

# BUTTE COUNTY 4-H YOUTH DEVELOPMENT PROGRAM

## 4-H Presentation Manual

*(Adopted June 14, 2007)*

*(Revised June 24, 2010)*

*(Revised Sept 4, 2012)*

Adapted from  
University of California 4-H Youth Development Program  
4-H Presentation Manual, V. 3 (2005)

## 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 ranges in length from three minutes for an individual junior member presentation to 5 minutes for a senior individual member or team presentation. The complexity of the topic, and the age of participants dictate extended 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 a junior member presentation to 5 minutes for a senior member or team presentation. The complexity of the topic, age of participants, and audience interest dictate extended 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)

The **prepared speech** 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 is 3 minutes for junior members and 5 minutes for senior members, but may extend up to 10 minutes based on age or experience. Excessive time should only be

considered when judging the effectiveness of the prepared 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 9<sup>th</sup> 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 6<sup>th</sup> through 8<sup>th</sup> 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 **interpretive reading** 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

The **audio-visual presentation** 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

The **problem solving** 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.

## 4-H Presentation Evaluation (Demonstration and Illustrated Talks Including Scientific)

Date: \_\_\_\_\_  
 Member Name: \_\_\_\_\_ Age: \_\_\_\_\_ Grade \_\_\_\_\_  
 Member Name: \_\_\_\_\_ Age: \_\_\_\_\_ Grade \_\_\_\_\_  
 Member Name: \_\_\_\_\_ Age: \_\_\_\_\_ Grade \_\_\_\_\_  
 Title: \_\_\_\_\_

	Level 1 (1 point)	Level 2 (2 points)	Level 3 (3 points)	Level 4 (4 points)	Points
<b>Topic</b>	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.	
<b>Subject Knowledge</b>	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	
<b>Presentation</b>	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.	
<b>Voice</b>	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.	
<b>Manner and Appearance</b>	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.	
<b>Visual Clarity</b>	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.	
<b>Questions</b>	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.	
<b>Time</b> <b>3:00 min. Jr.</b> <b>5:00 min. Sr.</b> <b>or Team</b>	1 point earned for Under 2:29 min.	2 points earned for 2:30 to 2:44 min. 4:30 to 4:44 min.	3 points earned for 2:45 to 2:59 min. 4:45 to 4:59 min.	4 points earned for 3:00 min. plus 5:00 min. plus	

**(Junior members are 4<sup>th</sup>-8<sup>th</sup> graders, Senior members are 9<sup>th</sup> grade and higher)**

Time: \_\_\_\_\_ Total Score: \_\_\_\_\_  
 Judge's Name: \_\_\_\_\_ Judge's Signature: \_\_\_\_\_  
 Comments: \_\_\_\_\_

**29-32 points – Gold / 26-28 points – Blue / 23-25 points – Red / 19-22 points – White / 18 or less points – Does not count as presentation requirement**

## 4-H Display Evaluation

Date: \_\_\_\_\_  
 Member Name: \_\_\_\_\_ Age: \_\_\_\_\_ Grade \_\_\_\_\_  
 Member Name: \_\_\_\_\_ Age: \_\_\_\_\_ Grade \_\_\_\_\_  
 Title: \_\_\_\_\_

	Level 1 (1 point)	Level 2 (2 points)	Level 3 (3 points)	Level 4 (4 points)	Points
<b>Topic</b>	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.	
<b>Subject Knowledge</b>	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.	
<b>Display Information</b>	Presentation difficult to read or understand.	Presentation is clear and adequate.	Presentation is skillful and creative.	Presentation is highly creative, artistic, and accomplished.	
<b>Voice</b>	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.	
<b>Manner and Appearance</b>	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.	
<b>Visual Clarity</b>	Display is disorganized or ineffective.	Display is clear and organized.	Display is well organized and effective.	Display creates a unified and visually cohesive presentation.	
<b>Questions</b>	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.	

(Junior members are 4<sup>th</sup>-8<sup>th</sup> graders, Senior members are 9<sup>th</sup> grade and higher)

Time: \_\_\_\_\_ Score: \_\_\_\_\_  
 Judge's Name: \_\_\_\_\_ Judge's Signature: \_\_\_\_\_  
 Comments: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**25-28 points – Gold / 22-24 points – Blue / 20-21 points – Red / 16-19 points – White / 15 or less points - Does not count as presentation requirement**

## 4-H Public Speaking Evaluation (Prepared Speech)

Date: \_\_\_\_\_  
 Member Name: \_\_\_\_\_ Age: \_\_\_\_\_ Grade \_\_\_\_\_  
 Title: \_\_\_\_\_

	Level 1 (1 point)	Level 2 (2 points)	Level 3 (3 points)	Level 4 (4 points)	Points
<b>Topic</b>	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.	
<b>Subject Knowledge and Coverage</b>	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.	
<b>Organization</b>	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.	
<b>Voice</b>	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.	
<b>Manner and Appearance</b>	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.	
<b>Closing</b>	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.	
<b>Effectiveness</b>	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.	
<b>Time</b> 3:00 min. Jr. 5:00 min. Sr. or Team	1 point earned for Under 2:29 min. Under 4:29 min.	2 points earned for 2:30 to 2:44 min. 4:30 to 4:44 min.	3 points earned for 2:45 to 2:59 min. 4:45 to 4:59 min.	4 points earned for 3:00 min. plus 5:00 min. plus	

**(Junior members are 4<sup>th</sup>-8<sup>th</sup> graders, Senior members are 9<sup>th</sup> grade and higher)**

Time: \_\_\_\_\_ Score: \_\_\_\_\_  
 Judge's Name: \_\_\_\_\_ Judge's Signature: \_\_\_\_\_  
 Comments: \_\_\_\_\_

**29-32 points – Gold / 26-28 points – Blue / 23-25 points – Red / 19-22 points – White /  
 18 or less points - Does not count as presentation requirement**

## 4-H Public Speaking Evaluation (Interpretive Reading)

Date: \_\_\_\_\_  
 Member Name: \_\_\_\_\_ Age: \_\_\_\_\_ Grade \_\_\_\_\_  
 Title: \_\_\_\_\_

	Level 1 (1 point)	Level 2 (2 points)	Level 3 (3 points)	Level 4 (4 points)	Points
<b>Selection of Reading</b>	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.	
<b>Introduction</b>	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	
<b>Voice</b>	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.	
<b>Manner and Appearance</b>	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.	
<b>Closing</b>	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.	
<b>Effectiveness</b>	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.	

**(Junior members are 4<sup>th</sup>-8<sup>th</sup> graders, Senior members are 9<sup>th</sup> grade and higher)**

Time: \_\_\_\_\_ Score: \_\_\_\_\_  
 Judge's Name: \_\_\_\_\_ Judge's Signature: \_\_\_\_\_  
 Comments: \_\_\_\_\_

**22-24 points – Gold / 19-21 points – Blue / 17-18 points – Red / 14-16 points – White / 13 or less points - Does not count as presentation requirement**

## 4-H Public Speaking Evaluation (Impromptu)

Date: \_\_\_\_\_  
 Member Name: \_\_\_\_\_ Age: \_\_\_\_\_ Grade \_\_\_\_\_  
 Title: \_\_\_\_\_

	Level 1 (1 point)	Level 2 (2 points)	Level 3 (3 points)	Level 4 (4 points)	Points
<b>Topic Use</b>	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.	
<b>Subject Knowledge and Coverage</b>	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).	
<b>Organization</b>	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.	
<b>Voice</b>	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.	
<b>Manner and Appearance</b>	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.	
<b>Closing</b>	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.	
<b>Effectiveness</b>	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.	

**(Senior is limited 9<sup>th</sup> grade or higher, but no less than 13 years of age as of January 1 of the current program year. Intermediate is limited to 6<sup>th</sup>-8<sup>th</sup> grades, but not less than 10 years of age. There is no junior category.)**

Time: \_\_\_\_\_ Score: \_\_\_\_\_  
 Judge's Name: \_\_\_\_\_ Judge's Signature: \_\_\_\_\_  
 Comments: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**25-28 points – Gold / 22-24 points – Blue / 20-21 points – Red / 16-19 points – White / 15 or less points - Does not count as presentation requirement**

## 4-H Share the Fun and Cultural Arts Evaluation

Date: \_\_\_\_\_  
 Member Name: \_\_\_\_\_ Age: \_\_\_\_\_ Grade \_\_\_\_\_  
 Title: \_\_\_\_\_

	Level 1 (1 point)	Level 2 (2 points)	Level 3 (3 points)	Level 4 (4 points)	Points
<b>Good Taste, Originality and Creativity</b>	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.	
<b>Audience Appeal</b>	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.	
<b>Use of time</b>	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.	
<b>Hearing, and Visual Effectiveness</b>	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.	
<b>Poise and Self-confidence</b>	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.	

Time: \_\_\_\_\_ Score: \_\_\_\_\_  
 Judge's Name: \_\_\_\_\_ Judge's Signature: \_\_\_\_\_  
 Comments: \_\_\_\_\_

**18-20 points – Gold / 16-17 points – Blue / 14-15 points – Red / 12-13 points – White / 11 or less points - Does not count as presentation requirement**

## 4-H Audio/Visual Presentation Evaluation

Date: \_\_\_\_\_  
 Member Name: \_\_\_\_\_ Age: \_\_\_\_\_ Grade \_\_\_\_\_  
 Member Name: \_\_\_\_\_ Age: \_\_\_\_\_ Grade \_\_\_\_\_  
 Title: \_\_\_\_\_

	Level 1 (1 point)	Level 2 (2 points)	Level 3 (3 points)	Level 4 (4 points)	Points
<b>Topic</b>	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.	
<b>Technical Quality</b>	Production techniques need improvement.	Production techniques are adequate.	Production techniques are skillful.	Production techniques show creativity in presentation's composition.	
<b>Organization</b>	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.	
<b>Voice</b>	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.	
<b>Manner and Appearance</b>	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.	
<b>Questions</b>	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.	
<b>Effectiveness</b>	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.	

Time: \_\_\_\_\_ Score: \_\_\_\_\_  
 Judge's Name: \_\_\_\_\_ Judge's Signature: \_\_\_\_\_  
 Comments: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**25-28 points – Gold / 22-24 points – Blue / 20-21 points – Red / 16-18 points – White / 15 or less points - Does not count as presentation requirement**

## 4-H Problem Solving Evaluation

Date: \_\_\_\_\_  
 Member Name: \_\_\_\_\_ Age: \_\_\_\_\_ Grade \_\_\_\_\_  
 Member Name: \_\_\_\_\_ Age: \_\_\_\_\_ Grade \_\_\_\_\_  
 Title: \_\_\_\_\_

	Level 1 (1 point)	Level 2 (2 points)	Level 3 (3 points)	Level 4 (4 points)	Points
<b>Use of Fact Pattern</b>	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.	
<b>Subject Knowledge</b>	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.	
<b>Use of Media</b>	Presentation needs more organization.	Presentation is clear and adequate.	Presentation is skillful and creative.	Presentation is highly creative, artistic, and accomplished.	
<b>Speaking Skills</b>	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.	
<b>Manner and Appearance</b>	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.	
<b>Engagement of Audience</b>	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.	
<b>Questions</b>	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.	

Time: \_\_\_\_\_ Score: \_\_\_\_\_  
 Judge's Name: \_\_\_\_\_ Judge's Signature: \_\_\_\_\_  
 Comments: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**25-28 points – Gold / 22-24 points -Blue / 20-21 points - Red / 16-19 points- White /  
 15 or less points - Does not count as presentation requirement**

**SCORING KEY**  
**(Individual & Team)**

**Demonstration/Illustrated Talk Scientific Evaluation**

29-32 points – Gold  
26-28 points - Blue  
23-25 points – Red  
19-22 points – White  
18 or less points - DQ

**Display Evaluation**

25-28 points - Gold  
22-24 points - Blue  
20-21 points – Red  
16-19 points – White  
15 or less points - DQ

**Share the Fun Evaluation**

18-20 points - Gold  
16-17 points - Blue  
14-15 points - Red  
12-13 points – White  
11 or less points - DQ

**Prepared Speech**

29-32 points – Gold  
26-28 points - Blue  
23-25 points – Red  
19-22 points – White  
18 or less points - DQ

**Interpretative Reading**

22-24 points - Gold  
19-21 points - Blue  
17-18 points - Red  
14-16 points – White  
13 or less points - DQ

**Impromptu Evaluation**

25-28 points - Gold  
22-24 points - Blue  
20-21 points – Red  
16-19 points – White  
15 or less points - DQ

**Cultural Arts Evaluation**

18-20 points - Gold  
16-17 points - Blue  
14-15 points - Red  
12-13 points – White  
11 or less points - DQ

**Audio/Visual Evaluation**

25-28 points - Gold  
22-24 points - Blue  
20-21 points – Red  
16-19 points – White  
15 or less points - DQ

**Problem Solving Evaluation**

25-28 points - Gold  
22-24 points - Blue  
20-21 points – Red  
16-19 points – White  
15 or less points - DQ

Those who receive a ‘DQ’ for a ribbon do not qualify as a presentation!