

On behalf of the University of Georgia Extension, the College of Agricultural and Environmental Sciences, and Georgia 4-H, thank you for volunteering to judge 4-H Project Achievement for 7th – 12th graders, our premiere presentation competition. Georgia 4-H'ers competing in Project Achievement:

1. select a project area and topic,
2. acquire an understanding of their project area by researching and assembling information,
3. write a speech including the use of visual aids,
4. learn record keeping while developing a portfolio in their project area,
5. present information in front of peers as well as
6. develop skills in leadership, service and communication.

Projects are offered in more than 50 areas from Science of Engineering and Mechanics to Dairy Foods with nearly every topic of interest or educational area available for exploration and presentation. At this level, Project Achievement is comprised of both a portfolio and presentation. This training will prepare you for judging 7th – 12th grade Project Achievement **Presentations**. You'll learn about your role as a judge, components of a good presentation, and how to score. Please note that Performing Arts, Foods Lab Projects, and Fashion are not included in this video.

THE ROLE OF THE JUDGE

The **Professionalism** of judges is very important. It is essential that you act and dress the part and serve as a positive example for the youth at your contest! Judges should be well groomed and dressed in business casual attire. Cell phones are allowed in the competition room for timing speeches, but should be muted. You are the role model, and your encouraging words may be what inspire our youth to continue in Project Achievement for years to come.

Preparation - Prior to the contest, a 4-H staff member will communicate the projects you will judge. Prior to the competition, you should review the project objectives for your assigned projects – familiarizing yourself with the expectations of the project and the content area.

At least two adult judges will score each project.

The Lead Judge serves as the project facilitator and room host. It is the responsibility of the Lead Judge to **pick up the scoring packet**. These packets include: the project objectives, competition guidelines, notes sheets, and roster of participants.

Both Judges are expected to:

- **Provide a warm welcome** including:
 - **Introduction of judges**
 - **Roll Call**

- **Presentation order** - You may elect to draw straws, let 4-H'ers volunteer, or announce that youth will present in the order of your roll sheet. The preference is yours.

The welcome should also include -

- **A reminder to Mute Cell Phones**, and
- **A plan for managing room entry** - Acknowledge the importance of youth viewing their peers' presentations. Ask youth not to leave or enter the room while a presentation is in progress. You may ask them to stay to view all presentations in their project age group, or if projects are particularly large, you may choose to dismiss smaller groups along the way. Management of room flow is at your discretion.
- Also include **a reminder of time limits and describe how you will manage time**
 - i.e. Remind youth that they have 5 minutes to set up and break down; time begins as soon as the previous presenter has completed his or her break down.

Both adults' scores carry the same weight. It is also the responsibility of both judges to:

- **Judge competition groups together.** All presentations in the same project should be judged at the same time.
 - 7th graders compete against other 7th graders
 - 8th graders compete against other 8th graders, and
 - 9th – 12th graders compete against other 9th – 12th graders within the same project
 - If possible, competing presentations should be given during the same time frame. For example, if both 7th and 8th grade Health projects are scheduled at the same time, in the same room, and for the same set of judges, all 7th grade participants should present prior to the 8th grade participants.
- **Both Judges Ask Questions** - At the conclusion of the presentation, it **IS** appropriate at this age level for **BOTH** judges to call the presenter back to the judging table and privately ask the 4-H'er questions related to their presentation.
- **Independently Score Individuals** – Your individual score is important. No conferring should take place among judges.
- Once all presentations have been given in a project, **commend all participants** for having the courage to deliver a presentation. Encourage them to continue their journey in 4-H and to compete again next year.
- Finally, follow the directions provided by the contest to guide you in **reporting scores**. These scores will then be merged with the portfolio scores to encompass the full Project Achievement score for the year.

Next, let's investigate **THE SCORECARD OF A 7th – 12th GRADE PRESENTATION**

7th and 8th grade presentation scores makes up 60 % of the young person's final score and the portfolio score comprises the remaining 40%. For 9th – 12th graders, presentations and portfolios are weighted the same at 50% each.

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The **Presentation Scoring Rubric** is comprised of 8 sections including Appearance, Visual Aids, Delivery, Orderly Progress, Accuracy of Information, Coverage of Subject, Knowledge of Subject, and Time Limit. Note that the public speaking project has a modified scoring rubric available on the training resource webpage.

First, **Appearance** - 4-H'ers should be clean, neat, and well groomed. Hairstyle, jewelry, and makeup should not distract the audience or the presenter. Remember that one person's "nice clothing" may not be the same for others, but youth should dress appropriately for their presentation and may choose to dress in their presentation "theme." For example, a baseball uniform in the Sports project or a country's traditional dress in the International project. 10 points maximum can be given for appearance.

Youth may use a wide range of Audio and **Visuals Aids** such as trifold boards, posters, PowerPoint presentations, or props – like model displays or equipment to further enhance their project and aid in explanation. Power points, sound systems, or other technology may be used; but it is the responsibility of the 4-H'er to provide all equipment needed and set-up within the allotted 5 minutes. Special room arrangements cannot be requested and presentations must be given in the room scheduled.

Visuals aids and demonstrations that should be avoided include:

- Firearms, any weapon, destructive devices or anything that could explode
- Any type of live animal, except for a service animal. This includes, but is not limited to small animals such as fish, hamsters, hermit crabs, insects, or worms, as well as large animals such as dogs, cats, livestock, or horses.
- Demonstration of food preparation should only take place during Food Lab Projects. Chopping, mixing, blending, etc. is not appropriate for a general presentation.

Visual aids ***should be judged*** on their contribution to the presentation, not on the professional appearance. If posters are used, they should be neat and legible at a distance. Members are encouraged to make their own posters; however, there are no restrictions on who makes the poster or any visual aid. Visuals that are difficult to read or do not have much to contribute should be judged appropriately. Understanding that some youth may have more resources to create their visuals than others, the artwork, etc. should not be judged. Comprising 10 points, visuals **should** be judged on their effectiveness to presentation, ease of readability (including spelling and grammar), and ease of use by the presenter.

Note that the Public Speaking project does not include visuals.

One can have excellent props, but lack in delivery skills. **Delivery**, worth 10 points, includes volume and consistency of voice, use of correct grammar, posture, eye contact, gestures and use of notes. Presenters should speak in a distinct tone, normal rate (not too fast), and loud enough to be heard by all in the audience. Pronunciation of words should be clear and correct. They should be enthusiastic and exhibit a positive attitude.

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Although use of notes does count in the delivery score, points **should not** be deducted simply because a 4-H'er uses notes. A well delivered presentation without notes may score higher, but it is acceptable to refer to notes. However, points **should be** deducted if excessive use of notes interferes with the presentation or if notes are read. The use of notes can be distracting, but so can someone who has their speech memorized so well that it has a "sing song" sound.

An excellent speech should flow from point to point linked by transition sentences. This **Orderly Progress** comprises up to 10 points on the scorecard. Junior and Senior level presentations may have many key points; however, strong connections linking points are important. A presentation with excellent orderly progress shows that a youth has mastered the skill of organizing their ideas and research. Presentations should include an introduction, main points that flow seamlessly, and a conclusion. Each idea should flow in a logical manner.

Understanding how to locate, comprehend, and incorporate relevant, researched based information into a presentation is one of the most valuable skills learned through Project Achievement. The use of **Accurate Information** is worth 15 points. Incorrect or out of date information should be judged as such. Citing researched information in a presentation is another way of telling the audience where the material came from and confirms the research completion and its authenticity. The presentation's subject/topic should fit the project objectives.

Having researched based information aids youth in **Coverage of Subject** - the most valuable criteria of the scorecard worth 25 points. By utilizing information, facts, and sufficient details, presentations should thoroughly cover the selected topic. Points may be deducted if too little detail is provided on the subject. Additionally a presentation that is not very long in length may be faulted for lack of coverage. Selecting a specific topic within a given project area can aid in covering the subject since a broad subject is difficult to sufficiently cover in the given time frame.

Judging **Knowledge of Subject** typically takes place when you ask the 4-H'er questions following his or her presentation. Inquiries should be based on material presented and directed to the 4-H'er quietly at the judges' table. Your score of up to 15 points is a measure of how well the 4-H'er mastered the topic.

The presentation should be shared in a timely manner. Please bring a timing device such as a phone or watch to assess the **Time score** worth 5 points. Seventh and eighth graders are limited to 10 minutes, and 9th – 12th graders are limited to 12 minutes. Points should only be deducted if the speech goes **over** the allotted time; however please do not set a timer that will buzz or make noise. As long as the 4-H member speaks less than the time limit, he or she should earn 5 points in the time section. If the speech is very short, the presenter should lose points in other areas of the scorecard such as coverage of subject, researched information, and/or orderly progress. The scorecard shows how to score this area.

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There is a five minute setup time limit that begins once the previous presenter has cleared away his or her materials and the presenter begins setup. The 4-H'er may use assistance as necessary to set up. Once the 5 minute set-up time has concluded, the presentation time will begin – even if set-up has not been completed. Again, unless the presentation is over the time limit, no points should be deducted in scoring time.

As you score 4-H presentations, please understand that Georgia 4-H intends this to be a positive learning experience for all. It is admirable for youth to complete the Project Achievement process, and we hope your score and comments provide them encouragement to make their best better.

You are a very important part of our young people's success! Your participation shows our youth that adults are interested in them and want to see them succeed. Thank you for your contribution!

As this video concludes, view the presentation examples to gain a better understanding of what is to come as you perform your duty as judge. Note that there is a separate link provided for additional State 4-H Congress specific details.

We hope you enjoy judging at Georgia 4-H Project Achievement!

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