What’s the judge looking for?

For all exhibits, be prepared to explain:
1) What did you plan to learn or do? (What was your exhibit goal(s)?)
2) What steps did you take to learn or do this? Explain what you wanted to do so it is easily understood. The judge wants to know and understand the steps you used to make your exhibit.
3) What were the most important things you learned?

For child development exhibits, be prepared to explain:
- What you learned about children or what the children gained by using the items in the exhibit
- Evidence that all objects/toys, etc. have been tried out with children
- Why the project or idea is appropriate for the age or development of the child.

The fair judge is looking for evidence that you learned about:
- Ways children grow and learn
- How children express emotions
- Why being different is unique and special
- Different family members’ roles
- How to identify child safety concerns in the home or playground
- How to identify safe and developmentally appropriate toys and food for children
- How to help children take care of themselves when home alone
- Making healthy meal choices for the age of the child
- The why and how of developing friendships
- Ways to help child care providers with kids
- Exploration of different child development careers
- How you observe behaviors/developmental skills
- How intergenerational community projects help children
- What teaching or coaching techniques are good for younger children
- What techniques are appropriate for guiding and disciplining children
- Other ideas from our Child Development Project Materials.

Learn more at www.extension.iastate.edu/4h/projects/childdevelopment.htm or contact your county ISU Extension Office
4-H Citizenship is the knowledge, skills, attitudes and motivation that give youth the capacity to move beyond one’s individual self-interest and to be committed to the well-being of some larger group. Citizenship is the opportunity, right, and responsibility to contribute to shaping the world around you and provide service to others.

What’s the judge looking for?

- Member shows impact or how their efforts affected others.
- Idea is well-communicated and researched. It is complete and accurate.
- The idea/information is well-created.
- New skills were developed or personal growth was seen.
- Excellent decision-making process and/or problem solving
- Member understands what citizenship means to them.
- Through this exhibit, there is greater understanding in what citizenship means
- The idea/information is presented in a neat, organized, attractive way.
- It is easy for someone to see what happened or understand what learning took place.
- Exhibit has a clear connection with citizenship—be sure to identify why you put this exhibit in this class
- Resources are given credit. Copyright rules were followed. See http://www.extension.iastate.edu/4h/statefair/SFExhibitFAQcopy.htm for more information on copyright.

What to Avoid

- Participation in a project without reflection or demonstrated impact
- Don’t share strictly a summary of “your summer trip”—it’s important to include what you learned, how it connects to citizenship, how you will apply this knowledge, or what it meant to you
- Including more information than the space allows—posters can be too cluttered so people can’t follow what it is really about or loses the impact. Writing a report using extremely small font or no margins makes it hard for the reader.
- Check out the poster tips sheet for suggestions for eye-appealing visuals and ask for a proof-reader before you consider your product finished.
What’s the judge looking for?

For all exhibits, be prepared to explain:

1) What did you plan to learn or do? (What was your exhibit goal(s)?
2) What steps did you take to learn or do this? Explain what you wanted to do so it is easily understood.
3) What were the most important things you learned?

Garment or Accessory (Purchased or Constructed Item for your wardrobe)

- Development/learning of new skills/techniques and an explanation of how they were learned.
- Exhibit works well in the wardrobe for which it was intended. Member can explain choices made related to design elements and art principles as appropriate* for the exhibit and member goals.
  This would include:
  o Color, Texture, Balance, Rhythm, and Emphasis – Do the colors and fabric chosen work well with others in the wardrobe? How does the color and fabric compliment the wearer?
  o Shape (Line, Shape, Proportion) – Does the garment’s shape compliment the body type of the individual it’s intended for? Are accessories or designs in good proportion to the whole look?
  o Unity – How does this garment blend with others in the wardrobe? Is the garment/accessory able to be worn with multiple other wardrobe pieces?
  *It would be appropriate to explain choices made for nearly all constructed and purchased garments or accessories.

- Workmanship and techniques used result in a product that well is finished. Examples include:
  o If constructed:
    - Appropriate fabrics or materials were chosen for the intended use of the item
    - Materials chosen (fabric, buttons, zippers) have appropriate care requirements for the intended use of the item
    - Fabric is cut on grain, plaids/stripes match if appropriate
    - Appropriate and consistent stitch length used
    - Even seams and/or joining techniques
    - Darts, facings, hems, sleeves, closures, zippers, buttons, buttonholes, linings (if used) are neat and well-constructed
    - Seam and hem finishes are appropriate for level of experience and use of item
    - Hand stitches are secure, even, neat, and not noticeable from the outside
    - Pressed (or blocked) neatly
  o If purchased – was it well constructed and will it hold up well under normal wear?

- Garment or accessory is neat and attractive.
- Resources (time, money, talents) were used wisely.
Idea (Poster, Notebook, Display, etc.)

- Evidence of learning, research, decision making, problem solving, or skill development related to member’s goal and the clothing and fashion project.
- Neat and attractive exhibit. Information is well organized and easy to find main points.
- Judge can see that thought and effort went into the exhibit.
- Credible resources cited. Copyright guidelines followed.

Resources

- See Design Elements and Art Principles Tip Sheet
- Discovering Choice (4H-317A) (6th – 8th)
- Managing Choice (4H-317B) (9th – 12th)
The Language of Art

Art is created through experimentation using a variety of tools and organizational strategies. The tools of art are not just brushes, paints and palettes, but rather elements of design. How the tools or elements are used or organized creates the principles of art and design. Elements of design and principles of art are the core vocabulary to art. Think of them like a recipe to create your work. The elements are like the ingredients and the principles are the instructions. By using elements, you create principles, such as “By repeating lines I created rhythm.”

Most works use the majority of the elements or principles in some way in the exhibit, but they don’t have to use all of them. When discussing what you did and learned, go beyond listing which ones were used and explain how they were used. For example, explain “I used a bright intensity of the color red and sharp diagonal line to express anger in my painting.” Focus on using the most relevant terms for your specific exhibit.

Design Elements
- Line can be horizontal, vertical, diagonal, or curved. Lines can vary in thickness or help create a mood.
- Shapes are made from connected lines. How they are arranged determines the design. They can be geometric or organic.
- Color is described with the words hue, value, and intensity. Hues are names of colors. Value is lightness or darkness of a hue. Intensity refers to the brightness or dullness of a hue. Light, intermediate, and dark values define parts of objects and set off one area of a design from another. Has a color scheme been followed?
- Texture is a surface characteristic that can be touched or seen. Contrasting textures add interest.
- Space is divided into negative and positive areas.

Art Principles
- Rhythm is organized movement. Repeating an element (i.e. lines) will produce rhythm.
- Proportion compares the amount, size, or number.
- Emphasis captures your attention by unusual use of line, shape, texture, space, or value.
- Balance gives a design stability.
  - Radial balance -- same around a center point;
  - Asymmetrical balance -- dissimilar;
  - Bisymmetrical balance -- same on both sides.
  - Unity is the union of the elements in a design.
Resources

- Color Wheel (4H 633)
- Design: Exploring the Elements and Principles (4H 634)
- Celebrate Art Level 1 (4H 635A)
- Art in Your Future Level 2 (4H 635B)
- Visual Art Leader Guide (4H 635 LDR)
- Sketchbook Crossroads; Drawing, Fiber and Sculpture (4H 638A)
- Portfolio Pathways: Painting, Printing and Graphic Design (4H 638B)
- National 4-H Visual Arts online resources
Judges will use the criteria outlined in this tip sheet to **evaluate digital storytelling exhibits whether audio or video**. Some evaluation criteria may not apply to audio storytelling projects.

**Definitions of terms used:**

*Story*—also known as narrative or plot, is the events that appear in a production and what we can infer from these events.

*Purpose*—is the point or reason for making the production, e.g. to provide the audience with information about a topic, to tell a short story, to create in the audience a sense of wonder, to cause the audience to question their assumptions, etc.

*Point of view*—refers the perspective from which the story is told.

*Storytelling form*—is the structure or way in which the story’s purpose is accomplished. For example, narrative forms might include a structured series of events linked by cause and effect or a chronological or linear story with a beginning, middle, and end. A non-narrative story might use poetic or abstract forms.

*Atmosphere*—refers to any concrete or nebulous quality or feeling that contributes a dimensional tone to a production’s action.

*Tone*—is the mood or atmosphere of a scene, often revealed by the way it is directed, e.g. serious, humorous, satiric, etc.

*Transitions*—include several ways of moving from one shot or scene to the next, including such transitional effects or shots as a cut, fade, dissolve, and wipe; a transition focus between two scenes means the current scene goes out of focus and the next scene comes into focus.

*Pace*—is the speed/tempo of the dramatic action, which is usually enhanced by the soundtrack and the speed of the dialogue (speech rhythm and voice punctuation), the type of editing, etc.

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**What’s the judge looking for?**

**For all exhibits, be prepared to explain:**

1. What did you plan to learn or do? (What was your exhibit goal(s)?)
2. What steps did you take to learn or do this? Explain what you wanted to do so it is easily understood. The judge wants to know and understand the steps you used to make your exhibit.
3. What were the most important things you learned?
All digital storytelling projects should include the following:

- A clear purpose for the story
- Clear, decipherable video and audible throughout
- Creative aspects to the storyline, point of view, video or audio content, or storytelling form
- Story succeeds in accomplishing its purpose

As youth become more advanced in their digital storytelling and production techniques, look for the following:

- Story maintains a clear focus throughout
- A point of view that is well developed, consistent, and contributes to the overall meaning of the story
- Contents create a distinct atmosphere or tone that matches different parts of the story
- Effective use of transitions between segments and clips that contribute to the overall pace and tone
- The overall effect of the storyline, point of view, content, narrative, and storytelling form is engaging

Complex digital storytelling projects should demonstrate:

- Presentation of a meaningful dramatic question that is answered within the context of the story
- Creative or sophisticated use of camera and recording equipment or use of technically complex or difficult techniques
- Images and words communicate symbolism and/or metaphors; there are multiple layers of meaning
- The pacing contributes to the storyline, atmosphere, and tone
- The production is fully inspired and creative in its story, point of view, content, narrative, and storytelling form

An excellent source of more information about digital storytelling, filmmaking, and videography is the National 4-H Filmmaking Studio and Workshop. [http://www.4-h.org/resource-library/curriculum/4-h-filmmaking-studio-and-workshop/](http://www.4-h.org/resource-library/curriculum/4-h-filmmaking-studio-and-workshop/)
Judges will use the criteria outlined in this tip sheet to **evaluate any engineering project** that attempts to **solve a practical problem in a novel way**—regardless of exhibit class.

For example:
If the purpose of the project is to design and build a new feed system, the project may be a Woodworking project, while a project to design and build a backyard wind turbine may be an Environment & Sustainability project, but they are both attempts at engineering and should be evaluated using this Tip Sheet. It is the engineering design process that is being evaluated.

If the exhibit is intended to **inform** its audience about an engineering topic—not solve a problem—use the **Poster Exhibits Tip Sheet** to evaluate it for that class.

**What’s the judge looking for?**

For all exhibits, be prepared to explain:

1) What did you plan to learn or do? (What was your exhibit goal(s)?)
2) What steps did you take to learn or do this? Explain what you wanted to do so it is easily understood. The judge wants to know and understand the steps you used to make your exhibit.
3) What were the most important things you learned?

All engineering exhibits should include the following:

- Clearly defined problem
- Identified criteria for a successful product and constraints on production (e.g. cost or materials limitations)
- A careful design or plans created before beginning construction
- Notes on the brainstorming, design, testing, redesign, etc. processes used to improve the final product
- An organized notebook or other record of the design process
- Use of appropriate materials and techniques
- Prototypes (initial attempts at creating a product that may or may not become the final product) tested and results recorded
- Final product meets stated project criteria
As youth become more advanced in engineering, look for the following:

- Background research was conducted to discover how others have solved similar problems
- Multiple possible solutions were considered before selecting one to attempt
- Choices and tradeoffs between criteria and constraints (e.g. materials, cost, production, aesthetics) are explained
- Data from prototype and final product testing is organized in a useful manner
- Youth understand what further testing is needed
- Final product is workable: acceptable to users, economically feasible, and potentially reproducible
- Design offers real improvements or significant alternative to other attempts to solve this problem
- Design represents creative, innovative solution to a real problem which could help others
For all exhibits, be prepared to explain:

1) What did you plan to learn or do? (What was your exhibit goal(s)?)
2) What steps did you take to learn or do this? Explain what you wanted to do so it is easily understood. The judge wants to know and understand the steps you used to make your exhibit.
3) What were the most important things you learned?

Insect collections:

- A good resource on how to properly collect, dry, mount and label insect specimens is Making an Entomology Exhibit http://www.extension.iastate.edu/Publications/4H422.pdf
- Beginning collections display 5 orders and 25 species. Advanced display 15 orders and 110 species.
- Labels: 2 labels are needed, written in ink, of uniform size make from stiff paper below the insect. Top label contains: location collected, date collected, collectors name. Bottom label contains where found (habitat) and insect common name.
- All pins should be placed vertically and to the right of the midline with ¼ to 1/3 of the pin projecting above the specimen. See the publication above for pinning guidelines.
- Display insects in a tight box that reduces other “insects” eating your collection. Moth balls can be included.
Plants Collections (leaves, weeds, flowers, grasses, seeds, etc.)

- A good resource for how to properly collect, dry, mount, and label your plant specimens is http://herbarium.usu.edu/k-12/collection/specimens.htm.
- All specimens should be properly dried and labeled.
  - Labels should be on one corner of the mounting paper.
  - The label should include: Common name, Genus and species, Place Collected, Date collected, collector’s name, and any other information you want to note.

Other collections (wood grain cross-sections, rocks, etc.)

- Make sure all specimens are properly labeled using the system explained under Plants.
- Make sure everything is neat and secured properly.
- In case of wood grains - it is recommended to sand and stain them.
What’s the judge looking for?

For all exhibits, be prepared to explain:

1) What did you plan to learn or do? (What was your exhibit goal(s)?)
2) What steps did you take to learn or do this? Explain what you wanted to do so it is easily understood. The judge wants to know and understand the steps you used to make your exhibit.
3) What were the most important things you learned?

Judges use Evaluating Food and Nutrition Exhibits
https://www.extension.iastate.edu/4hfiles/statefair/EEHandbook/EEHFNEval4HFNElh1085.pdf as a reference for judging food exhibits. Be sure to look up the type of item you are exhibiting to know what the judge is looking for.
Review State Fair FAQ at http://www.extension.iastate.edu/4h/statefair/SF ExhibitFAQfn.htm

Baked Products

- **Recipe REQUIRED** with statement of where recipe came from (Grandma’s recipe box, cook book with date of publication, name of magazine with date of publication)
- Since baked exhibits are on display for several days, it is necessary to limit these exhibits to products which hold up well. Most products which contain flour as a basic ingredient will fit into this category. Items that require refrigeration like cream custards, etc. will not be accepted, judged or displayed. **FOOD PRODUCTS MUST BE UNQUESTIONABLY SAFE TO EAT WHEN THEY ARE ENTERED WHETHER TASTED OR NOT.**
- Products must be in compliance with
  https://store.extension.iastate.edu/Product/6434
- Prepared foods should be placed on a firm disposable plate or flat cardboard which is labeled. Food product must be covered. Place food in resealable plastic bag if possible.
- Displays for food items are NOT required. Due to security, we discourage 4-Hers from sending items that have special meaning and historical value.
Canned Product

- All canned foods must include the Food Preservation Exhibit Label. This includes:
  A. Type of food,
  B. Method of preservation,
  C. Processing time,
  D. Pressure (if appropriate),
  E. Date Processed,
  F. Source of recipe and/or method of preservation. (If a publication, include name and date) CURRENT USDA and/or IOWA STATE UNIVERSITY GUIDELINES FOR FOOD PRESERVATION METHODS MUST BE USED. See http://www.uga.edu/nchfp/publications/publications_usda.html for current USDA guidelines. Georgia’s “So Easy to Preserve” is a good source for information (available for viewing or purchase in extension office or call ISU Answerline 1-800-262-3804 for current research information.) They can email you an answer which can be included in written information.

- Only food processed after August 1, of the previous calendar year is acceptable.
- Include 2 jars. One may be opened for sampling quality. The other will be returned after fair.
- Refer to PM 1044 - available at https://store.extension.iastate.edu/Product/4367 for the altitude and proper pressure for your county.

Other Ideas

- Menus need to be nutritionally balanced and explained
- Place settings need to include menus and functional reasons for selections
- Plating of food item may include photos
- Evidence of learning, research, decision making, problem solving, or skill development.
- Neat and attractive exhibit.
- Judge can see that thought and effort went into the exhibit.
- Credible resources cited. Copyright guidelines followed.
What’s the judge looking for?

For all exhibits, be prepared to explain:

1. What did you plan to learn or do? (What was your exhibit goal(s)?)
2. What steps did you take to learn or do this? Explain what you wanted to do so it is easily understood.
3. What were the most important things you learned?

Product (pillow, furniture, quilt, wall hanging, etc.)

- Development/learning of new skills/techniques and an explanation of how they were learned.
- Exhibit fits well into the room for which it was intended. Member can explain choices made related to design elements and art principles as appropriate* for the exhibit and member goals.

This fit would include:

- Color – Do the colors chosen work well with others in the room? Are the colors pleasing to the eye?
- Size (Space, Scale) – Does the item fit well in the room/on the wall?
- Shape (Line, Shape, Proportion) – Does the product’s shape compliment others in the room? Is its shape of similar style to the rest of them items?
- Harmony (Texture, Balance, Rhythm, Emphasis) – How does this product blend with others in the room? *It would be appropriate to explain choices made for nearly all accessory exhibits (wall, room, table, etc.) and room design/room makeover exhibits.

- Workmanship and techniques used result in a product that well is finished. Examples include:
  - Fabrics – no frays, no loose ends, sturdy construction, neat, “store bought” quality at a minimum.
  - Woods – smooth finish, sturdy construction, joints secure, and fasteners inconspicuous.

- Safety precautions were taken.
Iowa 4-H Exhibit Tip Sheet

Idea (poster, notebook, display, etc.)
- Evidence of learning, research, decision making, problem solving, or skill development.
- Neat and attractive exhibit.
- Judge can see that thought and effort went into the exhibit.
- Credible resources cited. Copyright guidelines followed.

Home Improvement Resources
- See the Design Elements and Art Principles Tip Sheet
- Pulling it Together (4H 492) http://www.extension.iastate.edu/Publications/4H492.pdf
- Design Decisions (4H 491)

Learn more at www.extension.iastate.edu/4h/projects/homeimprovement.htm or contact your county ISU Extension Office

Rev. Jan 2014
For all exhibits, be prepared to explain:

1) What did you plan to learn or do? (What was your exhibit goal(s)?)
2) What steps did you take to learn or do this? Explain what you wanted to do so it is easily understood. The judge wants to know and understand the steps you used to make your exhibit.
3) What were the most important things you learned?

Automotive

- Overhauling, rebuilding, and repairing should be correctly done, including accurate information about the process.
- Mechanical procedures used should be appropriate. Paint should be of proper type and free from runs and sags. Engines should start easily and run smoothly.
- Proper safety precautions should be taken; safety shields and guards should be used where needed. Shielding of mechanical and electrical components should conform to customary automotive practice. Original or equivalent, or current replacement safety signs, shall be in place and legible.
- All electrical wires should be correctly routed, secured and protected from mechanical damage.
- If restoration to original condition is the goal, it should be as authentic as possible, including color of paint, accessories, parts, etc.

Small Engine

- Replacement parts should be properly installed and identified. Information should be included about repairs made.
- Engine should start easily and run smoothly. (Fuel tank should contain a minimum amount of fuel.)
- All safety shields must be in place and the engine should present no hazards to the operator.
- If a new finish has been applied, it should be even, without streaks, runs or blisters.
- Decals should be smooth and straight.
Electric/Electronics

- Plans, either original or commercial, should be included and followed correctly. Parts should be constructed and located according to the plans.
- The wiring diagram should be shown in the plans. The wiring circuit should follow the plans and meet the requirements of electric codes.
- All wires and other electrical components should be intact and safe from becoming damaged or causing an electrical safety hazard.
- Wiring connection should be neat, tight, and appropriate for the use.
- Electric motors, switches, control relays, and equipment operated by electric motors should be compatible with voltage, amperage, horsepower, and speed.
- Power cords must have grounded connectors (3-prong plug or polarized 2-prong plug). The type and size of the wire must be proper and adequate for the electrical use and load.
- If possible, electric and electronic exhibits should be operable for judging purposes. If necessary, include operating instructions.

Tractor

- Overhauling, rebuilding, and repairing, should be correctly done, including accurate information about the process.
- Mechanical procedures used should be appropriate. Paints should be of proper type and free from runs and blisters. Engines should start easily and run smoothly. (A minimum amount of fuel should be in the tank.)
- All original shields must be in place. Exposed moving parts shall be shielded if there is a safety hazard.Attachments that create a safety hazard, such as a PTO shaft adaptor, i.e., 1000 RPM replaced by 540 RPM, will not be permitted.
- All safety related functions, such as brakes, lights and the neutral start circuit, shall be operational, if applicable.
- All electrical wires shall be correctly routed, secured and protected from mechanical damage.
- Highway lighting and marking equipment shall be in place and operational, if applicable, when possible use includes operation on public right of way.
- Original or equivalent, or current replacement safety signs, including slow moving vehicle signs, shall be in place and legible.

Welding

- Plans should be used and construction should follow the plans.
- There should not be excessive slag or spatter or dirt present. Grinding or chisel marks on bead should not be evident. The surface of the metal should have been cleaned before welding with a wire brush so that any paint or rust is removed and the metal is exposed.
- Butt weld in thicker metals should be beveled so that a V is formed when the edges are fitted together.
- The joints should fit squarely with the welds properly placed and fused into joined parts. Each weld must be as strong as the strength of the parent material.
- Bead should be smooth and of uniform width and correct height. (Bead starts are sometimes too hot or too cold, bead height is sometimes too high or too low. Bead should not be sawed off on either end. Excessive amperage can cause undercut edges.
- Quality material should be used. Metal compatibility should be taken into account
What’s the judge looking for?

For all exhibits, be prepared to explain:

1) What did you plan to learn or do? (What was your exhibit goal(s)?)
2) What steps did you take to learn or do this? Explain what you wanted to do so it is easily understood. The judge wants to know and understand the steps you used to create your final photograph.
3) What were the most important things you learned?

Start with a well defined photography goal:
   Does the photography goal relate specifically to the photography exhibit entered?
   Does the goal use photography terminology?
   • Example: To place my photo's point of interest by using rule of thirds.

Include the following information in your response to the question: "What steps did you take to learn or do this?"

Camera Information: Digital or Film Camera Brand and Model: Pixel count

Do you have additional lenses? Yes/No

Was the lens you used to take this photo the one that came with the camera? Yes/No

If no, what lens did you use?

If your photo is enlarged, who enlarged it? Where was it printed?

Were any changes made to the original photo to create the final exhibit? Yes/No
   (Include such things as cropping, color enhancement, size of exhibit, removal of red eyes, etc.) If Yes, list the changes and tell why the decisions were made to make the changes.

Who determined what changes, if any, were to be made to the photograph?

Who designed and selected the mounting or matting?

Who actually did the mounting of matting?

See the other side for information about how the judge will evaluate your photograph.
The judge will consider the following items when evaluating your photographs:

TECHNICAL FACTORS

Focus:
• Does the exhibit show proper use of the camera so the photograph is focused correctly? (The photograph is sharp in the areas the exhibitor wanted to be sharp and not sharp in the other areas.)

Exposure:
• Does the exhibit show proper exposure and how proper exposure ensures correct color and overall brightness?
• Was appropriate speed (ASA or ISO) of film used for this exhibit? (Higher ASA/ISO rating for action or low light conditions and a lower ASA/ISO rating for brightly lighted areas.)

Lighting:
• Does the exhibit show that the direction, quality, and characteristics of the light source were properly used?

Depth of Field:
• Definition of Depth of Field: Depth of Field is the area from the front of the photograph to the back of the photograph that is in focus.
• Does the exhibit show proper adjustment of the camera lens to cause areas wanted to be in focus would be and other areas would be out of focus? (A large lens opening such as an F 2.8 gives a short depth of field and a small lens opening such as F .22 results in a long depth of field.)

IMPACT OF PHOTO
• Does the exhibit help a viewer quickly grasp the message of the photograph? (Think about the exhibit and how difficult or complex it may be for the viewer to understand.)
• Does it tell a story? Does it have a center of interest?

COMPOSITION

Location of subject/Point of Interest:
• Does the photography exhibit quickly draw the viewer’s attention to the point of interest?
• Is the exhibit visually pleasing to the viewer?

Rule of Thirds:
• Utilizing the “Rule of Thirds”, does the exhibit show how proper placement of the subject affects the visual impact?

Cropping:
• Were available methods of cropping used to enhance the photograph? Such as:
  a) in the camera;
  b) when the exhibit was printed; and
  c) the choice of mat sizes to best display the exhibit?

DISPLAYING YOUR PHOTO

Matte/Glossy:
• Was a Matte (dull) finish or a Glossy (bright) finish used to enhance the exhibit?

Mounted and/or Matted:
• Do the mounting materials complement the exhibit? Are the size and color of mounting materials appropriate?
What’s the judge looking for?

For all exhibits, be prepared to explain:

1) What did you plan to learn or do? (What was your exhibit goal(s)?
2) What steps did you take to learn or do this? Explain what you wanted to do so it is easily understood. The judge wants to know and understand the steps you used to make your exhibit.
3) What were the most important things you learned?

Helpful tips to make a good poster or display:

- Exhibit meets size requirements: Posters no larger than 24 in. x 36 in.; Displays no larger than 48 in. x 48 in.
- Member has clearly defined the audience for the poster
- The message is brief, direct, and clear
- The purpose of the poster is clear: to promote, to inform, to call to action, etc.
- Content is based on credible sources. Copyright rules have been followed. Sources have been cited either on the poster or in the write-up as necessary.
- Text is well positioned and easy to read. Size, color, and style choices contribute to easy reading. Text can be read easily from at least 6-8 feet away.
- Visuals are appealing and reinforce or enhance the message
- Visuals are simple, compelling, adequately sized and to the point
- Layout is attractive (not crowded, has open space). It uses good design and art principles.
- White space is used appropriately, both around the margins and throughout the design so the message is easily read
- Neat and well organized
- Color, text size and design are used to highlight important information or attract attention
- Poster is well constructed/assembled. It will hold up under long periods of display time
- Evidence of new learning or skill development is shown

Learn more at www.extension.iastate.edu/4h/projects or contact your county ISU Extension Office
How to prepare

- Research your topic and be sure you’ve looked at a variety of sources to determine what information is most important to get your idea/message across to the audience.
- Sketch potential designs to see how much information will realistically fit and how you want to lay things out before creating the final draft.
- Consider which points you want to highlight and how you will do that—through different text size, color, borders, or something else.
- Consider what visuals or designs will enhance your message and where they should be placed for the best effect.
- Look at the best ways to create your letters and designs—do you have good, legible handwriting? Will you print things from the computer? What about tracing block letters? Try different methods to see what has the best eye-appeal and allows you to get all that you want on your exhibit.
- Use the following chart and other resources to help you with letter size for posters and displays:

<table>
<thead>
<tr>
<th>Minimum Letter Heights for Posters and Charts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading Distance:</td>
</tr>
<tr>
<td>LARGE:</td>
</tr>
<tr>
<td>EASY TO READ:</td>
</tr>
<tr>
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Taken from: *Training for More Effective Communications*, a publication of the California State Polytechnic College, San Luis Obispo, California.
For all exhibits, be prepared to explain:

1) What did you plan to learn or do? (What was your exhibit goal(s)?)
2) What steps did you take to learn or do this? Explain what you wanted to do so it is easily understood. The judge wants to know and understand the steps you used to make your exhibit.
3) What were the most important things you learned?

All scientific investigations should include the following:

- Well defined question
- Background research on the topic
- Clear plan and process for investigating the question
- Careful records on the investigation process and results
- Orderly presentation of the investigations important phases
- Careful collection and organization of data
- Clearly stated reasons for all conclusions
- Conclusions that follow logically from the data collected during the investigation
- Sources of background information are cited in investigation notes and/or display

What’s the judge looking for?

Judges will use the criteria outline in this tip sheet to evaluate exhibits for projects that use scientific investigation techniques to answer a question or problem regardless of exhibit class.

For example:
- If the purpose of the exhibit is to investigate “how garden carrots react to various fertilizers,” the exhibit may be in a horticulture class; yet judging should be based on scientific investigation criteria.
- An exhibit that investigates “how well different cloth dies work on certain fabrics.” This project may be in the clothing project/class, but it is a scientific investigation and should be evaluated using this Tip Sheet.

If the exhibit is intended to inform it’s audience about a scientific topic—not conducting an investigation—use the Poster Exhibits Tip Sheet for the project or class it is in to evaluate the exhibit.

Learn more at www.extension.iastate.edu/4h/eset
or contact your county ISU Extension Office
As youth become more advanced in their scientific investigations look for the following:

- Creativity or originality in the question asked, approach, or data analysis and interpretation
- Background research that goes beyond popular literature to include scientific sources
- Changes in the plan to accommodate unforeseen complications carefully recorded and accounted for in analysis
- Appropriate and thorough Data analysis
- Sufficient data collected to justify the youth’s confidence in their conclusions
- Youth understand the limitations of their investigation, its data, and conclusions
- Youth understand how their research fits into the larger body of scientific knowledge on this topic
- Youth understand what further research is needed
What’s the judge looking for?

Be prepared to explain:

1) What did you plan to learn or do? (What was your exhibit goal(s)?)
2) What steps did you take to learn or do this? Explain what you wanted to do so it is easily understood. The judge wants to know and understand the steps you used to make your exhibit.
3) What were the most important things you learned?

These are examples of good characteristics of a constructed item (sewn, knitted, crocheted, woven, etc.)

1. Shows use of design elements and art principles (line, shape, color, space, texture, rhythm, proportion, emphasis, unity and balance) See Exploring the Elements and Principles for more information
2. Used appropriate methods to plan or design and construct the item
3. Appropriate fabrics or materials were chosen for the intended use of the item
4. Materials chosen (fabric, yarn, other fibers) have appropriate care requirements for the intended use of the item
5. (Clothing garments) Appears to have a visibly comfortable/attractive fit
6. Good construction techniques give the item a well-made appearance
   a. Fabric is cut on grain, plaids/stripes match if appropriate
   b. Appropriate and consistent stitch length (or stitch size/gauge) used
   c. Even seams and/or joining techniques
   d. Darts, facings, hems, sleeves, closures, zippers, buttons, buttonholes, linings (if used) are neat and well-constructed
   e. Seam and hem finishes are appropriate for level of experience and use of item
   f. Casting on/binding off neat and consistent, even increases/decreases, no broken yarn
   g. Inconspicuous knots joining yarn, no unnecessary knots
   h. Hand stitches are secure, even, neat, and not noticeable from the outside
   i. Batting or fill is even and goes to edge of item
   j. Pressed (or blocked) neatly

*See also the tip sheet for Clothing and Fashion: [http://www.extension.iastate.edu/4h/projects/clothing/](http://www.extension.iastate.edu/4h/projects/clothing/)
For all exhibits, be prepared to explain:

1) What did you plan to learn or do? (What was your exhibit goal(s)?)
2) What steps did you take to learn or do this? Explain what you wanted to do so it is easily understood. The judge wants to know and understand the steps you used to make your exhibit.
3) What were the most important things you learned?

All using technology exhibits should include the following:

- Technology was used to accomplish the task or service
- Youth’s goals related the technology are included
- Exhibit includes an explanation of the technology used and reasons for choices regarding its use
- Technology used was appropriate for the task or service
- Exhibit explains the process used in completing the task or service
- Planning is demonstrated
- Intellectual property rights are respected
- Goals related to the task or service are explained
As youth become more advanced in using technology, look for the following:

- A clear explanation of why this technology is appropriate to the project
- Technology choices show a decision making process based on evaluating the technology’s capabilities and limitations
- The technology use shows understanding of the range of tools available through this technology
- Technology was used in a sophisticated manner that demonstrates a high skill level
- Explanation of what information needed to be gained in order to successfully complete the project
- Technology is fully and appropriately utilized
- Technology application choices show creativity or a novel application of the technology
- Planning process shows understanding of the technology as used for the task or service
- Technology is used ethically and safely
- Exhibit shows project to best advantage
- Project accomplishes its goals or purpose
What’s the judge looking for?

For all exhibits, be prepared to explain:
1) What did you plan to learn or do? (What was your exhibit goal(s)?) The goal should be well-defined (using visual arts terms) stating what you wanted to learn or show by creating the exhibit.
2) What steps did you take to learn or do this? Explain what you wanted to do so it is easily understood.
3) What were the most important things you learned? Did you learn new skills?

The judge will consider the following items when evaluating your exhibit:
- Did you explain decisions made as you worked on your exhibit? Did you explain your processes?
- How the use of design elements and art principles help achieve your exhibit goal(s). See Design Elements and Art Principles Tip Sheet.
- Appropriate use of medium—the exhibit should look as though it were made of that medium (paper, clay, leather, etc.) Can the exhibit be used successfully for the intended purpose? Does “form follow function?”
- Condition of materials -- the materials should be the best you have at hand. Are they clean and fresh or undamaged before being used to make the product?
- Finishing techniques -- is the exhibit ready for use? Have proper finishing techniques for hanging or displaying, been used? Is it neat?
- Care and durability—were cleaning processes and durability over time considered before product was created? Have these factors influenced selection of materials, design, and finishing techniques? Is the product properly cleaned before exhibiting?
- Design sources were included. Permission obtained to use copyrighted materials.
- If original art, does the work show originality and creativity?
- If exhibit is exploring a technique, steps to learn the technique are described. Consider using a portfolio to show your practice learning the technique.

Learn more at www.extension.iastate.edu/4h/projects/visualart.htm or contact your county ISU Extension Office
Visual Arts Resources

- Color Wheel (4H 633)
- Design: Exploring the Elements and Principles (4H 634)
- Celebrate Art Level 1 (4H 635A)
- Art in Your Future Level 2 (4H 635B)
- Visual Art Leader Guide (4H 635 LDR)
- Sketchbook Crossroads; Drawing, Fiber and Sculpture (4H 638A)
- Portfolio Pathways: Painting, Printing and Graphic Design (4H 638B)
- National 4-H Visual Arts online resources

Other Resources

- ISU Extension Copyright rules [http://www.extension.iastate.edu/4hfiles/statefair/SFDocuments/SF1UseofCopyrightVI010401.pdf](http://www.extension.iastate.edu/4hfiles/statefair/SFDocuments/SF1UseofCopyrightVI010401.pdf)
- Copyright Kids [www.copyrightkids.org](http://www.copyrightkids.org)
- Art Junction [www.artjunction.org](http://www.artjunction.org)
- Imagination Factory [www.kid-at-art.com](http://www.kid-at-art.com)
- Artcyclopedia [www.artcyclopedia.com/](http://www.artcyclopedia.com/)
- The Exploratorium on the Web [www.exploratorium.edu/](http://www.exploratorium.edu/)
- The Smithsonian [www.si.edu/](http://www.si.edu/)
- Des Moines Arts Center [www.desmoinesartcenter.org/](http://www.desmoinesartcenter.org/)
- 4-H Visual Arts Online [http://new.4-hcurriculum.org /projects/visualarts/](http://new.4-hcurriculum.org /projects/visualarts/)
4-H WOODWORKING EXHIBITS

Judges will use the criteria outlined in this tip sheet to evaluate woodworking exhibits that represent a constructed, repaired, or restored item.

Does the above description not quite fit your project?
If your exhibit is intended to inform its audience about a woodworking topic—use the Poster Exhibits Tip Sheet.
If your exhibit represents an engineering solution to a problem—use the Engineering Exhibit Tip Sheet.
If your exhibit represents a scientific investigation of a question—use the Scientific Investigation Tip Sheet.
If your exhibit uses technology to accomplish a task or render a service—use the Using Technology Tip Sheet.

What’s the judge looking for?

For all exhibits, be prepared to explain:
1) What did you plan to learn or do? (What was your exhibit goal(s)?)
2) What steps did you take to learn or do this? Explain what you wanted to do so it is easily understood. The judge wants to know and understand the steps you used to make your exhibit.
3) What were the most important things you learned?

If your exhibit is a constructed, repaired, or restored item, the judge will use the following criteria to evaluate your woodworking exhibit.

All woodworking projects should include the following:
- Explanation of the project and the steps and variety of techniques used
- Record of work done during the year
- Product shows use of appropriate tools, joinery, and finishes
- Choices of materials is appropriate and indicates understanding of material characteristics
- Construction is solid
- Construction is square and joints close and are solid
- Finish is smooth
- Joins fit snugly and are assembled with even edges and uniform overlap
- Fasteners and hardware are used correctly
- Product is capable and serviceable

Learn more at www.extension.iastate.edu/4h/projects/woodworking or contact your county ISU Extension Office
As you become more advanced in your woodworking skills, judges look for the following:

- Product shows variety in use of tools, joinery, and finishes
- Construction demonstrates uniformity and skill in measuring, cutting, surfacing, and joining
- Joints are durable and show skill in joinery
- Nail, screws, and bolt heads should be appropriate to the piece and flush with the wood
- Project is clean and free from glue stains and residue
- Finish is attractive, even, and match the intended use for product
- Fasteners and hardware contribute to product appearance and style
- Angles and lines are sharp and uniform

Complex woodworking projects should demonstrate:

- Originality and creativity
- Complexity requiring many woodworking skills
- Product is free of pencil marks, chipping, dents, uncut fibers, hammer marks, splits and planer or sanding marks
- Any woodcarving indicates knife control through clean uniform cuts
- Finish should be uniform and free of blemishes such as dust, specks, brush bristles, runs, and sags
- Product will function well and is attractive and well proportioned given its intended use
- Product gives the overall appearance of being well-made