

## Citizenship Award Rubric

	Excellent	Good	Average	Needs Improvement
<b>4-H Story</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<p>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. I should answer questions such as:</p> <p>How did you get started in 4-H?► What have you done? Describe your involvement in the Citizenship project area. ► What workshops and trainings have you attended?► How has your Citizenship involvement expanded in size or scope since you began?► What makes your Citizenship involvement stand out from other members? What sets you apart?► What have you done that other members have not?► How do you feel about your 4-H experiences?► How will your 4-H experiences help you in your future plans?</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>The author's purpose of writing is unclear.</p>

	Excellent	Good	Average	Needs Improvement
<b><u>Knowledge and Skills</u></b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
Identify up to four skills or knowledge of democratic principles you have learned that are essential to being an effective citizen in a democracy as a result of your involvement in the Citizenship project area. These can be from your involvement in the Citizenship project area and county, state, and/or national 4-H activities you have participated in. Describe what you have learned and how you learned it.	Identifies up to 4 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 up to 4 skills and describes what they learned and how they learned it. Somewhat clear identification of the skill and can show knowledge of what they learned from each skill and how they learned it.	Identifies a couple skills, but has difficulty explaining what they learned or how they learned it.	The author's purpose of writing is unclear.

	Excellent	Good	Average	Needs Improvement
<b><u>Use of Knowledge and Skills</u></b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
Describe how you have used content knowledge you have learned (from one or more areas identified in the previous question) in your own 4-H projects. Also describe how you plan to use content knowledge learned in your projects and activities in your future outside of 4-H.	Identifies content knowledge or a skill they learned and can clearly explain how they used it in their 4-H project. Clearly explains how they can use what they learned in their future outside of 4-H.	Identifies content knowledge or a skill they learned and can somewhat explain how they used it in their 4-H project. Provides a somewhat clear identification of how they can use what they learned in their future outside of 4-H.	Identifies content knowledge or a skill, but has difficulty explaining how they used it in their 4-H project or how they could use it in their future outside of 4-H.	The author's purpose of writing is unclear.

	Excellent	Good	Average	Needs Improvement
<b>Life Skills</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
Choose four life skills from the diagram included in this application (one each of Head, Heart, Hands, and Health) and describe how you have learned or developed each life skill through your involvement in community action, democratic processes, or other activities related to being an effective citizen in a democracy.	Identifies 4 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 4 skills and describes what they learned and how they learned it. Somewhat clear identification of the skill and can show knowledge of what they learned from each skill and how they learned it.	Identifies a couple skills, but has difficulty explaining what they learned or how they learned it.	The author's purpose of writing is unclear.
	Excellent	Good	Average	Needs Improvement
<b>Use of Life Skills</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
Describe how you have used any life skill (from the diagram) in your own 4-H project. Also describe how you plan to use any life skill (from the diagram) in your future outside of 4-H.	Identifies a life skill they learned and can clearly explain how they used it in their 4-H project. Clearly explains how they can apply the life skill to their future outside of 4-H.	Identifies a life skill they learned and can somewhat explain how they used it in their 4-H project. Provides a somewhat clear identification of how they can apply the life skill to their future outside of 4-H.	Identifies a life skill, but has difficulty explaining how they used it in their 4-H project or how they could use it in their future outside of 4-H.	The author's purpose of writing is unclear.

	Excellent	Good	Average	Needs Improvement
<b><u>Citizenship Experiences</u></b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
Identify up to three 4-H citizenship experiences you have had and describe their significance to you and your community.	Identifies up to 3 citizenship experiences they had in 4-H and can clearly describe its significance to themselves and their community	Identifies up to 3 citizenship experiences they had in 4-H and can somewhat clearly describe its significance to themselves and their community	Identifies a citizenship experience, but has difficulty describing its significance to themselves and their community.	The author's purpose of writing is unclear.

	Excellent	Good	Average	Needs Improvement
<b><u>Sentence Structure, Grammar,</u></b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
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 understanding.	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.