4-H Public Presentation Evaluator Training
Everything we do in 4-H is Youth Development.

The event, program, workshop or subject is the tool we use.
Desired Outcomes of the 4 H’s

**HEAD** - Marketable skills through effective education and achievement

**HEART** - On-going relationships with responsive, caring adults

**HANDS** - Opportunities to serve; civic and social responsibility

**HEALTH** - Developing healthy lifestyles

Cornell Cooperative Extension
Purpose of Presentations

YOUTH WILL...

- Enhance public speaking skills
- Learn research process
- Gain ability to think & speak in front of a group
- Develop poise & self confidence
- Experience “Mastery”
What Are 4-H Presentations?

- **Topic** - Youth select any topic they would like to share their interest or fascination with to a group

- **Time** - 5-15 minutes (Cloverbuds can do 3-5mins)

- **Awards** – Danish System  (Except at the State Level)

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Cornell Cooperative Extension is an employer and educator recognized for valuing AA/EEO, Protected Veterans, and Individuals with Disabilities and provides equal program and employment opportunities.
Types of Presentations

- Demonstration
- Illustrated Talk
- Speech
- Creative Communications
  - Recitation
  - Dramatic Interpretation
- Interview Process
What We Tell the Kids...

- Determine your presentation type
- Know your subject
- Know your audience
- Be creative
- Organize your information
  - Introduction
    - “Snappy” introduction
  - Body
    - Clearly numbered points
    - Cause and effect reasoning
    - Chronological relay of information
  - Summary/closing
    - Reiterate main points
    - Cite sources
    - “Are there any questions?”
- Take charge of your appearance
- Use props, equipment and visuals
- Put it all together
Demonstration/Illustrated Talk

Evaluation Form

Name______________________________________ Age_____ Date of Birth____________________

Club Name ______________________________   # of Years Cloverbud_____ # of Years 4-H____

Title of Presentation____________________________________________________________

Scoring Scale:

<table>
<thead>
<tr>
<th>OUTSTANDING—No room for Improvement</th>
<th>Above expectation for level</th>
<th>Met expectation for experience level</th>
<th>Needs Improvement</th>
<th>Omitted Something Essential</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

DELIVERY

Introduction
Proper Equipment/ Visual Aids
Efficient Organization
Proper Use of Notes/ Visual Aids
Grammar/ Vocabulary
Appropriate Length
Gets Point Across
Summary

EVALUATOR'S COMMENTS

SUBJECT

Appropriate for Age & Experience
Understanding of Subject
Correct, Up-to-date Information/ Sources Given
One Main Theme with Logical Steps

PRESENTER

Appearance (Neat & Appropriate)
Eye Contact
Voice (Volume & Rate)
Posture
Poise
Enthusiasm
Fielded Questions Adequately

TOTAL

EVALUATOR'S OVERALL COMMENTS:

EVALUATOR'S SIGNATURE:_________________________ Time: start_________end_________
Definition of Ratings

5- **Outstanding**
Exceptional; No room for improvement for age & experience level.

4- **Above Expectation for level**
Exceeded expectations for age & experience level.

3- **Met Expectation for experience level**

2- **Needs Improvement**
Needs work; needs to be improved upon (something minor may have been omitted, incorrect, etc.).

1- **Omit something essential**
<table>
<thead>
<tr>
<th>DELIVERY</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Introduction</strong></td>
<td>Lacks opening statement, no connection to audience</td>
<td>Brief or inadequate introduction of topic or self</td>
<td>General introductory statement, stimulates interest in subject, personal intro concise and complete</td>
<td>Grabs audience attention and interest, creative approach to introduce topic and self</td>
<td>Outstanding opening remarks, clear and concise introduction, smooth transition into presentation</td>
</tr>
<tr>
<td><strong>Proper equipment/visual aids</strong></td>
<td>Illegible or ineffective visual aids, or used inappropriately.</td>
<td>Poor use of aids/equipment; poorly organized or difficult to see</td>
<td>Uses aids appropriately; neat, concise, legible and effective; contribute to presentation. Correct use of appropriate equipment</td>
<td>Aids enhance presentation, well done and attractive, quality posters. Equipment used skillfully and effectively</td>
<td>Excellent use of aids, exceptional work in development of aids; clear, artistic posters.</td>
</tr>
<tr>
<td><strong>Efficient organization (of equipment/material)</strong></td>
<td>No organization or logical arrangement of materials; messy or cluttered</td>
<td>Some disorganization or fumbling, illogical arrangement, gaps</td>
<td>Equipment/materials logically arranged and used, work area kept neat, visible to audience.</td>
<td>Excellent arrangement, smooth use of posters and aids; logical sequence and effective use of equipment</td>
<td>Outstanding organization, excellent movement through materials, no gaps</td>
</tr>
<tr>
<td><strong>Proper use of notes/visual cues</strong></td>
<td>No notes used when clearly needed; or totally relying on notes/visual cues</td>
<td>Reads notes or has need for more cues</td>
<td>Good use of notes as quick reference; smooth transitions; notes don’t interfere with flow</td>
<td>Little need or use of notes or when referenced are used smoothly and effectively</td>
<td>Outstanding memorization or flawless use of notes and cues.</td>
</tr>
<tr>
<td><strong>Grammar/vocabulary</strong></td>
<td>Poor grammar, incorrect terminology; mispronunciations</td>
<td>Some errors, confusing vocabulary; unclear meaning; Lots of “ums”</td>
<td>Proper grammar, good vocabulary, no errors, clear meanings. Some spacers (ums, and uhs) used</td>
<td>Clear and concise vocabulary, excellent clarity of meaning. No use of spacers (ums, etc.)</td>
<td>Advanced word choice; clever or witty vocabulary, all chosen words used correctly. No spacers</td>
</tr>
<tr>
<td><strong>Appropriate length</strong></td>
<td>Consider the subject matter: Does the presentation adequately cover the topic in the time allotted? Could this presentation have used more time or less time?</td>
<td></td>
<td>Score 1-4 based proportionately on effective use of time for subject matter.</td>
<td></td>
<td>Presenter uses adequate amount of time effectively in proportion to subject matter.</td>
</tr>
<tr>
<td><strong>Gets point across</strong></td>
<td>Audience gets no clear understanding of presentation; lots of rambling or confusion</td>
<td>Some rambling or filler or squeezing in too much info</td>
<td>Information presented in a concise, effective manner. Clear understanding of presentation</td>
<td>Excellent conveying of material; enhancing information &amp; effective examples.</td>
<td>Outstanding and clear presentation of material; Keeps audience engaged.</td>
</tr>
<tr>
<td><strong>Summary</strong></td>
<td>No summary or closure</td>
<td>Minimal summary or new material introduced</td>
<td>Main points concisely reviewed; feeling of closure conveyed</td>
<td>Main points reemphasized; No new information introduced; Nice closure</td>
<td>Clear, concise summary; logical closure; main theme reemphasized in concise manner; reiterates main points &amp; statement of purpose or relevance given.</td>
</tr>
</tbody>
</table>
# Evaluation Terms

## Part 1 - Delivery

### Demonstrations & Illustrated Talks
- Introduction
- Proper Equipment/visual aids
- Efficient organization
- Proper use of notes/visuals cues
- Grammar & Vocabulary
- Appropriate Length
- Gets Point Across
- Summary

### Recitations & Dramatic Interpretations
- Introduction
- Gestures
- Conveys Tone /Mood
- Smoothness/Flow
- Articulation
- Appropriate Length
- Proper Use of Presentational Cues
- Conclusion

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Evaluation Terms

Part 2- Subject

- **Topic/Material**- Appropriate for Age & Experience

- Stimulates Audience Interest

- Understanding of Subject Matter

- One main theme, logical flow

- **Up-to Date Information/ Sources Given**

  Laboratory of Ornithology: www.birds.cornell.edu
  NYS DEC young wildlife posters: www.dec.ny.gov/animals/6956.htm
Evaluation Terms

Part 3- Presenter
- Appearance
- Voice
- Posture
- Eye Contact
- Poise
- Enthusiasm
Interview Process Evaluation Terms

Part 1- Resume

- Arrangement
- Grammar/Punctuation
- Evidence of Skills
- Career or College Objective
- References

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Interview Process Evaluation Terms

Part 2 - Application

- Content
- Personal Data
- Educational Information
- Employment or Volunteer Experience
- References

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Interview Process
Evaluation Terms

Part 3 - Interview

- Personality & Poise
- Attitude
- Courtesy
- Knowledge and Presentation of Ability
- Self-Confidence
- Appearance
- Response to Questions

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Judging Power Point Presentations

- Just large posters
- Most important part
Effective Presentation

Presence

- Position of presenter relative to screen
- Voice Projection
- Eye Contact
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Computer Equipment

- Computer
- Projector
New York State 4-H
Public Speaking Event
Seals Definitions

**Gold:** This rating is determined if the overall level of accomplishment is *averaged to be above expectations.*
(average of 4 or higher) Equivalent to a BLUE ribbon

**Silver:** This rating is determined if the overall level of accomplishment *generally meets expectations* and is *slightly above expectations.*
(average of 3 to 3.9) Equivalent to a RED ribbon

**Bronze:** This rating is determined if the overall level of accomplishment *needs improvement.*
(average of 2 to 2.9) Equivalent to a WHITE ribbon

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New York State 4-H
Public Speaking Event
Medal Definitions

The highest 3 scores of each division that received a gold seal will also be awarded a medal or medallion.

**Gold:** 1\(^{st}\) highest score

**Silver:** 2\(^{nd}\) highest Score

**Bronze:** 3\(^{rd}\) highest score
• Benefits of Consultation Judging
• Praise and Constructive Suggestions are critical!
• Fill in **EACH blank** on the evaluation sheet
• Do not interrupt youth or ask questions until after they are done presenting
Resources

- NYS 4-H Public Presentation Evaluator Guide
- New Jersey 4-H Leader Training Series
- New York State SouthEast 4-H District Public Presentation Digital Presentation
- Express Yourself: N4-HCCS Communications Curriculum
New York State 4-H
Public Speaking Website

http://nys4h.cce.cornell.edu/events/Pages/PublicPresentations.aspx
# New York State 4-H Public Speaking Committee

<table>
<thead>
<tr>
<th>Name</th>
<th>District/County</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chelsea Baxter</td>
<td>North Country District, Clinton County</td>
</tr>
<tr>
<td>Linda Brosch</td>
<td>North Central District, Oswego County</td>
</tr>
<tr>
<td>Teraisa Burrato</td>
<td>Western District, Erie County</td>
</tr>
<tr>
<td>Susan Coyle</td>
<td>Finger Lakes District, Seneca County</td>
</tr>
<tr>
<td>Eileen DePaula</td>
<td>Capital District, Albany County</td>
</tr>
<tr>
<td>Renee Hopkins</td>
<td>Finger Lakes District, Livingston County</td>
</tr>
<tr>
<td>Lynette Kay</td>
<td>North Central District, Oneida County</td>
</tr>
<tr>
<td>Elaine Noble, Committee Chair</td>
<td>South Central District, Chemung County</td>
</tr>
<tr>
<td>Marika Rywak</td>
<td>South East District, Orange County</td>
</tr>
<tr>
<td>Jamila Walida Simon</td>
<td>4-H State Office Liaison, Campus</td>
</tr>
<tr>
<td>Patti Zellmer</td>
<td>South Central District, Otsego County</td>
</tr>
</tbody>
</table>

**Contact Information**

Linda Brosch: lcr23@cornell.edu  
Elaine Noble: emn9@cornell.edu  
Chelsea Baxter: clb299@cornell.edu  
Susan Coyle: smc226@cornell.edu  
Jamila Walida Simon: jws62@cornell.edu