids including overhead transparencies and Power Point slides should have lettering at least 1 1/2 inches in height. In electronic presentations, the projected height of letters should be comparable in size to poster

lettering. Printed poster lettering should use 125 point text or larger.

Use fancy letters for headings where you want to make a point. The eye moves slowly through fancy letters.

The use of plain lowercase (small letters) makes charts easier to read. They should also be used for sub-items in a list and additional information. The eye moves quicker through them with a minimum delay in reading.

Use letters that are easy to read from the back of the room. Avoid using stencils unless you fill in blank parts. Leave at least an inch between lines of text and an inch between each word.

Use geometric shapes like bullet points to guide eye movement toward key points. The way to use geometric shapes is at the start of each line in a list of items or ideas instead of numbering items in a list.

Use capital letters, italics, and/or color to provide inflection. Use strong and forceful headlines.

Use the text of your poster board illustrations as an outline. Elaborate from the FEW words you put on your poster. Say more than you show.

RULES OF THREES:

- ☐ Use three main ideas per chart when possible.
- ☐ Keep your presentation understandable by limiting your presentation to three main ideas.
- ☐ Speak in threes, and people remember more.

Check your visual before you use it.

1. **Visibility** Is it easy to see and read from where participants sit?
2. **Simple** Is the message easy to understand?
3. **Interest** Does it attract and hold attention or is it cluttered with too many words or pictures?
4. **Useful** Are the lettering, words, pictures, etc. suitable for the subject and audience?
5. **Structure** Are the ideas grouped in sequential order?
6. **Information** Is it factual and is the data current?

Color Combinations for Posters and Charts



Colors can create the desired mood or atmosphere for your message. Visual aids may do a good job when made in black and white, but color, when used well, will help them do a better job.

Use bright, intense colors for the smaller areas and possibly for the center of interest.

Limit colors to two or three in visual aids so color does not become too obvious to the

viewer. Use one dominant color and follow the rule: "the smaller the area, the brighter the color." Cool colors (green, blue, and gray) are best suited for backgrounds, while warm colors (red, yellow, orange) are best for emphasizing the message.

Complementary colors, red on green or yellow on violet, are hard to read. Consider legibility when selecting colors. Although various combinations may harmonize, they may not make your message easy to read. It is best to use dark colors on light backgrounds and light colors on dark backgrounds.

REMEMBER:

- You want to succeed.
- The audience wants you to succeed.
- The judges want you to succeed. They are not there to trick you, only to support your effort.

Color combinations listed in order of legibility:

- | | | |
|--------------------|--------------------|--------------------|
| 1. Black on yellow | 5. White on blue | 9. White on green |
| 2. Green on white | 6. Black on white | 10. White on black |
| 3. Red on white | 7. Yellow on black | 11. Red on yellow |
| 4. Blue on white | 8. White on red | 12. Green on red |

What color means in the background!

gray	=	neutral, reporting - use for presentation with no emotional sway
blue	=	calm, conservative, loyal, reduces pulse and blood pressure use to present unfavorable information
green	=	analytical, precise, resistance to change use to encourage interaction, or want to be opinionated, assertive
red	=	vitality, urge to achieve results, impulse, raises our spirits use when want to motivate
yellow	=	bright, cheerful, may be too much light
violet	=	mystic union, unimportant and unrealistic, irresponsible and immature, humor, charm, delight
brown	=	decreased sense of vitality, projects dullness
black	=	negation of emotions; surrender, power, to discourage argument

Helper's Hints

1. Plan visual aids for the room in which you speak. If the room will be classroom size, think about what can easily be seen from the back of the room.
2. Distance makes visuals harder to read and neatness becomes even more important.
3. Select materials for posters that are easy to use. If poster board is thin, wind can make the board difficult to control. Try foam board or matte board for better results.
4. Keep work areas neat with as few items as possible. Remove items from the table when complete. Do not place any items in front of your work area.
5. Use elevated work surfaces or mirrors if your work area is flat or difficult to see from the audience.

Planning a 4-H Presentation

A Few Easy Steps



Step One:

WHAT is the subject matter you wish to present? Select a subject in which YOU are interested and would like to teach to other people.

Step Two:

NARROW DOWN the subject to a specific topic or process, i.e. types of seams or steps for a natural wood finish.

Step Three:

WHO is your intended audience: adults, teens, primary members, experts, or novices, etc.?

Step Four:

RESEARCH your topic. Find out the most accurate and recent information on your topic. Consult your project leader, member guides, magazines, books, web sites, encyclopedias.

Step Five:

WHY are you giving the presentation – to inform, teach facts, motivate to action, to stimulate thought, to show a process? Write out in one sentence what you would like your

audience to be able to do as a result of watching your presentation.

Suggestion: You may want to set up a self-evaluation test at the conclusion of your presentation; ask one member of the audience to participate with you in performing the skill. “Let’s see if you can identify poisonous plants with the techniques I have just demonstrated.”



Step Six:

DECIDE YOUR CONCLUSION FIRST. Every piece tells the story. If a part does not fit the story objective, take it out.

Step Seven:

HOW WILL YOU DO your presentation?
Develop an outline of your presentation.

- State your purpose
- Write out your title
- Divide your outline into the introduction, body, and conclusion

INTRODUCTION: Use an opening device to create interest in your topic. Then present the

main idea which can be the purpose of your presentation, thesis or topic sentence. Then preview the main points you intend to cover in the body of your presentation.

Example:

Problem: "One of the most common problems people have on hikes in the wilderness is that they are unable to distinguish between poisonous plants and nonpoisonous plants. For example, how often have you heard stories about people who sat down on a patch of Poison Oak?"

Solution: "Today I am going to show you how to identify three common poisonous plants. As a result of being able to identify these plants, you will be able to avoid them and thus enjoy your visits to the wilderness."

BODY:

Tell them and show them. Tell them the three main points of your talk.

Example:

"Three common poisonous plants are:

1. poison oak
2. stinging nettle
3. oleander"

Show the plants as you talk.

1. "Three types of poison oak are:"
2. "Three characteristics of nettles are:"

CONCLUSION: Include a summary of the body's main points and use a closing device to make your presentation memorable.

Example:

"Three common poisonous plants are... "

Step Eight:

DEVELOP A TITLE which

1. is an attention getter
2. summarizes your purpose

3. is short and to the point (4 to 5 words)

Examples:

"Leaf These Plants Alone"
"Look But Don't Touch"

Step Nine:

PREPARE YOUR MATERIALS for the presentation

- Use poster board or other materials to illustrate the main points of your presentation;
- Use your outline to serve as the text of your poster board illustrations; and
- Select models and hand-held objects to be used in the presentation.



Step Ten:

PRACTICE your presentation. How will you set up your workspace? How will you handle the materials as you show them? Where will you place them when you put them down?

Step Eleven:

Try to anticipate questions that may come up and find answers to those questions.

Step Twelve:

PRACTICE your presentation again, and again, and again! While practicing, try not to memorize your presentation word for word. Keep your delivery fresh and exciting.

Guidelines for All Presentation Formats

Setup

The speaker is responsible for supplying and setting up all equipment for the presentation. Room Hosts may assist you during set up and take down. If you cannot set up the equipment necessary for the presentation without adult assistance, judges may infer that you did not prepare the visual portion of the presentation.

You may not receive assistance during the presentation. If equipment used in the presentation malfunctions, then you may request an opportunity to restart the presentation once you have had a chance to repair the equipment. Parents may assist with equipment malfunctions. Judges should give the speaker the opportunity to relax and regroup his/her thoughts prior to restarting the presentation.

Personal Appearance

4-H does not have an official uniform. Clothing is to be neat, clean and appropriate for the presentation being given.

You should practice good personal hygiene and be well groomed when giving their presentation. You can improve your appearance by having your shirt tucked in, no holes in your clothing or shoes, no logos or slogans on your clothing, and clean, combed hair.

Questions

In most presentation formats, only the judges may ask questions. Speakers are expected to handle questions related to the presentation. The purpose of questions is to evaluate how the speaker thinks using presentation

information. You should make sure that questions are heard by the entire audience by repeating the question, paraphrasing the question, or including the question in the answer. Repeating gives you the chance to make sure you understand the question. You have given an acceptable response when you admit you are unable to answer the question, but provide a resource for finding the answer.

Award Systems

The Danish System of judging is commonly used in 4-H competitions. Entries are placed based on merit by how well the entry performed the basic skills of public speaking. Each entry has an equal chance to receive each placing based on the quality of the entry. All entries receive a placing. The Danish System generally uses color placings starting with gold or blue and then continuing with red and white. All presentation formats use the Danish System of judging.

A “Gold Award” is required for advancing to the next level of competition. Speakers may not be disqualified from competitions for any reason. Any serious defects should be reflected on the evaluation rubric in the appropriate skill area. Judges should reduce the score by 1 point for any serious defect in the skill area that most closely relates to the defect.

Photography and Filming

The Event Coordinator will set the policy of filming and photography of presentations during the event.

Age Classifications of Entries

Members of teams and group presentations will be judged using the age or grade of the oldest team member.

Primary: Kindergarten through 3rd Grade

Junior: Age 9 or 4th and 5th Grades

Intermediate: 6th, 7th, and 8th Grades

Senior: 9th Grade and up.

Primary participants may not be judged. Any team presentations that include any primary members may not be judged. All ages/grades are as of January 1 of the current 4-H year.



Member Accommodation

If a speaker has special physical or educational needs that affect the delivery of the presentation, the speaker or helper should note on the presentation application the special needs of the speaker and how the presentation format has been adapted to assist the speaker to participate in the presentation program.

Accommodations will be made by the Event Coordinator to fully implement Section 509 of the 4-H Policy Manual concerning Disability Guidelines for Accessibility.

Research and Citation

Research on the topic may be conducted through 4-H leaders, parents, experts, the library, internet and many other sources. The member should remember to cite the source of the information.

Pre-Announced Topics

Topics for impromptu and problem solving categories are announced early winter (December or January).

Helper's Hints

1. Help the speaker choose a topic that interests him/her. Presentations are supposed to help the speaker learn more about a topic he/she has learned in 4-H by giving the speaker a chance to teach the topic. Successful teaching shows a higher level of understanding.
2. Presentations require practice, and practice shows during the competitions.
3. Memorization may work for some speakers, but learning the presentation is better because the speaker appears fresh during each presentation.
4. Prepare the speaker for problems including distractions, tough judges, falling posters, and forgotten items.

Presentation Format Description:

Demonstrations and Illustrated Talks

A **demonstration** teaches a skill by the “show how” method. Posters or equivalent visual aids are used to enhance the teaching process. The posters or visual aids will include at least a title, materials, process, and summary.

An **illustrated talk** teaches a concept or skill that would be impractical to demonstrate in a classroom setting. Posters or equivalent visual aids should include at least an introduction/title card, information card, and a summary card. Models or other visual aids can be used to enhance the presentation.

An **individual presentation** is delivered by one speaker. A **team presentation** is delivered by up to three speakers. Team members should divide work and speaking parts equally. An uneven distribution of work or speaking parts will impact the scoring of the “Presentation” skill.

The presentation can range in length from three minutes for an individual primary presentation to 15 minutes for a senior individual or team presentation. The complexity of the topic, and the age of participants should dictate the appropriate length.

Each presentation should have clearly identifiable sections including an introduction, main body, and conclusion. Speakers are strongly encouraged to relate the presentation to their current 4-H project work or 4-H activities. If the speaker is questioned concerning the relation of the presentation to a 4-H activity and the presentation is not based on a 4-H activity, the speaker should connect the presentation to a club or project based 4-H presentation program. School assignments are not appropriate subjects for presentations.

The work areas of the presentation should be used to the speaker’s best advantage. Product labels should be limited to generic names and product names should be covered. Elevation boards and mirrors may be used by the speaker to enhance the visibility of the work area.

Handing out flyers and samples should not cause a distraction to other presentations. Refer to the room host for an appropriate time for the distribution

Speakers may not use notes. Posters should provide any necessary prompting.

Judges may ask questions in this format.

Presentation Format Description:

Scientific Demonstrations and Illustrated Talks

A scientific demonstration uses the steps used by scientists to answer questions and solve problems. The scientific process includes the following steps:

1. Ask a question.
2. Form a hypothesis of what you expect the answer to your question to be.
3. Test the hypothesis by conducting an experiment.
4. Analyze the results of the tests and information you have gathered.
5. Draw conclusions regarding the hypothesis from the tests.
6. Communicate the results.

The speaker will use posters or equivalent visual aids to enhance the teaching process. The visual aids will include a title, question, hypothesis, test, and an analysis card. This presentation style will have a minimum of 5 poster cards or equivalent multimedia presentation.

This presentation style can either be in the form of a demonstration where the experiment is performed in its entirety or in representative parts. If the experiment can not be performed, then it will be an illustrated talk. The cards are the same for either a demonstration or illustrated talk.

An individual presentation is delivered by one speaker. A team presentation is delivered by up to three speakers. Team members should divide work and speaking parts equally. An uneven distribution of work or speaking parts will impact the scoring of the "Presentation" skill.

The presentation can range in length from three minutes for an individual primary presentation to 15 minutes for a senior team presentation. The complexity of the topic, age of participants, and audience interest should dictate the appropriate length.

Speakers are encouraged to relate the presentation to current project work or 4-H activity. School assignments or science fair displays are not appropriate for this style of presentation.

The presentation work area should be used to the speaker's best advantage. Product labels should be limited to generic names. Elevation boards and mirrors can be used by the speaker to enhance the visibility of the work area.

Speakers may not use notes. Posters should provide any necessary prompting.

Judges may ask questions in this format.

Presentation Format Description:

Educational Display

An educational display is an organized visual presentation of a program or a concept. A display should be designed to convey its message in a limited amount of time.

Educational displays do not include science fair exhibits, other depictions of processes, project exhibits or collections.

Educational Displays may exhibit one of the following display formats:

- **Card Table Display** (approximately 30" x 30") This format will feature a tri-fold poster board that includes a title, the member's name and 4-H affiliation, and a depiction of the program or concept. The table may be used as part of the display.
- **Panel Display** (approximately 4' x 4') The panel is presented vertically on an easel. The display will include, as a minimum, a title, the member's name and 4-H affiliation, and a depiction of the program or concept.

An individual presentation is delivered by one speaker. A team presentation is delivered by two speakers. Team members should divide work and speaking parts. An uneven distribution of work or speaking parts will impact the scoring of the "Presentation" skill.

All lettering and visual depictions on the displays will be understandable or readable

by an average adult from no less than a four foot distance.

Speakers are expected to introduce the educational display with a prepared oral presentation including the title, information about how the speaker belongs to 4-H, how the display is relevant to his/her 4-H experience, and an overview of the display. Topics that the speaker may want to include in the overview are the intended audience for the display, what ideas that the presenter hopes the viewer will learn from the display, and where the display may be used. The speaker should not read the display to the judges and not repeat the steps presented in the display. This is a public speaking contest so the speaker should use the time wisely and support the visual presentation. Once the speaker completes the oral presentation he/she will have a dialog with the judges about the display. Each speaker should plan to spend approximately the same amount of time with the judges as he/she would during a demonstration or illustrated talk.

Speakers may not use notes during the presentation of the display to the judges. The display should provide any necessary prompting.

Judges are expected to have an educational discussion with the presenter about the display, including questions, in this format.

Presentation Format Description:

Prepared Speech

(Public Speaking)

This format requires that the speaker write and deliver his/her own speech. The speaker will persuade, inform, or educate the audience on a single issue or topic. The topic is only limited by age appropriateness of the topic for the member and good taste.

Advocacy of political or religious views is not appropriate. The purpose of this category is to encourage participants to give a speech in which they seek out accurate information, organize it into a useful form and competently present the information.

A speech has a clear and understandable theme or thesis. Citing sources can increase the credibility of the speech if it does not interfere with the delivery of the prepared speech. The speaker is expected to discuss the chosen topic intelligently, with a degree of originality, in an interesting manner, and with some benefit to the audience.

Prepared speeches may only be given as an individual activity.

A speech generally lasts from 2-5 minutes, but may extend up to 10 minutes based on age or experience. Time should only be considered when judging the effectiveness of

the prepared speech. Speakers will not be timed during the speech.

No props or costumes are allowed. No visual aids will be used by the speaker to assist with the delivery of the prepared speech. Notes may be used by the speaker to assist with the delivery of the speech, but they should be inconspicuous and not detract from the speech.

A prepared speech should have a clearly defined introduction, body and summation. The body contains the development of the main ideas of the prepared speech. The summation should not introduce new material, but should be used to reinforce the ideas developed in the body and cement the theme and main ideas in the minds of the audience.

Judges may ask questions in this format.

Presentation Format Description:

Impromptu Speech

Impromptu speaking involves speeches that the speaker has written him/herself at the competition. One at a time, the speakers will randomly draw a piece of paper with a topic on it. The topics will be developed from the pre-announced categories for the event. From the time that the speaker is given the topic, he/she will have three minutes to prepare a speech.

The maximum speaking time is five minutes. Any time used in excess of the five minute time limit should be considered a fault against the speaker's performance, but is not grounds for disqualification.

Senior Impromptu Speaking is limited to participants in the 9th grade or above, but no less than 13 years of age as of January 1 of the current program year. Senior speakers will select from questions related to issues in modern society. Intermediate Impromptu Speaking is limited to participants in the 6th through 8th grades, but not less than 10 years of age. Intermediate speakers will select from questions related to participation in the 4-H Youth Development Program. There is no Junior category for Impromptu Public Speaking. This format is limited to individual participants.

The speaker is expected to have completed basic research on the announced topics. The speaker is allowed one 5" x 7" note card (single sided) to collect the results of the

research on each topic. The speaker may use a single research note card during the delivery of the impromptu speech.

The speaker may not use props or costumes in the delivery of the speech.

The speaker should incorporate an introduction, a body and a summation in the delivery of the speech. The body of the speech should be used for the development of the thesis or topic of the speech.

There will be no questions during this category. The entire category involves the unrehearsed delivery of information and ideas.

Guidelines for preparing an impromptu speech:

1. Clearly state the topic as it was given to the speaker.
2. Give a reasonable interpretation of the topic. Neither exaggerate by reading more into the issue than is there, nor understate the issue.
3. Give the speech a clear central purpose.
4. What is the strategy? A speech can inform or persuade. Persuasion is suggested as it provides a direction and purpose to the speech. The judges may not consider the position taken by the speaker, but will consider how well the position is stated, developed, and supported.

Presentation Format Description:

Interpretive Reading

(Public Speaking)

Speakers may read any published written work that is age appropriate and acceptable for use in a public school classroom.

(Examples may include, but are not limited to: children's stories, poetry, essays, speeches, articles, excerpts from novels that stand alone, etc.) Political and religious advocacy is not appropriate.

In addition to introducing him/herself the speaker should demonstrate knowledge about the reading selection by describing the title, the author, the characters, the purpose or setting of the writing, and any other introductory information that might enhance the understanding of the piece by the audience. The reading should be completed with a short conclusion that will leave a vivid memory of the selection in the minds of the audience. The length of the introduction and conclusion should be proportionate to the length of the reading portion, but not exceed 5 minutes.

The speaker creates the characters and the setting through voice inflection and hand gestures. There is no stage or set, so the speaker helps the audience create a mental picture for the selection. The speaker is presenting the reading as at a story hour, not acting it out.

This format is limited to individual participants.

The speaker may sit or stand during the presentation.

This is not a memorized speech, but is a dramatic reading. The speaker should have the source material present during the reading and use it during the reading. The speaker may use either the original publication or a copy held in a portfolio.

No props such as title cards, costumes, note cards or materials other than the reading material should be used in the reading.

The reading portion of the presentation should be no longer than five minutes. While older speakers may have more complex readings with more characters or more complex ideas, the length of the reading material should not lengthen with the speaker's age. Five minutes should be adequate for the speaker to demonstrate his/her range of reading skills. Exceeding time guidelines does not result in disqualification.

Judges may ask questions in this format.

Presentation Format Description:

Share the Fun

Groups perform acts such as skits and other presentations that focus on health, safety, community pride, recreation, citizenship, or other 4-H project or activity. This is a group activity and is not open to individual participants.

A participant should introduce the activity and its purpose. Notes may not be used.

Costumes, props, decorations, and other visual aids are encouraged in this category. No title card is necessary.

Presentations are not to exceed 15 minutes in length (not including setup and tear down). Exceeding 15 minutes in length does not

result in disqualification, but will be considered when evaluating "Use of Time."

The sound and visual parts of the presentation should be understandable by the audience. Share the Fun presentations may, but are not required to, include audience participation.

Participants must provide and set-up any needed audio-visual equipment.

Judges may not ask questions.

Cultural Arts

Individual participants, groups, projects, clubs, etc. perform a costumed dramatic reading, musical, dance, or other such performing art.

Cultural arts presentations may, but are not required to, include audience participation.

A participant should introduce the activity and its purpose.

Notes may not be used. Costumes, props, and decorations, and other visual aids are encouraged for this category, but no title card is necessary.

Presentations are not to exceed 15 minutes in length (not including setup and tear down). Exceeding 15 minutes in length does not result in disqualification, but will be considered when evaluating "Use of Time."

Participants must provide and set-up any needed audio-visual equipment.

Judges may not ask questions.

Presentation format Description:

Audio-Visual Presentations



This format includes any informational or instructional programs presented with slides, video, or digital representations. A presentation must take advantage of the medium. It should not be a substitute for another kind of presentation, such as a demonstration or illustrated talk.

Demonstrations and illustrated talks using alternatives to poster boards, such as PowerPoint, should not enter this category.

The length of presentation should be appropriate for its topic and message.

A slide presentation, video or computer presentation generally lasts between five and 10 minutes, and should be supplemented with a verbal commentary, synchronized tape recording, or audio track.

An individual presentation is delivered by one speaker. A team presentation is delivered by two speakers. Team members should evenly divide work and speaking parts. An uneven

distribution of work or speaking parts will impact the scoring of the "Presentation" skill.

An introduction, body, and conclusion must be present within the audio-visual presentation.

Speakers are expected to introduce the audio-visual entry with a prepared introduction including the title, the speaker's membership information, how the presentation is relevant to a 4-H experience, and a brief overview of the presentation. Speakers may not use notes during the presentation. The audio-visual materials should provide any necessary prompting.

All equipment is the responsibility of the participant.

No costumes are allowed in the presentation of the audio-visual materials for judging.

The participant is responsible for the complete production process including the layout, scripting, picture taking/taping, and editing. While the participant may also act in the audio-visual materials, the participant's focus and efforts should emphasize the production quality and content of the materials.

Judges may ask questions in this format.

Presentation Format Description:

Problem Solving Presentations

This format provides senior speakers the opportunity to use a prepared fact pattern as the basis for developing an action plan. During the competition the speaker will present the action plan using posters, overhead projector slides or computer generated slides. The selected medium must be used to effectively deliver the main points of the plan. Appropriate fact patterns will be developed for each age classification.

The length of presentations should be appropriate for the topic and message. The speaker's presentation should last from five to 10 minutes and should include an introduction, body, and conclusion.

An individual presentation is delivered by one speaker. A team presentation is delivered by two speakers. Team members should evenly divide work and speaking parts. An uneven distribution of work or speaking parts will impact the scoring of the "Presentation" skill.

Speakers are expected to introduce the presentation with a title, the speaker's membership information, a brief summary of the significant facts, and the issue the plan seeks to resolve or improve. The body of the presentation presents the action plan in depth with each material issue of the fact pattern being addressed. The speaker concludes the presentation with a succinct summary of the presentation that reinforces the important portions of the plan.

Presentations are judged on their overall effectiveness. Judges may not consider whether the solution presented will be effective in solving the problem.

Speakers may not use notes during the presentation. The visual aids should provide any necessary prompting.

Judges may ask questions in this format.

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.

4-H Presentation Evaluation

(Demonstration and Illustrated Talks Including Scientific)

Date: _____

Member Name: _____ Age: _____ Grade: _____

Member Name: _____ Age: _____ Grade: _____

Member Name: _____ Age: _____ Grade: _____

County: _____ Title: _____

	Level 1 (1 point)	Level 2 (2 points)	Level 3 (3 points)	Level 4 (4 points)	Points
Topic	Topic is too challenging or easy for speaker's skill level.	Topic could be more challenging for speaker.	Topic is appropriate for speaker's age and skill level	Topic is challenging for speaker's age and skill level.	
Subject Knowledge	Not enough information is present to judge speaker's knowledge.	Adequate knowledge of subject is demonstrated.	In-depth knowledge of subject is demonstrated	Full subject knowledge (more than required) is demonstrated	
Presentation	More practice and creativity are needed to keep audience interest.	Presentation is clear and adequate.	Presentation is skillful and creative.	Presentation is highly creative, artistic, and accomplished.	
Voice	Volume, pronunciation or vocal variation need improvement	Voice and language are adequate for the delivery of the presentation.	Voice and language are skillful and effective.	Volume, tone, inflection, timing and language are used to enhance presentation.	
Manner and Appearance	Appearance, body language or gestures need improvement.	Appearance and mannerisms are appropriate.	Appearance and mannerisms are presented with businesslike conduct and style	Appearance and mannerisms are presented with professional demeanor and personal style.	
Visual Clarity	Visual aids not clear or work area unorganized.	Visual aids and work area are clear and organized	Visual aids and work area are well organized and effective.	Visual aids and work area organization creates a unified and visually cohesive presentation.	
Questions	More practice needed to answer questions	Questions answered or handled when unable to provide answers.	Skillful answers to questions and relates them to the presentation purpose.	Questions are used to extend the teaching of the presentation.	
Total Points _____					

Judge's Name: _____

County: _____

Judge's Signature: _____

Comments:

4-H Display Evaluation

Date: _____

Member Name: _____ Age: _____ Grade: _____

Member Name: _____ Age: _____ Grade: _____

County: _____ Title: _____

	Level 1 (1 point)	Level 2 (2 points)	Level 3 (3 points)	Level 4 (4 points)	Points
Topic	Topic is too challenging or too easy for speaker's skill level	Topic could be more challenging for speaker.	Topic is appropriate for speaker's age and skill level	Topic is challenging for speaker's age and skill level.	
Subject Knowledge	Not enough information is present to judge speaker's knowledge.	Adequate knowledge of subject is demonstrated.	In-depth knowledge of subject is demonstrated.	Full subject knowledge (more than required) is demonstrated.	
Display Information	Presentation difficult to read or understand.	Presentation is clear and adequate.	Presentation is skillful and creative.	Presentation is highly creative, artistic, and accomplished.	
Voice	Volume, pronunciation or vocal variation needs improvement.	Voice and language are adequate for the delivery of the presentation.	Voice and language are skillful and effective.	Volume, tone, inflection, timing and language are used to enhance presentation.	
Manner and Appearance	Appearance, body language or gestures need improvement.	Appearance and mannerisms are appropriate.	Mannerisms and appearance are presented with business like conduct and style.	Appearance and mannerisms are presented with a professional demeanor and personal style.	
Visual Clarity	Display is disorganized or ineffective.	Display is clear and organized.	Display is well organized and effective.	Display creates a unified and visually cohesive presentation.	
Questions	More practice needed to answer questions.	Questions answered or handled when unable to provide answers.	Skillful answers to questions and relates them to the presentation's purpose.	Questions are used to extend the teaching of the presentation.	
Total Points _____					

Judge's Name: _____ County: _____

Judge's Signature: _____

Comments:

4-H Public Speaking Evaluation (Prepared Speech)

Date: _____

Member Name: _____ Age: _____ Grade: _____

County: _____ Title: _____

	Level 1 (1 point)	Level 2 (2 points)	Level 3 (3 points)	Level 4 (4 points)	Points
Topic	Topic is too challenging or too easy for speaker's skill level.	Topic could be more challenging for speaker.	Topic is appropriate for speaker's age and skill level.	Topic is challenging for speaker's age and skill level.	
Subject Knowledge and Coverage	Not enough information is present to judge speaker's knowledge.	Adequate knowledge of subject is demonstrated.	In-depth knowledge of subject is demonstrated.	Full subject knowledge (more than required) is demonstrated.	
Organization	Presentation is unorganized.	Presentation follows a logical progression.	Presentation shows skill and creativity in organization.	Presentation shows a strong structure that enhances effect of the presentation.	
Voice	Volume, pronunciation or vocal variation needs improvement.	Voice and language are adequate.	Voice and language are skillful and effective.	Volume, tone, timing, inflection, and language enhance presentation.	
Manner and Appearance	Appearance, body language or gestures need improvement.	Appearance and mannerisms are appropriate.	Appearance and mannerisms are presented with businesslike conduct and style.	Appearance and mannerisms are presented with a professional demeanor and personal style.	
Closing	Closing is missing or unclear.	Closing is clear and organized.	Closing well organized and effective.	Closing is creative and contributes to a unified and cohesive presentation.	
Effectiveness	More practice is needed to maintain audience interest.	Audience interest is maintained.	Effort is shown to enhance audience interest and involvement.	Multiple techniques are used to artfully and successfully create audience interest.	

Total Points _____

Judge's Name: _____ County: _____

Judge's Signature: _____

Comments:

4-H Public Speaking Evaluation (Interpretive Reading)

Date: _____

Member Name: _____ Age: _____ Grade: _____

County: _____ Title: _____

	Level 1 (1 point)	Level 2 (2 points)	Level 3 (3 points)	Level 4 (4 points)	Points
Selection of Reading	Selection is inappropriate for speaker's skill level.	Selection could be more challenging for speaker's skill level.	Selection is appropriate for speaker's age and skill.	Selection is challenging for speaker's age and skill.	
Introduction	Introduction does not include enough information for audience to understand reading selection	Introduction gives sufficient introduction for audience to understand selection	Introduction effectively describes purpose, characters, and context of selection	Introduction creatively introduces selection to enhance listeners experience	
Voice	Volume, pronunciation or vocal variation needs improvement.	Voice and reading style are adequate.	Voice, tone, and timing have variety and characters reflected in reading.	Volume, tone, timing, inflection, and language are used to show expression and feeling of characters.	
Manner and Appearance	Appearance, body language or gestures need improvement.	Appearance and mannerisms are appropriate.	Conduct and appearance contribute to effectiveness of presentation.	Appearance and mannerisms are presented with a professional demeanor and personal style.	
Closing	Closing is missing or unclear.	Closing is clear and organized.	Closing well organized and effective.	Closing is creative and contributes to a unified and cohesive presentation.	
Effectiveness	More practice is needed to maintain audience interest.	Audience interest is maintained.	Effort is shown to enhance audience interest and involvement.	Multiple techniques are used to artfully and successfully create audience interest.	

Total Points _____

Judge's Name: _____ County: _____

Judge's Signature: _____

Comments:

4-H Public Speaking Evaluation (Impromptu)

Date: _____

Member Name: _____ Age: _____ Grade: _____

County: _____ Title: _____

	Level 1 (1 point)	Level 2 (2 points)	Level 3 (3 points)	Level 4 (4 points)	Points
Topic Use	Topic used in a manner which is too challenging or too easy for speaker's age and skill level.	Topic used in a manner that could be more challenging for speaker's age and skill level.	Topic used in a manner that is appropriate for speaker's age and skill level.	Topic used in a manner that is challenging for speaker's age and skill level.	
Subject Knowledge and Coverage	Not enough information is presented to judge speaker's knowledge.	Adequate knowledge of subject is demonstrated.	In-depth knowledge of subject is demonstrated.	Full subject knowledge (more than required).	
Organization	Speech is unorganized.	Speech follows a logical progression.	Speech shows skill and creativity in organization.	Speech shows a strong structure and structure enhances effect of speech.	
Voice	Volume, pronunciation or vocal variation needs improvement.	Voice and language are adequate for the delivery of the speech.	Voice and language are skillful and effective.	Volume, tone, timing, inflection, and language are used to enhance speech.	
Manner and Appearance	Appearance, body language or gestures need improvement.	Appearance and mannerisms are appropriate.	Appearance and mannerisms are presented with business like conduct and style.	Appearance and mannerisms are presented with a professional demeanor and personal style.	
Closing	Closing is missing or unclear.	Closing is clear and organized	Closing well organized and effective.	Closing is creative and contributes to a unified and cohesive presentation.	
Effectiveness	More practice is needed to maintain audience interest.	Audience interest is maintained.	Effort is shown to enhance audience interest and involvement.	Multiple techniques are used to artfully and successfully create audience interest.	
Total Points _____					

Judge's Name: _____ County: _____

Judge's Signature: _____

Comments:

4-H Share the Fun and Cultural Arts Evaluation

Date: _____

Member Name: _____ Age: _____ Grade: _____

Add additional names on back, if necessary.

County: _____ Title: _____

	Level 1 (1 point)	Level 2 (2 points)	Level 3 (3 points)	Level 4 (4 points)	Points
Good Taste, Originality and Creativity	Presentation choice or delivery needs improvement.	Presentation is suitable for youth.	Presentation shows evidence of originality or creativity.	Presentation uses creativity and originality to enhance delivery of tasteful presentation.	
Audience Appeal	More practice is needed to maintain audience interest.	Audience interest is maintained during presentation.	Effort is shown to enhance audience interest and involvement.	Multiple techniques are used to artfully and successfully create audience interest.	
Use of time	The time used during the presentation is too long or too short.	Time is used judiciously.	Use of time shows effort to match time with purpose of presentation.	Use of time is tight and enhances performance.	
Hearing, and Visual Effectiveness	Audience had difficulty hearing or seeing presentation.	Sound levels sufficient for audience and action visible to audience.	Presentation is enhanced by use of sound and visual presentation.	Various techniques are used to create rich visual and auditory experience.	
Poise and Self-confidence	More practice is needed to appear comfortable with presentation.	Poise and self-confidence are adequate.	Businesslike conduct and appearance.	Presents self with a professional demeanor and personal style.	
Total Points _____					

Judge's Name: _____ County: _____

Judge's Signature: _____

Comments:

4-H Audio/Visual Presentation Evaluation

Date: _____

Member Name: _____ Age: _____ Grade: _____

Member Name: _____ Age: _____ Grade: _____

County: _____ Title: _____

	Level 1 (1 point)	Level 2 (2 points)	Level 3 (3 points)	Level 4 (4 points)	Points
Topic	Topic is too challenging or too easy for speaker's skill level.	Topic could be more challenging for speaker.	Appropriate for speaker's age and skill level.	Challenging for speaker's age and skill level.	
Technical Quality	Production techniques need improvement.	Production techniques are adequate.	Production techniques are skillful.	Production techniques show creativity in presentation's composition.	
Organization	Production needs to be more organized.	Production follows a logical progression.	Organization assists presentation of production.	Production shows a strong structure that enhances effect of production.	
Voice	Volume, pronunciation or vocal variation needs improvement.	Voice and language are adequate for the delivery of the presentation.	Voice and language are skillful and effective.	Volume, tone, timing, inflection, and language used to enhance presentation.	
Manner and Appearance	Appearance, body language or gestures need improvement.	Appearance and mannerisms are appropriate.	Appearance and mannerisms are presented with business like conduct and style.	Appearance and mannerisms are presented with a professional demeanor and personal style.	
Questions	More practice is needed to answer questions.	Questions answered or handled when unable to provide answers.	Skillful answers to questions and relates them to the presentation's purpose.	Questions used to extend the teaching of the presentation.	
Effectiveness	More practice is needed to maintain audience interest.	Audience interest is maintained.	Effort is shown to enhance audience interest and involvement.	Multiple techniques are used to artfully and successfully create audience interest.	
Total Points _____					

Judge's Name: _____ County: _____

Judge's Signature: _____

Comments:

4-H Problem Solving Evaluation

Date: _____

Member Name: _____ Age: _____ Grade: _____

Member Name: _____ Age: _____ Grade: _____

County: _____ Title: _____

	Level 1 (1 point)	Level 2 (2 points)	Level 3 (3 points)	Level 4 (4 points)	Points
Use of Fact Pattern	Fact pattern is not adequately incorporated into plan.	Fact pattern is incorporated into plan.	Fact pattern is used to support the plan.	Thorough analysis and use of pertinent facts in the plan provide relevant support, and creative solutions.	
Subject Knowledge	Not enough information is present to judge speaker's knowledge.	Adequate knowledge of subject is demonstrated	In-depth knowledge of subject is demonstrated.	Full subject knowledge (more than required) is demonstrated.	
Use of Media	Presentation needs more organization.	Presentation is clear and adequate.	Presentation is skillful and creative.	Presentation is highly creative, artistic, and accomplished.	
Speaking Skills	More practice is needed on voice and language.	Voice and language are adequate for the delivery of the presentation.	Voice and language are skillful and effective.	Volume, tone, inflection, timing and language used to enhance presentation.	
Manner and Appearance	Appearance, body language or gestures need improvement.	Appearance and mannerisms are appropriate.	Appearance and mannerisms are presented with business like conduct and style.	Appearance and mannerisms are presented with a professional demeanor and personal style.	
Engagement of Audience	More practice is needed to engage audience.	Attempts to connect with the audience with limited success.	The audience is engaged and attention is maintained through most of the presentation.	Successfully and actively engages the audience throughout the presentation.	
Questions	More practice is needed in answering questions.	Questions answered or handled when unable to provide answers.	Answers related to the presentation's purpose.	Questions are used to extend the teaching of the presentation.	
Total Points _____					

Judge's Name: _____ County: _____

Judge's Signature: _____

Comments:

Scoring Key

Demonstration/Illustrated Talk

Scientific Evaluation

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

Display 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

Prepared Speech

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

Interpretative Reading

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

Impromptu Evaluation

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

Audio/Visual 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

References

Callahan, J., Clark, L., & Kellough R., (2002). *Teaching in the middle and secondary school*. 7th ed., Columbus, Ohio: Merrill Prentice Hall.

Lucas, S. (2004), *The art of public speaking*, 8th Ed., New York: McGraw-Hill.

Parker, E., Smith, B., & Woody, D. (2000). Getting 4-H'ers involved in public presentations, *New Jersey 4-H leader training series*, Retrieved April 10, 2003 from <http://www.rce.rutgers.edu/pubs/pdfs/4h/e148/305-308.pdf>

Wiggins, G., (1993). *Assessing student performance: Exploring the Purpose and limits of testing*. San Francisco: Jossey-Bass Publishers.

Other Resources:

Luft, Julie. *Design Your Own Rubric*. Science Scope .(pp. 25 – 27), February, 1997.

Reichel, Anne Grall, *Performance Assessment: Five Practical Approaches*. Science and Children (pp. 21 – 25), October, 1994.

A La Carte Rubric

Select from lists of assessment variables to include on your rubric and then print your customized measurement tool. Addresses grade levels from K – 12 and project-based learning in writing, science presentation skills, and multimedia. <http://www.4teachers.org> Click on rubistar.

Authentic Assessment 101

Introduction to Authentic Assessment and Examples of Rubrics.

http://www.edweb/sdsu.edu/triton/july/rubrics/Rubrics_for_Web_Lessons.html

Creating Your Own Rubrics: A basic worksheet of questions to consider when creating a rubric.

<http://www.2learn.ca/projects/together/START/rubricc.html>.

Using Rubrics to Promote Thinking and Learning: An article from ASCD's ed. leadership publication.

<http://www.ascd.org/readingroom/edleade/0002/andrade.html>.