

Scoring Rubric for County Medals

| | Excellent 4 | Good 3 | Average 2 | Needs Improvement 1 |
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| 4-H Story The 4-H story should add depth to the reader's understanding of the 4-H member's project work and overall involvement in the 4-H program. Stories should include segments of the following. Tell about the project area in which you are applying, how 4-H helped you learn things about this area you didn't know before, how your project grew in size and scope, and some of your successes (and failures!) in the project area. Highlight your other 4-H projects and activities, including major learning experiences, special interests and unusual situations you have encountered. Describe how 4-H participation has impacted the way you feel about yourself, influenced your school and career goals, and your use of leisure time. Tell about your future plans and the career you want to pursue. | The author's purpose of writing is very clear, and there is strong evidence of attention to audience. The author's extensive knowledge and/or experience with the topic is/are evident. | The author's purpose of writing is somewhat clear, and there is some evidence of attention to audience. The author's knowledge and/or experience with the topic is/are evident. | The author's purpose of writing is somewhat clear, and there is evidence of attention to audience. The author's knowledge and/or experience with the topic is/are limited. | The author's purpose of writing is unclear. |
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| Project Knowledge and Skills Identify 1 or 2 areas of content knowledge you have learned in your 4-H project and describe what you have learned and how you learned it. (Example) In my 4-H Goat project I have learned showmanship and nutrition. In the area of nutrition, I have learned the various feed stuffs, ration amounts and protein contents of each feed stuff. This has allowed me to raise healthy goats and get them to weight quicker. I learned this by both attending educational workshops and some by trial and error. | Identifies 1 or 2 skills and describes what they learned and how they learned it. Very clear identification of the skill and can show extensive knowledge of what they learned from each skill and how they learned it. | Identifies 1 or 2 skills and describes what they learned and how they learned it. Spmewhat clear identification of the skill and can show knowledge of what they learned from each skill and how they learned it. | Identifies skill, but has difficulty explaining what they learned or how they learned it. | The author's purpose of writing is unclear. |
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| Life Skills Choose 1 or 2 life skills from the life skill diagram on page ___ and describe how you have developed each life skill through your 4-H project. (Example) Through my Healthy Lifestyles 4-H project I have learned personal safety. Cooking in the kitchen has taught me the importance of practicing safety including using care with hot surfaces while using the oven. I have learned safe handling of knives and sharp objects. Food safety is an important aspect of keeping safe in the kitchen... | Identifies 1 or 2 skills and describes what they learned and how they learned it. Very clear identification of the skill and can show extensive knowledge of what they learned from each skill and how they learned it. | Identifies 1 or 2 skills and describes what they learned and how they learned it. Spmewhat clear identification of the skill and can show knowledge of what they learned from each skill and how they learned it. | Identifies skill, but has difficulty explaining what they learned or how they learned it. | The author's purpose of writing is unclear. |
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| Sentence Structure, Grammar, Mechanics, & Spelling Overall application neatness including Sentence Structure, Grammar, Mechanics, & Spelling | All sentences are well constructed and have varied structure and length. The author makes no errors in grammar, mechanics, and/or spelling. | Most sentences are well constructed and have varied structure and length. The author makes a few errors in grammar, mechanics, and/or spelling, but they do not interfere with understanding | Most sentences are well constructed, but they have a similar structure and/or length. The author makes several errors in grammar, mechanics, and/or spelling that interfere with | Sentences sound awkward, are distractingly repetitive, or are difficult to understand. The author makes numerous errors in grammar, mechanics, and/or spelling that interfere with understanding |